



HOW WE APPROACH READING AT BURLEY AND WOODHEAD PRIMARY

How we approach reading at Burley and Woodhead CE Primary School.

There is a progression in our school from children learning to read to reading to learn. We feel that reading is a vital tool for learning. It should be enjoyable for children and a pleasure that lasts a lifetime. Reading not only helps us to widen our knowledge and experiences but also allows us to increase our confidence in many aspects of our lives.

Helping children to make progress in reading is most successful when it is done in partnership between home and school. Any support you can give will improve your child's progress. We appreciate that parents and other adults are more than willing to offer this support but may sometimes be unsure about how to go about it. This book offers some advice about reading which we hope you will find useful.

In order for your children to become able and independent readers they need to have:

- **Enjoyment and confidence** - children will become lifelong readers because it is a useful and pleasurable thing to do.
- **Accuracy** - children who decode words are able to read without interrupting the flow.
- **Fluency** - children who can read at a comfortable speed with appropriate expression.
- **Understanding** – children who can follow the content of what they read.

What we do in school.

Children engage in all sorts of reading activities each day at school. Throughout school, a language-rich environment is promoted. Much of our English is taught through the exploration of a text. In addition to this, children are encouraged to read regularly at home and lists of recommended texts are provided for each year group.

We also have a reading 'buddy' system in which upper key stage 2 children are paired with key stage one children and they read together on a weekly basis.

Our library is stocked with a range of texts, which children are able to access and our classrooms have age-appropriate libraries and topic-specific texts.

How we teach early reading skills

Sound books

We begin to teach children early reading skills using letters and sounds and Jolly Phonics systematic phonics programmes. The 42 sounds of the English language are taught and for every sound there is an action which helps children to remember the sound that a letter (or group of letters) makes. As letters are taught, they are stuck into a sound book which is brought home. This is your child's first reading book which they should read to you daily, and practise performing the actions to match each sound.

Picture books

Picture books will then be sent home to encourage your child to hold the book correctly and tell their own story using the pictures, as picture clues are a vital reading tool when beginning to read.

Phonic story books

Once single sounds are mastered, children will be taught how to blend sounds together to read words. For example c-a-t is cat. The sounds must be said quickly to hear the word. This process will be taught in school and, once mastered, simple phonics-based books containing simple regular words will be sent home to develop this blending skill.

Flashcards

'Tricky words' - words that don't follow the phonetic pattern - are then introduced as flash cards. They cannot be sounded out by listening for sounds in them and have to be learnt on sight. Lists of these words are sent home for the children to practise.

Biff and Chip stories

Once enough tricky words have been learnt and your child is able to blend sounds together successfully, they will be introduced to the Biff and Chip Stories. These contain a mixture of tricky words, simple regular words to be blended and pictures.

Children's reading skills will be continually assessed and they may be switched from Biff and Chip stories to other books to develop skills in the area they need more practice in. Your child's reading journey will be an individual one, which is designed specifically to ensure that they are successful in their early attempts which will help to develop confidence.

How reading develops

Now your child has started to read, we aim to develop reading and comprehension skills. We encourage children to predict what will happen next by identifying clues within the pictures and patterns in the text. We model how to use expression i.e. when it is appropriate to change our voice for different characters and the way in which they are speaking e.g. 'she whispered', 'he shouted'. We develop inference skills by discussing what a character is feeling and the impact of this on their actions.

These skills will develop reading to become a natural, fluent process with all the above skills applied as the child reads and not as an afterthought. The children are now accurate and fluent readers and are able to identify variations in text, font, and punctuation. Books often give clues as to how to read different parts of the story e.g.

Splash to emphasise key words.

How to help at home

- When reading with your child, help them to hold the book correctly and turn pages for you as you finish each one.
- Initially, realise that the pictures tell a story.
- Then realise that the printed words tell the story and that the amount of text is related to the amount of story on the page.
- Understand that print is divided into individual words and phrases and is read from left to right.

- Follow each line of printed text with a finger from left to right with some attempts to point to individual words.
- Begin to sound out individual words.
- Spot some familiar words in the text.

Helpful Hints:

- **Little and often.** Better to do a little reading with your child and to make it fun than to make it a chore. Five or ten minutes regularly is enough.
- **Look around you.** Print is all around us so help your child to spot and read words they know - and even letters they recognise - like their initials.
- **Sharing books.** It is so important that your child likes books and stories, enjoys being read to and regards sharing books an enjoyable time with you.
- **Variety is the spice of life!** Talk about the things you read, for example, books, newspapers, instructions, recipes, emails, shopping lists etc. This shows that reading is a useful, meaningful activity.

At the beginning of each school year you will be informed about classroom procedures for changing your child's reading book.