



Learning to Read and Reading for Pleasure

Teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These key skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Once children have learnt to read independently, we continue to teach key reading strategies and skills. Children are taught learning behaviours, which enable them to support and listen to other points of view and to discuss and explain their ideas. Through this, they then apply the VIPERS six reading strategies of vocabulary, inferring predicting, evaluating, referring and summarising.

Being able to decode a text alone is not enough. Children need to comprehend what they are reading and need to be actively taught key comprehension skills from a very early age. We do this through comprehension activities linked to the texts the children read. We know that good readers question, check and engage with their own understanding - these are some of the skills we seek to develop. We know that decoding and comprehension should not be taught in linear progression but need to be taught simultaneously.

Our entire curriculum has a strong emphasis on vocabulary acquisition. Vocabulary is key to understanding and learning. Children need to know, through active teaching, what words mean in order to understand what they have read. Again, this is a core purpose behind the books we read to the children.

First, we make sure the parents understand the importance of daily reading with their children. The way in which we approach reading and the priority it has are explained to them at an induction evening before their child starts in Reception and re-emphasised through 'Meet the Teacher' evening and Parent, Pupil, Teacher Consultations.

Every child in school has a half hour session for reading every morning - either independently, to an adult, or as part of a guided group. In addition, every class often shares a book read by the teacher for around 15 minutes at the end of each day. These are not read as part of the curriculum or to carry out assessments, but purely for pleasure.

Another of our priorities lies in ensuring that the children study a broad curriculum using a cross-curricular approach. This includes linking English lessons and age-appropriate texts to the topics studied, and enables children to develop their knowledge of the subject while also boosting their comprehension. We ensure quality texts and text analysis form part of every English unit, with time built into units for children to read the texts and discuss what their thoughts are towards them. This is before they move on to applying skills of analysis, retrieval and inference to what they have read.

Short writing activities which enable children to respond to the texts occur throughout units so that children can write in-role, ask questions of characters or explore vocabulary or inference, which provides them with opportunities to improve their comprehension skills with a text that they exploring in depth.

Phonics is taught rigorously in differentiated groupings throughout key stage 1, and for children who are not on track to reach year group expectations. We provide intervention using structured programmes such as additional phonics and Toe-By-Toe sessions.

Parent / Home Support

Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child is bonding, relaxing and gives you the opportunity to escape into another world with your child. Reading for pleasure will help develop your child's vocabulary, communication, concentration, empathy and imagination. Whether this is sharing books by reading together (when children are in Nursery, Reception, Year 1 and 2 this is crucial) or beginning to read more independently, we advise that all children read for 20 minutes a day.

In order for them to record what they have been reading, a reading Journal is provided to each child. It also provides an opportunity for parents to comment on their child's reading. Within your child's journal will be the sticker below and their current reading band:

Dear Parents:

Below is the reading colour band that your child is working on. The bullet points are what your child is 'expected' to achieve prior to moving onto the next colour band. The checkmarks are suggestions of ideas that you can undertake with your reader. I hope that you find these useful

<p>PINK</p> <ul style="list-style-type: none"> understand stories make sense and sound right find the title, turn the pages, start reading on the left read each word as they point to them guess what might happen in a book use what they know about letter sounds to read words <ul style="list-style-type: none"> ask them about the story and talk about the pictures say "Where do we start reading?" let them hold the book and turn the pages themselves if they get stuck ask, "what would make sense?" or say, "sound it out" or "go back and try again" <p>✗ adults interrupting and pointing is not helpful</p>	<p>RED</p> <ul style="list-style-type: none"> make sure it makes sense and sounds right make the reading sound like talking – not like a robot find the title, turn the pages, start reading on the left read words they know automatically re-tell the story including all the main parts <ul style="list-style-type: none"> if the reading doesn't make sense ask them what they can do to fix it if they get stuck say, 'go back and try that again' or 'sound it out' <p>✗ telling them about all their mistakes is unhelpful</p>	<p>GOLD</p> <ul style="list-style-type: none"> know what a book is about, from looking at the title, sub-headings and layout independently find information in non-fiction books read silently or quietly at a fast speed using punctuation to support understanding be able to solve new or unfamiliar words fast talk about what has been read, taking turns and listening to others <ul style="list-style-type: none"> ask, 'What have you learnt from the book?' say, 'Find the part of the story where...' <p>✗ reading all the words correctly but not listening to what is being read is unhelpful</p>	<p>WHITE</p> <ul style="list-style-type: none"> read silently most of the time, noticing new words and thinking about their meaning read for longer periods of time and return to a book after a break – remembering what has happened notice the spelling patterns of unfamiliar words talk with others about what has been read think what might happen from what has been read <ul style="list-style-type: none"> say, 'Find the word that means...' ask, 'What words were used to describe...?' <p>✗ be careful – how you feel about a book may not be how the student feels. We all like different things</p>
<p>YELLOW</p> <ul style="list-style-type: none"> listen to their reading, notice mistakes and correct use their eyes to follow the sentence make the reading sound interesting using punctuation relate the story to own experiences and other stories retell the story in detail <ul style="list-style-type: none"> say, "You said ... Did that sound right? Fix it!" show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day ask, "What might happen next?" let them read the book again to make it sound smooth <p>✗ using a finger to point can make reading sound robotic</p>	<p>BLUE</p> <ul style="list-style-type: none"> read longer and more complicated books be able to say why they like or don't like the book take turns to talk about a wide range of stories notice and fix mistakes quickly re-read to make it make sense and sound like talking <ul style="list-style-type: none"> ask, "What's your favourite part?, "Why?" say, "Check it", "Does it make sense and look right?" tell them to go back and try it again to check show how punctuation changes the way you read <p>✗ sounding out some words is not helpful – said, was, come</p>	<p>LIME</p> <ul style="list-style-type: none"> recognise text types, predict layout, general content read silently, asking questions to monitor meaning - returning easily to a text after a break return more complex sentences and unfamiliar language to understand and interpret meaning make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately express reasoned opinions about what is read <ul style="list-style-type: none"> ask, "Which part of the book tells you about...?" ask, "Tell me why he or she did that." <p>✗ they may understand all the words but not the story</p>	<p>BROWN</p> <ul style="list-style-type: none"> read and search longer texts for detailed information looking at language, structure and presentation use the context of the story to work out meanings of unfamiliar words and discuss understanding summarise the ideas from more than one paragraph find specific information from non-fiction texts read and perform plays and poems <ul style="list-style-type: none"> ask, "What makes you think/feel...?" encourage them to ask questions as they read the text <p>✗ but don't assume that answering questions means they understand the real meaning of the text</p>
<p>GREEN</p> <ul style="list-style-type: none"> read different sorts of books – fiction and non-fiction read at good speed using punctuation and expression retell a story and be able to talk about the title, main events and the characters use the contents page and glossary in non-fiction talk about new words and what they mean <ul style="list-style-type: none"> say, "Does it make sense, sound right and look right?" ask how the characters felt or why things happened show how reading at a good pace makes it interesting check they understand the ideas in non-fiction books <p>✗ telling them they should "know a word" only helps if they have learnt it or solved it before</p>	<p>ORANGE</p> <ul style="list-style-type: none"> read longer books/stories with fewer pictures check that what is being read makes sense, sounds right and looks right without adult help notice punctuation and how the book is set out break longer words into chunks i.e. yes/ter/day know that they need to "read between the lines" and use clues to understand the story <ul style="list-style-type: none"> find and talk about information from non-fiction books talk about unusual words and their meaning - glacier ask what sort of book it is – fiction, non-fiction, poetry look for words within words i.e. playground <p>✗ sounding out all the letters in long words does not help</p>	<p>GREY</p> <ul style="list-style-type: none"> search text by scanning to find detail identify words that are used to give effect relate information from one text to another read between the lines to discover a character's feelings, thoughts, motives from what they say and do read and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books <ul style="list-style-type: none"> say, "Find the part that tells you..." or "Where in the story does the author make you think..." ask, "What is the main idea on this page or chapter?" <p>✗ although students often prefer a particular type of book they need encouragement to read a range of books</p>	<p>DARK BLUE</p> <ul style="list-style-type: none"> make comparisons within and across books ask questions to themselves and others to improve understanding understand the difference between fact and opinion read a wide range of books – myths, legends, traditional stories, modern fiction, books from their own culture and the culture of others <ul style="list-style-type: none"> encourage them to ask or use reference resources when they are unsure about unfamiliar vocabulary discuss what is read to build on and challenge their ideas <p>✗ don't assume that all cultural references are understood</p>
<p>TURQUOISE</p> <ul style="list-style-type: none"> understand everything that is being read without relying on illustrations read different types of books with a full page of text read with a range of expression by paying attention to punctuation and text layout read more unusual words while checking the meaning use alphabetical order to find information <ul style="list-style-type: none"> ask, "Has that ever happened to you?" talk together about books they have read or heard <p>✗ don't ask them to read unusual words in a list – it is best to read unusual words in text</p>	<p>PURPLE</p> <ul style="list-style-type: none"> guess what a book might be about before reading and ask questions when reading notice familiar phrases in different books - Once upon a time, One day, Long ago read quietly or silently at a good speed noticing and correcting errors work out unknown words quickly notice books can be set in different times and places <ul style="list-style-type: none"> ask, "Why did the writer use this word?" talk about how the writer wanted you to feel <p>✗ be careful – they may sometimes read unfamiliar words but may not know their meaning</p>	<p>BURGUNDY</p> <ul style="list-style-type: none"> recommend books and give reasons for their choices identify and discuss themes, conventions and language across a range of books read and perform plays and poems showing understanding and making meaning clear to others follow the stages of a process or argument <ul style="list-style-type: none"> ask, "Find more than one reason to support your opinion" ask, "Why would you recommend this book to others?" <p>✗ don't assume that everything 'read' is understood</p>	<p>Reading targets from the National Curriculum and Which Book and Why ISBN: 978-1-78277-022-0</p> <p>PINK RED YELLOW BLUE GREEN ORANGE TURQUOISE PURPLE GOLD WHITE LIME BROWN GREY DARK BLUE BURGUNDY</p> <ul style="list-style-type: none"> this tells parents, carers and Reading Buddies what the child needs to learn as they read a particular colour banded book. Adults/Buddies need to praise when the child does these things well this gives parents and carers ideas about how to help their child this highlights things which are not useful Tell or show the child the useful things they can do. <p>Remember reading should be enjoyable and fun.</p>