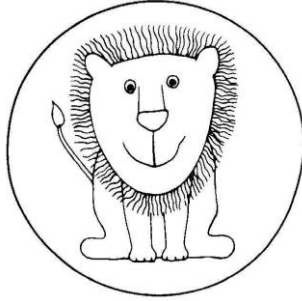




Linslade Lower School

Reading Information For Parents Key Stage 1



INTRODUCTION

Reading at Linslade Lower School

At Linslade Lower School, great emphasis is placed on creating an environment in which the children are surrounded by books and other reading material is presented in an inviting and attractive way.

The children have many opportunities to explore and experience a variety of fiction and non-fiction books. These include being heard to read individually, as part of a group in guided reading, during Whole Class Reading Sessions, sharing books informally within the class and using the library to choose their own books based on personal interests and preferences.

Working Together - A Reading Partnership

We believe that parents play a vital role in helping their child learn to read. School and home working in partnership together create the perfect setting for encouraging a love of reading. We really appreciate the commitment parents make in helping their children become confident readers.

Children should read to an adult at home at least three times a week. Teachers will be keeping a log of the children who do this. Each week the total number of children who read to an adult three or more times a week is shared in assembly. The children are then challenged each week to beat the score from the previous week. We feel this increased frequency of reading will help the children make rapid progress with their reading skills.

The Reading Curriculum in Year 1

Children will learn to sound and blend unfamiliar words using the phonic knowledge that they have acquired in early years. They will continue to learn alternative ways to make phonemes e.g. *ai*, *ay*, *a_e*, *igh*. They should apply their skills whenever they read until they can read familiar words without overtly sounding and blending.

They will also continue to learn to read by sight common exception words that is those common words that cannot be sounded out easily using phonic strategies.

The children will hear, share and discuss a range of high quality books to develop a love of reading and to broaden their vocabulary. They should re-read books to develop confidence and fluency.

The Reading Curriculum in Year 2

Children continue to develop accurate and speedy word recognition skills so they are able to read appropriate texts fluently without hesitation.

They should listen to a wide range of stories, poems, plays and information books in order to develop their comprehension and vocabulary.

To increase fluency they should re-read books that are closely matched to their stage of reading development.

Extra Help

A few children find learning phonics and reading difficult. We have a number of alternative resources to help them. We also provide additional teaching in school to help them progress. Parents will be informed if this is the case.

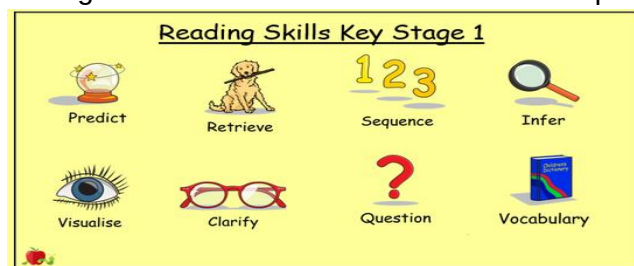
Phonics in Year 1 and 2

We use Jolly Phonics to teach phonics in Reception and Key Stage 1. Early Years and Year 1 have a 20 minute session of phonics per day. We expect the majority of children to have learnt all of their phonemes and the alternative representations by the end of Year 1. For children who have not progressed this far additional support will be provided. Consolidation of phonics continues in Year 2 but the emphasis is on rapid recognition, spelling and grammar.

How We Teach Reading

Children from Year 1 onwards have weekly Whole Class Reading Sessions. During these sessions the children are taught the skills of reading using a shared text that they read together. The teacher selects a high-quality piece of literature to challenge **all** pupils at level beyond that at which they can read independently, this can be linked to a topic to benefit other areas of the curriculum. The learning objective is the same for all pupils. The teacher reads the text to the class, modelling fluency, intonation and comprehension. Through skilful questioning the link is made to vocabulary and understanding of the text. The children then take part in activities based on what they have read. This can be done in pairs, individually or in groups, etc. The pupils become performance readers.

During these sessions the children learn and practise a range of these key skills.



Children in each class are also heard read individually or in groups through the week. Children who need additional support and practise will have opportunities to read more often.

Children are able to borrow books from the school library. We use the library to encourage the children to develop a love of reading for pleasure and to develop individual interests.

Each classroom has a book area where children can read a variety of books during the day. These books have been chosen to support the children to develop a love of reading and should be fun and enjoyable to pick up for a quick read.

Reading Books

We use a book band system to organise books from various schemes into colour bands. This enables us to closely match reading books to the children's stages of reading development. The book band scheme is used from Reception to Year 2.

There are many fiction and non-fiction books in each book band to provide variety. The children are not expected to read every book in the band, but will read enough to develop their fluency and confidence. The books at the early stages are decodable using phonic strategies.

Children who are assessed to be able to read at a higher level than the books from the Key Stage 1 book bands will be able to choose from the "KS1+" boxes. These are age appropriate, non-scheme books that will deepen their reading experience and ensure they can transfer their skills to different contexts.

Assessment of Reading

During each term the children are assessed in a number of ways by staff. When a child is heard read individually or in a group the staff ask questions to check for understanding and comprehension. Staff are listening to the segmenting, blending and use of sight vocabulary to check phonic knowledge and use of phonic skills. At regular intervals through the year the children are individually assessed using a reading assessment. The member of staff asks the child to read a piece of text and answer questions. This diagnostic test allows staff to move children up a reading level and know the next steps they need to make to continue to improve.

Reading at Home

Your child will bring home a reading book (fiction or non-fiction) that they have chosen from their allocated book band. We expect children to read for 10 minutes every day. The reading they do at home is intended to consolidate what they have learnt in school in order to develop fluency and increase confidence. They may need support to decode unfamiliar words using phonic strategies. As they develop they will need to increase fluency and accuracy and be less reliant on phonic skills.

Parents should fill in the reading record book with date, title of the book, pages read and positive comment in the space provided. A member of staff will check that the children have read at home on a regular basis and encourage the child to change the book when required. It is important to re-read familiar books, this means the children may not change their book every day.

A Selection of Recommended Authors

Jill Murhpy	Oliver Jefferies
Maurice Sendak	Emily Gravatt
Martin Waddell	Jon Klasson
Julia Donaldson	David McKee
Mini Grey	Jez Albrough
Allan Ahlberg	Mick Inkpen
Judith Kerr	Eric Carle
Raymond Briggs	

Traditional tales- Jack and the Beanstalk, Little Red Riding Hood, the Gingerbread Man etc.

Don't forget reading with your child also provides an excellent opportunity to extend their vocabulary by discussing the meanings of new, unfamiliar and complex words.



Some Useful Questions as Children Develop Reading Confidence

The questions below are used by staff to assess your child's reading comprehension. It would be useful if parents could ask them when hearing their child read.

These questions assess understanding of the text.

- ☐ What does this wordmean?
- ☐ Can this wordhave more than one meaning?
- ☐ What happened at the beginning?
- ☐ What did the do?
- ☐ Which word told you that?
- ☐ Describe
- ☐ Which paragraph tells you ...?
- ☐ Why do?
- ☐ What type of book is it?
- ☐ Who is the author/illustrator?
- ☐ Could you tell anything about the book before you started reading it? What were the clues?
- ☐ Who are the characters? Who do you like/dislike and why?
- ☐ What was your favourite part? Why?
- ☐ Would you recommend the story to a friend? What would you say to your friend about the book?



These questions encourage your child infer and interpret information, events or ideas in a book.

- ☐ Why did?
- ☐ What does the author think about?
- ☐ How did react?
- ☐ How did?
- ☐ What ideas are we given about.....?

These questions encourage the children to look at the structure and organisation of the text they are reading.

- ☐ What is the purpose of?
- ☐ How does the layout help...?
- ☐ Why areused?
- ☐ Why are the words in bold print?

We hope this leaflet is useful to you. If you have any questions of concerns please contact your child's class teacher who will be happy to help further.

