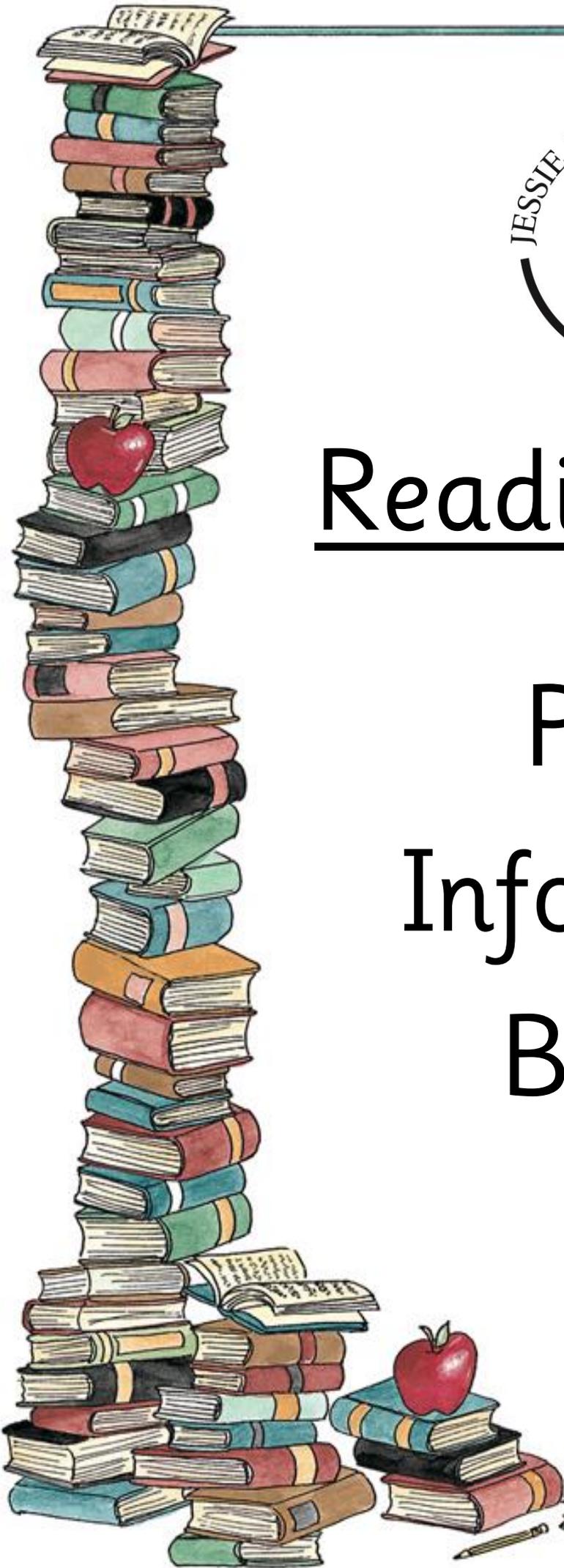




# Reading at JYS

## Parent Information Booklet

Upper School

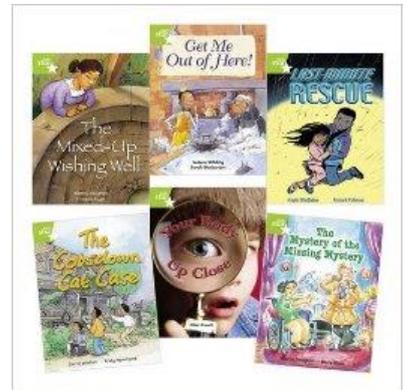


We believe that a close partnership with parents/carers is essential for children to benefit most from their time at Jessie Younghusband School. The purpose of this booklet is to provide you with information which will enable you to support your child with their reading at home.



At the beginning of each academic year, children will be given a colour-banded book which is based on the teacher's assessment of their reading. They will be able to select any text from this colour band and will be moved to a different colour when their teacher assesses them as ready.

Whilst the books within each band offer a similar level of reading challenge, they will also vary in a number of ways - including genre (style), layout, size, vocabulary and length - in order to give the children a rich diet of literature at their appropriate level. The difference between each colour band is gradual, so that children do not experience too much difficulty moving up through the scheme and to build their confidence as readers.

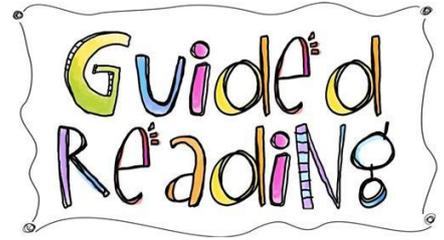


Progress through the bands will happen at different rates for different children and it is important to ensure that children working in the early bands have a really secure understanding of a variety of texts (including poetry and non-fiction books as well as narrative stories) before they move up, so that

they remain well-motivated as they encounter more challenging texts. This is particularly important for children at the early stages of learning English as an additional language.

When a child has been assessed by their teacher to be a confident, fluent reader who has read a wide range of texts from the 'Emerald' coloured book band, they move on to being a 'Free Reader'. This means they can choose to read a book from home or from our school library.

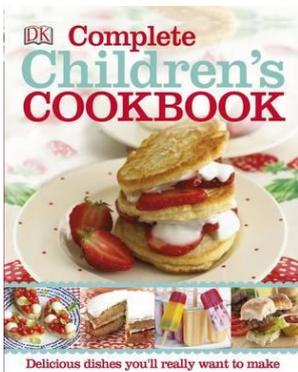
Every child will be heard read at least once a week by the class teacher or another adult in school (this may be through Guided Reading sessions). A record of the texts read and their progress will be kept.



Children will bring home their reading book every day along with their home/school contact book. We ask that you or another family member try to find 10 minutes a day to spend reading with your child and that you make a short comment in their contact book. We realise that this may not always be possible but any support you can offer will be of great benefit to your child.

### Comprehension skills

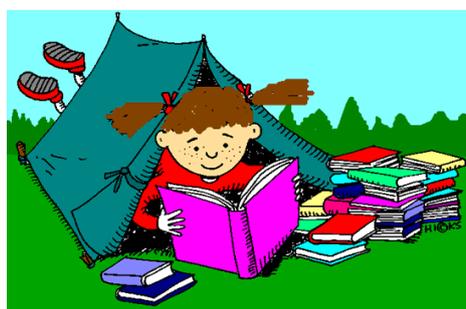
When you are reading with your child you can help them to improve their understanding by discussing what they have read. Ask them questions about the text, their ideas about what could happen next or whether they are enjoying the

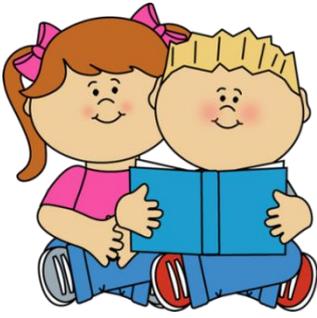


book. Encourage them to tell you what stories and information they know. Discuss their opinions about how things might be different in stories or in the world. Let them see you reading, be this magazines, letters, recipes, instructions, charts, signs or text on the TV screen. Remember, your child will like to hear you read to them as much as they like reading to you!



As your child gets older and becomes more confident with their reading, they may choose to read to themselves and then record a comment in their contact book, relating to which page they have reached.





Once a child starts developing fluency as a reader, the focus of teaching and learning shifts to comprehension and understanding of texts. We develop these skills through group and individual reading, as well as during teaching inputs in lessons. In Guided Reading groups, the teaching will focus on the next steps which will enable the children to continue to make progress in their reading.

There are many skills that we work on when developing the children's reading.

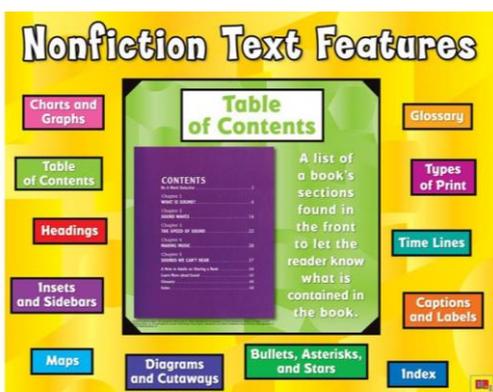
**Decoding:** this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess. These include using picture clues, reading on and back and using their knowledge of phonics and the sounds different letters make.

**Retrieval and recall:** children need to develop this skill, in order to locate important information and to retell stories and describe events.

**Inference:** this is the skill of 'reading between the lines'. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.



**Structure and organisation:** as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subheadings to assist reading of a non-fiction text, and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.



**Language:** specifically thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.



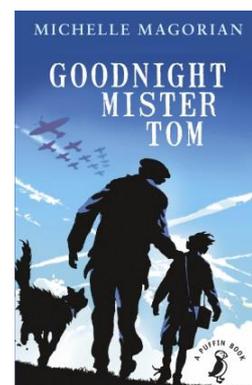
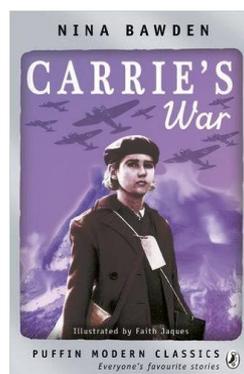
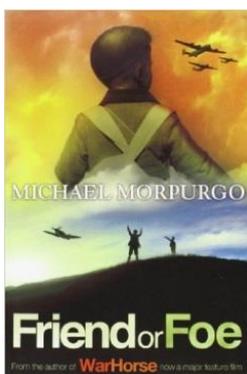
**Purpose and viewpoint:** Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have



an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.



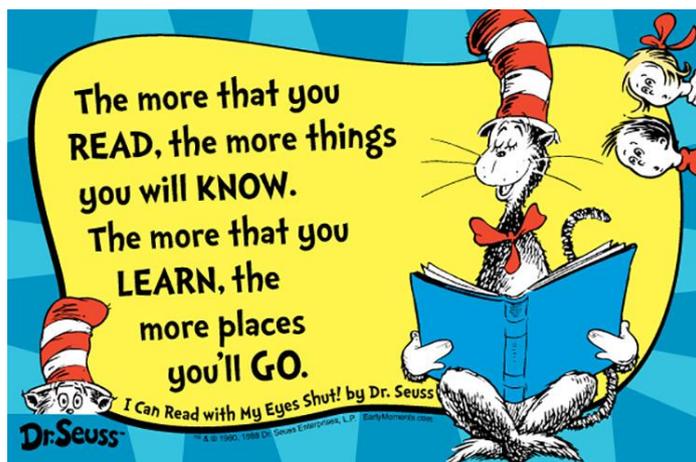
**Making links:** as adults, we are constantly making links between ideas and experiences. Confident readers connect the book they are reading with: real life experiences; films; other books read and stories heard and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.



Below are ideas and questions which are connected to the points above. You could also let the children ask you the question, so that you can model answers.

- ★ What is the purpose of this book? How do you know?
- ★ Why is this page laid out in this way? Could you improve it?
- ★ Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- ★ Did this book make you laugh? Can you explain what was funny and why?
- ★ Have you read anything else by this author? Is anything similar?
- ★ Does this book remind you of anything else? How?
- ★ When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- ★ Do you think the title of the book is appropriate? What would you have called it?
- ★ What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- ★ Find two sentences which describe the setting.
- ★ Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- ★ If the author had included another paragraph before the story started, what do you think it would say?
- ★ Would you like to read another book by this author? Why/why not?
- ★ What would you have done if you had been in this situation?
- ★ Retell or summarise an important section of the story.
- ★ How many different sentence openings/endings can you find on this page?
- ★ What made the author want to put this piece of text in a box/in italics/in quotation marks?

Reading underpins so much of our future learning, but reading for enjoyment is a gift we carry with us for life.



Please do not hesitate to speak to your child's teacher should you need any further assistance in supporting your child's reading.

*Happy Reading*

Aspire ~ Respect ~ Enjoy