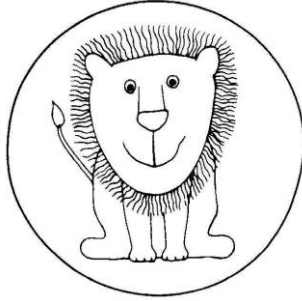




Linslade Lower School

Reading Information For Parents Key Stage 2



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.

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 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.

At this age most children are developing reading stamina in order to read books with a more complex plot. To sustain reading development it is important for children in Key Stage 2 to read books they enjoy and to be introduced to a variety of authors. Children are also developing their own interests and hobbies and their book choice may reflect this. Children will develop strong opinions about what they like and dislike and they should be encouraged to discuss and justify these.

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.

The Reading Curriculum in Year 3 and 4

Children should accurately read books written at an age appropriate interest level. They should be able to read at a speed that is sufficient for them to focus on understanding what they are reading. They should be able to decode new words making a good approximation of the word's pronunciation.

Children should increase their vocabulary and develop the breadth and depth of their independent reading. They should be able to read a range of fiction and non-fiction frequently and learn to read silently.

They should learn to justify their views about what they have read and should demonstrate an understanding of figurative language, distinguishing shades of meaning between related words.

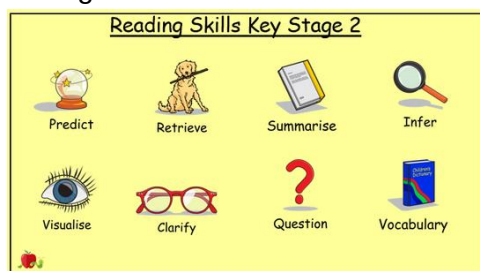
Extra Help

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.

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

At the start of Year 3 the majority of children will be assigned to a Key Stage 2 book band. The content of the books is longer than those in Key Stage 1 and the subject matter is more appropriate for older children.

The teachers will ensure the children's reading and understanding of the texts is secure and at an acceptable level before moving them on to Key Stage 2 "independent readers".

To encourage children to read more widely we will provide children who are "independent readers" a list of recommended authors and titles that we expect them to read whilst they are in Key Stage 2. They also have a reading diary to record what they like/dislike about the books, new vocabulary and ideas they could use in their own writing. These are checked regularly by staff to ensure the children are still reading frequently.

For children who have not completed the Key Stage 1 book bands we have a selection of books that are from the equivalent book band but have more age appropriate content. These books can be decoded using phonic strategies. We have taken care to provide books that will interest and motivate the children whilst catering for their reading needs. Children at this stage of reading development will receive additional reading sessions and phonic intervention.

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 or "independent reader" section. We expect children to read for 15 minutes every day. The reading they do at home is intended to develop their stamina and widen their reading repertoire. Increasingly they will read to themselves, never the less it is helpful if parents monitor this and ask questions about what they have read. Not only does this enable parents to check understanding, but it also reinforces the importance of reading.

Children who are "independent readers" will have their reading diary to fill in at least three times a week. Throughout Key Stage 2 parents should sign the home reading record/diary and write a short comment. A member of staff will check the reading record once a week.

A Selection of Recommended Authors

Michael Morpurgo	Anne Fine	Raymond Briggs
Roald Dahl	Jeremy Strong	Jeff Brown
EB White	Jonny Duddle	Lauren Child
Philip Pullman	David Walliams	Judith Kerr
Jill Murphy	Jacqueline Wilson	Dick King Smith
Malorey Blackman	David Wiesner	Anthony Browne
Michael Rosen	CS Lewis	

In addition remember to read a selection of myths, legends and poetry.

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.

