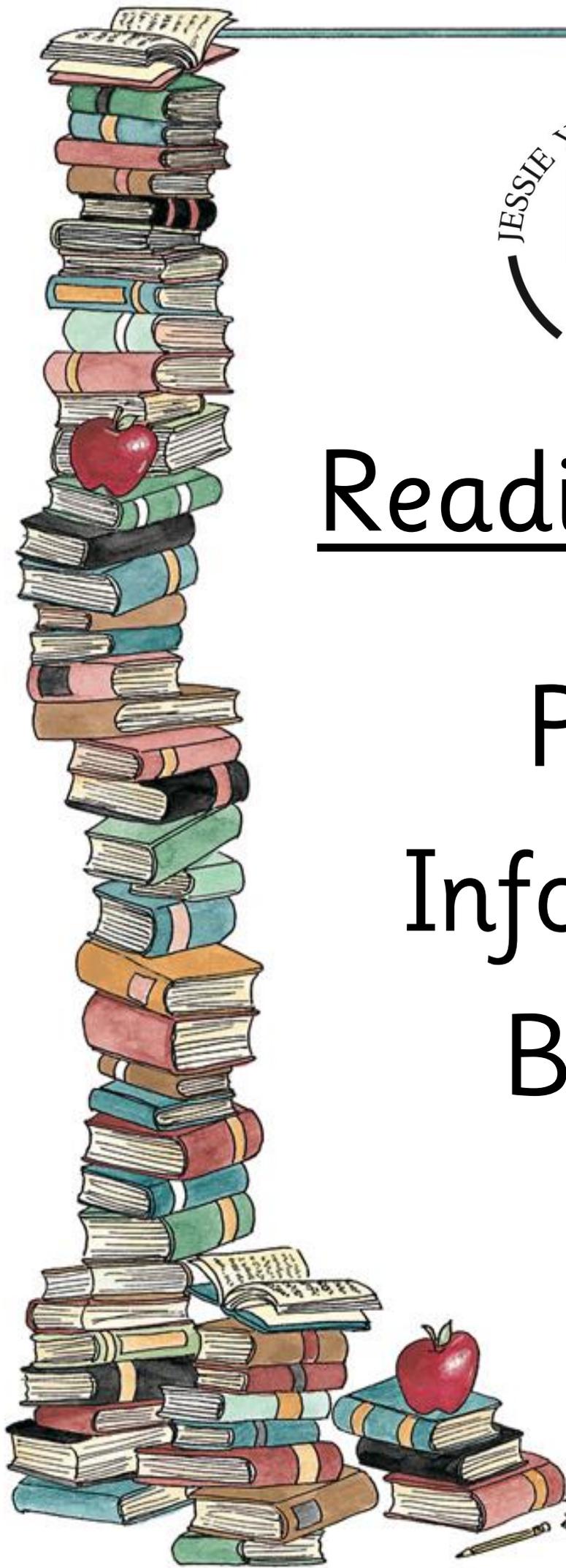




Reading at JYS

Parent Information Booklet

Lower School

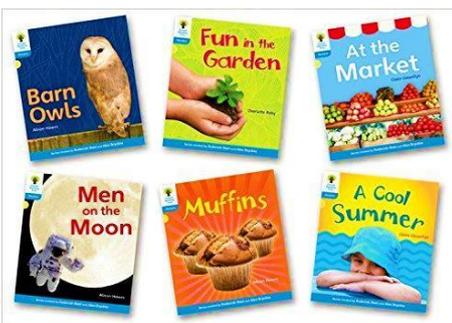
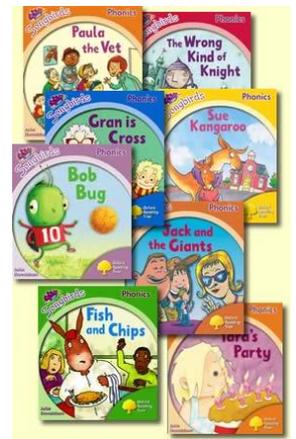


We believe that a close partnership with parents/carers is essential for children to benefit most from their time at Jessie Younghusband School. The purpose of this booklet is to provide you with information which will enable you to support your child with their reading at home.



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.

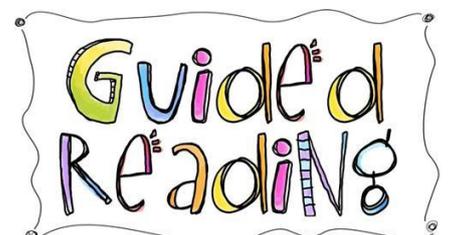
Whilst the books within each band offer a similar level of reading challenge, they will also vary in a number of ways - including genre (style), layout, size, vocabulary and length - in order to give the children a rich diet of literature at their appropriate level. The difference between each colour 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.

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.

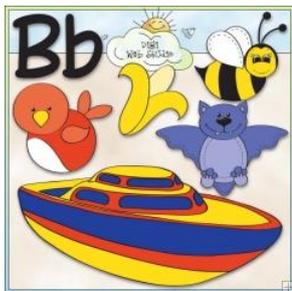
Saying phonemes correctly:

This is really important when you are helping your child to read the phonemes (sounds) in each word. Just remember not to add an 'uh' at the end of the consonant sounds – so say 'mmm' not 'muh', 'lll' not 'luh' – because then it makes blending sounds easier. More information about the correct way to pronounce all phonemes can be found at:



<http://www.focusonphonics.co.uk/sound.htm>.

Linking sounds to letters:



Encourage your child to make a link between the sound and the written letter shape. Start with the sounds in your child's name and then look out for them in signs.

Sounds represented by more than one letter:

Some sounds are represented by more than one letter such as 'sh' in shop, 'ch' in chip, 'th' in thin, 'qu' in queen and 'ng' in sing. When you are out and about point out some examples of these. You may see them in signs, posters or leaflets. When you are reading books with your child, you can play 'detectives' and spot different sounds - for example: 'sh', 'igh', 'ear'.



Practise, practise, practise:

Help your child to build up their knowledge of the letters and sounds and keep practising them together so it becomes automatic. Keep reminding your child by saying, “Do you remember when we were talking about the sound ‘ch?’” or “Oh look there’s a capital ‘T’ on that poster!”

Putting sounds together to make simple words:

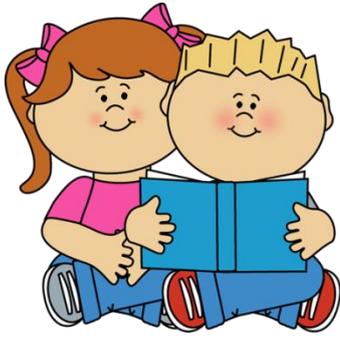
Say the sounds c-a-t to make ‘cat’, sh-o-p to make ‘shop’ and s-t-r-ee-t to make ‘street’. If your child gets stuck and is struggling to blend the sounds, say the sounds yourself, quickly, until your child can hear the word.



If your child misreads a word without changing the meaning, e.g. ‘Dad’ for ‘Father’, accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost. If they say a word which does change the meaning, or they are simply stuck, you can help them by:

- ★ Pointing to the picture if it is relevant;
- ★ Asking a question to remind them of the context, e.g. ‘Where did they say they were going?’;
- ★ Re-reading the sentence up to the unknown word to remind them of the context;
- ★ Saying or pointing to the first letter of the word;
- ★ Spotting little words within a longer word as this may help them to read the whole word;
- ★ Telling your child the word to avoid losing momentum;
- ★ If the word can be read easily by sounding out the letters, encourage them or help them to do this;
- ★ Reading it one more time with feeling - When your child has sounded out an unfamiliar word, encourage them to re-read that sentence. Often children are so busy working out a word they lose the meaning of what they’ve just read.

Comprehension skills:



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.

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!



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: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

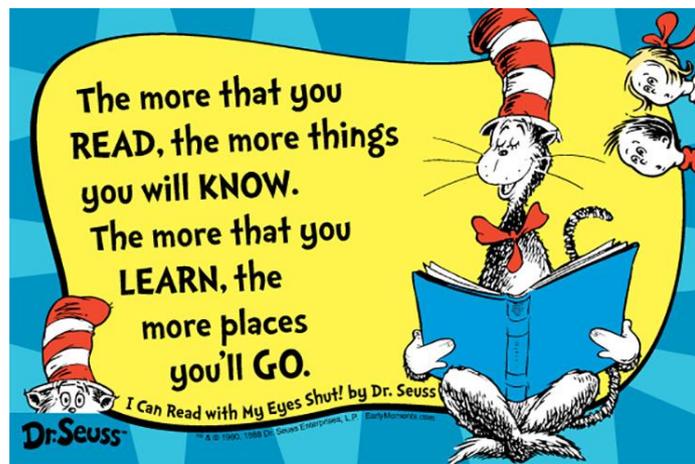
Language: specifically thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Has the author used any adjectives to describe objects/people in the story? Why?

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 made you choose this book?
- ★ What do you think it will be about?
- ★ Explore what the book might be about using only the illustrations, cover and first page.
- ★ Do you think you will read it all (fiction) or just select bits (non-fiction)?
- ★ What has happened in the story so far?
- ★ What do you think will happen next?
- ★ Who is your favourite character? Why?
- ★ Which character do you like the least? Why?
- ★ Do you think the author wanted you to like/dislike this character? How do you know?
- ★ Does your opinion of this character change during the story? How? Why?
- ★ Find two things the author wrote about this character that made him/her likeable.
- ★ If you met one of the characters from the story, what would you say to him/her?
- ★ Which part of the story is your favourite/least favourite? Why?
- ★ Would you change any part of the story? How?
- ★ Would you change any of the characters? How?
- ★ Which part of the story was the funniest/scariest/saddest/happiest? Find some words in the story to support your thinking.
- ★ Choose 3 of your favourite words which were in this book. What do these words mean?
- ★ How do you know that one of the characters is speaking?

- ★ What adventure could the characters have next?
- ★ Can you find two words that rhyme on this page?
- ★ Discuss the names of the punctuation marks and their special jobs.
- ★ In a non-fiction text, ask questions that mean that your child has to look for specific pieces of information (facts) from the text.

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