







William Penn Reading Booklet

Why read?

Reading opens the door to learning and to the world. It underpins everything we do and is essential to everyday life. In order to survive, we need to be able to read instructions, signs, and safety information as well as reading for pleasure. Our job as teachers and parents, is to not only teach children the mechanics of reading but to develop higher order reading skills across a range of genres and to foster a love of reading and books.





Successful readers use many strategies to help them understand the text.

-  Phonic (sounds and spelling)
-  Grammatical knowledge
-  Knowledge of punctuation
-  Word recognition and graphic knowledge
-  Knowledge of context
-  Knowledge of spoken language




What are higher order reading skills?







Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills. These are:-

-  **Inference** - Something that is not explicit in the text but is inferred.
-  **Deduction** - Work out something from clues in the text.
-  **Authorial technique and intent** - What the author does to get their intended message across.
-  **Skimming and scanning** - To read quickly to get an overview of the story.

How does the school teach my child to read?

Your child is reading in school all the time, in many different ways. For example:


-  **Phonics/Spelling** - Children in the Foundation stage and Key Stage 1 have a short focused phonics session each day which aids their segmenting and blending skills. This continues in Key Stage 2 where children receive a focused spelling lesson each week.

-  **Guided reading** - is taught throughout the school. This is where children read as part of a group and then answer questions based on the text they have read.
-  **Reading comprehension** - from Year 2 upwards children will complete planned lessons which focus on the skills of reading a text and answering written questions.
-  **1:1 reading** – either to the class teacher, a TA or a parent volunteer.
-  **Whole class shared reading** – Reading happens across the curriculum in all lessons and your child will often read as part of the class during teacher inputs.
-  **Reading sessions** – your child will complete independent reading tasks which are linked either to their school book or e.g. a topic book they have chosen.
-  **Reading Challenge books** – These are linked to your child's reading scheme book to support and extend your child's reading skills. **The aim of this book is to ensure that your child is not only able to read the words on a page of a text but to be able to understand the meaning of these words, the context and any inference contained within the text.** Usually, your child will need to complete a reading challenge every week and after each book read and will move on to the next band when they have demonstrated sound understanding of the reading skills in that band. Reading Challenges usually start for children in Year 2 but teachers will tailor this to the individual needs of the child.




How do we assess your child's reading?

For reading, your child is assessed against seven key assessment areas:

Level	Assessment focus
AF1	Use a range of strategies including accurate decoding of text, to read for meaning
AF2	Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
AF3	Deduce, infer or interpret information, events or ideas from texts
AF4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
AF5	Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level
AF6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
AF7	Relate texts to their social, cultural and historical contexts and literary traditions

-  Your child is continually being assessed by their teacher against these 7 focus areas.

In Addition:

-  Children in Year 2 complete a reading comprehension booklet during the Summer Term of Year 2 as part of their KS1 SAT's to help inform teacher assessment.
-  Children in Years 3, 4 and 5 also complete Nfer reading comprehension booklets as part of the schools assessment procedures to help inform teacher assessment.
-  Year 6 children will complete their reading comprehension paper as part of their KS2 SAT's.

What should my child be reading?

In school, your child will read a book from our colour banded progressive set of books. Sometimes it is hard for parents to understand that progression through the bands is linked to the range of reading skills rather than just decoding or reading the words. It is quite possible that your child will be able to read the words in a higher band but will not have developed the skills needed to fully understand what is written or inferred. We would ask parents to bear with us as we help children develop and consolidate the whole range of reading skills in a step by step way.

It is important to read a variety of texts alongside your child's school reading book. Encourage your child to read the things that interest them. This could include comics, magazines, joke books, poetry and books about pets or sports. You could ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.

How often should my child read? How do I find the time? Reading Journals















Getting together for just 10 minutes a day at least four times a week, will have an incredibly positive impact on your child's confidence and achievement in reading. We ask that if your child has a reading journal (Years 1-6), this is filled out at least 4 times a week and signed by an adult. Children are encouraged to add comments about their own reflections on what they have read. As you might have guessed, the more time that your child spends reading, the more progress they will make with their learning.

My child can read fluently, can I still help?







YES! Although children will often want to read independently when they become fluent readers there are still many things that you can do to support their reading development. Discuss with them what they have read – about the characters, about the plot, about the important parts of the story, about what they have learnt from the information, about their feelings as they read the story, why the author wrote the book or chose some of the language.

How can you help your child at home?



When you are hearing your child read please encourage them to:

-  Express opinions about plots, characters, settings and language in books
-  Recognise and discuss issues and themes
-  Evaluate the behaviours and personalities of characters
-  Refer back to the text for evidence in order to justify opinions and conclusions
-  Understand the elements of story structure: opening event, cause and effect, climax and resolution
-  Predict what might happen next in a story and say why
-  Explain the content of a passage /text
-  Make inferences and deductions where things are not explicitly stated
-  Discuss alternative meanings of words
-  Understand the difference between figurative and literal language identify how and why a character changes in the course of a story
-  Be aware of an author's style, use of language and purpose
-  Give personal responses to a text, E.g. I like this because.... I don't like this because
-  Understand and make use of the structural devices for organising information, e.g. contents, headings, captions and index
-  Tell the difference between fact and opinion


What if my child is stuck on a word?



-  Wait for the child to think.
-  Supply the word.
-  Encourage your child to think about the sounds that the letters make and attempt to sound out the word.
-  Encourage the child to think about the blends in the word e.g. *th, ou, ck, ir*.
-  Compare it with a more familiar word which has similar spelling patterns.
-  Reading to the end of the sentence can often provide a clue.

What if my child reads the word incorrectly and carries on?






-  Let your child proceed without correction – the word may make sense in the context or, given some time, your child may self-correct.
-  Stop your child if the word is said incorrectly and the sense of the piece is lost – then use one (or more) of the ideas listed in the previous section.

What if my child is not reading very fluently?

-  Make sure that finger pointing is not stopping your child reading ahead.

-  Act as a model by reading some of the text aloud and then asking the child to join in with you.
-  Discuss the text with your child in order to judge how much he/she is understanding.

What if my child does not seem to understand the text during reading?

-  Stop your child and discuss what has been read so far.
-  Re-read a short section and discuss it.
-  Use any available picture clues.
-  Ask your child to predict what might happen next and check the prediction.
-  Discuss with your child key characters/events/themes/ideas/vocabulary in the text.

If you have any further questions, please contact your child's class teacher.