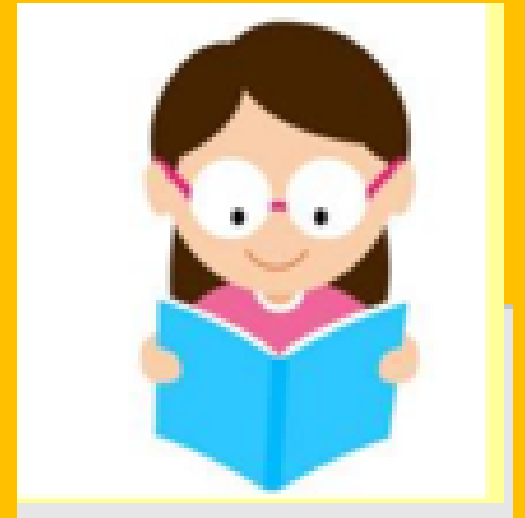


Parents Reading Meeting



Why is reading important?

- It helps children learn about the world in which they live.
- It supports vocabulary development.
- Good writing starts with good reading.
- It is a key skill needed in all other subjects.
- Children learn how language works.
- Children develop a love of reading.



Department of Education; The Reading Framework; teaching the foundations of literacy states:

“The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point.”

This provides readers with the opportunity to use their developing segmenting and blending skills to read words in order to develop automaticity, the ability to recognise words quickly and effortlessly, and experience independent reading success.

Our aim is that every child who leaves year 2 is able to read fluently and confidently.

The books are not too easy for them, they are supporting them to become fluent and independent readers.

Learning to read is a partnership between home and school.

Your child's reading book will be at the correct phonic stage for your child and has been carefully matched to their current reading level.

Listen to your child read and praise them and when they have finished talk about the book together.

Reading at school

- Daily phonics lessons to learn about letters and their sounds and to teach them to segment and blend these sounds (sh ar p)
- Story reading with the class and their teacher where the teacher models effective reading skills and the children hear rich story language.
- Guided reading 3x week in very small groups all practicing the same skills.
- Individual reading. (CT, year 6, parent / student helpers)
- Additional reading support when needed

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

Here's a great thing about reading aloud: it doesn't take special skills or equipment, just you, your child and some books. Read aloud for a few minutes at a time, but do it often. Don't worry about finishing entire books - focus on pages that you and your child enjoy.

<https://www.youtube.com/watch?v=9TC8c2se0xs&list=PLDuDKKBaUvIMptkmjl32wGLFzfgswaSM0&index=2>

In the first term of Reception we concentrate on blending and developing confidence to read simple words based on the letter sounds we have taught.

Books will not be sent home just flashcards and precision grids for blending practice.



High Frequency Words will be sent home to practice.

A quality picture book to share with parents will come home weekly.

Children will bring a Monster Phonics book home when they are ready to support their confidence.

Monster Phonic Group
Guided Reading

Group Guided Reading Sessions

There will be three sessions a week in each year group

SESSION 1; Decoding

- Decode the words at the front of the book.
- Working as a group so all children know and understand the words.
- Each child then reads the book quietly aloud and the adult will tap in and listen to individuals. (all children read at the same time)

SESSION 2; Prosody

- A pacy recap of words in the book to build fluency.
- Adult models reading with prosody - reading with expression.
- Pupils read again to build confidence and fluency.

SESSION 3; Comprehension

- Recap of words in front of the book, aiming for automaticity.
- Focus on understanding of what has been read.
- How can they find the answer? Where is the answer? Can you find where things happen in the story? How do you know?
- They will again read out loud and be heard read individually.

Reading at home

Every night (monster phonic book, colour level book)

Read for pleasure (library picture book)

Record reading in the children's yellow book.

Precision grid - increase vocabulary that can be read by sight

During Reading

Pause, prompt and praise

Pause - give your child time to try something to work out an unfamiliar word (5 sec) but tell them if it's too hard.

Prompt - give them ideas of what they could try if they are stuck

Eg. point to the picture if it will help get to the target word.

- If the word can be sounded out encourage them to do so.
- Ask them a question that will lead to the target word.
- Get them to re read the sentence up to the unknown word so they can hear what might fit in with the story.

Praise

Let your child be clear about what you are praising them for so they know it's a good thing to try again.

"You sounded out that word and worked it out."

"You heard that word didn't sound right and you went back to fix it."

"You looked at the picture and the first letter and worked out that word."

REMEMBER - it doesn't matter if they make mistakes, praise your child for noticing their mistake and trying something to solve the problem.

Good Readers will:

Look at the pictures and think about the story

Look at the word and sound out the letters

Check it sounds right and looks right

After Reading

Ask your child questions about the story because it is important they understand and enjoy what they have read.

Ask them about their favourite part / characters / pictures and why it is their favourite

Ask them - would you choose this book again? Why?

Don't worry if your child keeps choosing the same favourite book, it's all good practice.

Most of all - Enjoy reading
together.

Read for **MEANING** - the story is
about getting the message not just
reading words

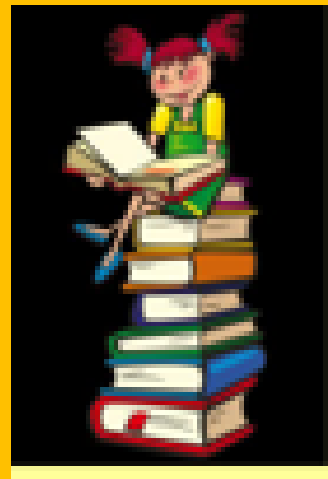
My child won't read to me!

Strategies to engage reluctant readers.

- Read a story to them instead
- Children are used to screens to support their interest -teach them they have the most portable screen in their heads - their imagination!
- Get your child to close their eyes and visualise the imagines to match the words.
- Get them up and moving - let them act out the movement or characters involved.
- Share reading - take it in turns to read a page. Or you could make it a game! As you are reading, stop at a random point and ask you child to read the next bit.

More Strategies

- Let your child see you reading and enjoying books
- Reading everything; comics, cereal packets, signs outside, recipes, instructions to make something, text on Minecraft.
- Keep the reading time light and unpressured - follow up with a favourite activity.
- Find books about subjects they are interested in.
- Don't make it into a battle - seek advice from your class teacher or our Senco.



My child is a great reader. What next?

- Allow some reading in their heads along with practicing reading aloud.
- Use questioning to develop comprehension and challenge them further.
- Develop vocabulary.
- Develop understanding of punctuation.
- Develop understanding of word types eg adjectives or adverbs.
- Read, read, read.

Our ultimate aim;

