



Coxhoe Primary School

Home School Reading Guide - Key Stage 2



It is vitally important that our children work hard on their reading skills. Regular reading will develop a range of higher order skills that will give them a head start when they move up to secondary school. Ultimately, we hope that they discover the joy of a good book and become life-long readers.

As a parent, you have a vital role to play in this process.

In Key Stage 2, we use a system called Accelerated Reader to support our home reading programme. Books are banded/leveled using the programme and this allows us to utilise a wide range of real books, including a huge range of authors, fiction and information books.

Children complete a computerised test and this will support class teachers in selecting the starting point for your child. Your child will then choose their book from a range of books at that given level. We regularly review and add to the range of books in order to maintain interest and motivation.

Your child may be reading fluently and expressively as they move into Key Stage 2, however, it is still very important to hear them read aloud regularly to develop vital comprehension skills. Children benefit greatly from this one-to-one time with you, discussing the book in greater depth. Please see a selection of questions/discussion prompts to support you in this. You may still enjoy sharing a book together, parents/carers sometimes taking turns to read a page or a chapter which can be helpful with longer/more challenging books to keep the story flowing. However, your child does need to regularly practice reading independently.

Regular practice at home will make a real difference to your child's reading. The following guidelines should help you make the most of reading at home:

- Keep the sessions quite short – 10-15 minutes, extending the time as they move throughout the key stage. Class teachers will provide guidance each year.
- Read every day – our basic requirement is 3 times per week but encourage children to read 5 times per week. More regular practice will have a significant effect on the progress that they can make.
- Decide on the right time for reading (some children prefer to read straight after school, others enjoy it as a settling activity at bedtime and some enjoy it first thing on a morning).
- Look upon it as a daily activity/homework and set this as a routine.
- Always praise and encourage.
- Reading should be an enjoyable experience.
- Try to support your child by providing a quiet space for them to enjoy their reading – perhaps a time when younger siblings are in the bath or at a club.
- Why not try relaxing with a book alongside them?
- If your child is stuck or unsure about a difficult word – you can encourage some independent strategies - using their phonics knowledge alongside their knowledge/understanding of the meaning of the sentence – what could make sense here? Ensure that you read the word aloud correctly for them and explain the meaning or help them use Google/a dictionary if you have one.
- Encourage your child to talk about the story, e.g. talk about the characters, what has happened so far, predict what might happen next, why did the writer do that/use that word? (see attached supporting questions/discussion prompts).
- Note making – your child has a reading journal and is encouraged to make notes about the book they are reading if they think this would support them in recalling facts when completing quizzes. Ways to make notes are taught within school: strategies such as spidergrams and bullet points are encouraged and children are reminded to pick out the main points and NOT write in full sentences.
- To ensure all reading is recorded regularly, encourage your child to have their reading journal and their reading log alongside them at each home reading session.
- Get a good mix of reading opportunities – some independent, some out loud to an adult, some shared with an adult.
- Look for reading opportunities in real life – like reading recipe books or holiday brochures with you, information leaflets, instructions for models or games, magazines/comics etc.

- As children move onto longer texts, they are not expected to always complete a book in one week. Their class teacher will monitor the progress they are making throughout a book and alert them/you if there is a concern about the quantity of reading.

With the busy lifestyles that we all lead, we understand that occasionally it will not be possible to read every day. If this does not happen do not worry but encourage your child to read a little extra on other days. The minimum of 3 times per week is a very basic requirement and **must** be completed by all pupils. It is expected that page numbers are recorded so that staff can check that your child is reading a suitable amount during each reading session. Remember, research has shown that the more time spent reading, then the greater progress they are able to make.

Every time your child has read a book, they will complete an online quiz to assess their understanding of the text. Children will gain points as they take and pass more quizzes. This will give a general measure of their reading comprehension. Their target is to aim for an average score of above 85% in their quizzes. Their class teacher will use information from the half termly tests, scores from their quiz and teacher assessments from Guided Reading sessions to determine when your child is ready to move onto the next level. Children have the freedom to choose their own book from a range within their level, increasing enjoyment and motivation.

Parents can check their child's progress in their Reading Log and now have a 'Home Connect' password to access information about their child's reading: this includes the books they have read and the quiz results they have achieved. In school, teachers will also be setting individual targets for your child including their daily time engaged in reading, percentages achieved in quizzes and points collected from the books they read. These targets will be closely monitored by each teacher.

If you wish to pass on any comments or concerns to the teacher, please write them in the Reading Log or speak with them after/before school. Please sign the Reading Log regularly to show that your child has completed their regular home reading. This Reading Log will be checked weekly to encourage regular reading sessions at home.

Reading at home is an integral part of our English homework and if children do not complete the minimum requirement they will be expected to complete this during playtimes at school.

Other Opportunities for Reading

Children have many opportunities to read in school. A daily time (30 minutes) is allocated for private reading, using their school reading book and completing quizzes (Accelerated Reader). It is important that children arrive in the **classroom** early and NO LATER than 8.45 to maximise opportunities for reading. Staff also use this time to support children individually, sometimes listening to them read, helping them choose books and discussing a text.

In addition to this, there are Guided Reading sessions allocated every week – focusing on a group text. These sessions are rich with discussion and tasks to develop comprehension skills, especially understanding of higher order vocabulary.

We also enjoy relaxing with a good read at the end of every school day. Class teachers read a class novel to the children and this is a superb way to promote a love of reading and leads to lots of animated discussion. We also hold a number of events throughout the school year to celebrate the joy and excitement that reading brings. This includes events such as World Book Day and Bedtime Stories evening.

We strongly encourage parents/carers to continue to enjoy stories with their children, especially as a settling down activity at bedtime. Sharing a wide range of books with your children has a huge impact on their progress across many areas of the curriculum. We hope that **together**, we can foster a love of reading as a life-long ethos for all of our children.

Reviewed by: D Caygill

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Reading at Home

Suggested questions/discussion points

Fiction

- Express opinion about book and give reason for it
- What do you think is going to happen next?
- What do you think might happen to...?
- How do you think is feeling?
- How can you tell?
- Where is?
- Where is going next/now?
- Where is this story set?
- Who are the characters in this story?
- How did travel?
- What is ...doing?
- Who...?
- Where...?
- When...?
- How...?
- What...?
- Lots of WHY questions. (eg: why do you think ----- did that/said that? Why does ----- feel upset /excited/ angry...? Why did they choose to do that?)

Non-Fiction:

- What kind of book is this? (It has real information./It is not made-up.)
- What do we expect to find at the front of a Non-Fiction book? (a contents page)
- How is the contents page ordered? (alphabetical)
- Where is an index page located in the book?
- How is the index ordered?
- Why do non-fiction books have a contents/index page? (to help us locate information quickly)
- Do you have to read a non-fiction book in order from start to finish? (No, you can choose a particular section that interests you most or a particular section that helps you find information you are looking for.)
- What facts can you remember from your non-fiction book?
- Why is that picture helpful on this page?
- How?
- Why....?
- Where....?
- When....?
- Who....?