

KS2

Learning to read at London Meed



A guide for parents and carers

Reading Rationale

At London Meed we aim to develop:

- *Fluency* - Fluent, independent, confident readers.
- *Wide ranging readers* - Children who can read a wide range of texts and genres, with meaning.
- *Love of books* - Children with a lifelong love of books and reading.

How we teach children to read

Phonics is taught in regular sessions from EYFS until the point that the child is a fluent reader. Children learn the sounds (phonemes) that make up words, and are taught how to read by blending them together. e.g. c-a-t = cat

Children also learn to recognise, on sight, the words that cannot be worked out phonetically e.g. the, said, was.

When children have become fluent readers there is a greater focus on teaching children to take meaning from what they read, through the development of comprehension skills. The children are taught in daily whole class reading sessions, where they look at a text together. In these sessions the children are taught to: identify, and define, new vocabulary; answer questions using their own opinions and specific examples from the text; compare and contrast different books and genres; and discuss the choices that the author has made.

Please check in your child's Reading Record for details of what the class reading focus has been that week, and therefore, what you might choose to focus on when reading at home too.

Through the development of these skills we then aim to create fluent readers, who understand what they have just read, and have been exposed to as many different genres and authors as possible.





Reading at home

In Key Stage Two, staff continue to monitor what the children are reading. We have recently purchased new colour banded books for use throughout the school and all children will be selecting a book from the band that is appropriate to their level of reading and understanding. These books can of course be read at home, and there will be an opportunity once a week to swap this book if the child has finished reading it. This book has been chosen to match your child's reading ability, so that they can read most of it, but also be challenged by new words or content. In addition to the colour banded books that they will bring home, your child is of course encouraged to read or share other books from school, home or the library. The more varied the texts that a child reads, the better reader they will become.

As your child becomes a more fluent, and confident reader, they are less likely to want to read 'out loud' at home for great lengths of time, However, it is still important that you continue to discuss with, and monitor, your child's reading. Some tips to help with this are:

- Listen to your child read aloud for just a short section of their book, for example a page at a time. Use this opportunity to then discuss, or ask questions about, what they have just read (please see elsewhere in this guide for suggestions of questions to ask).
- If your child has read silently, ask them to recount what they have just read. Can they explain what has happened in their own words? Can they relate what they've read to other texts or authors, or experiences in their own life?
- Remember, it is still important that your child continues to hear stories or books read aloud to them.

Questions to ask when reading

Comprehension is absolutely essential to reading, so it is very important to stop and discuss what your child has read. Some questions that might help with this are:

- Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?
- Where else have you seen this kind of character / setting / plot point?
- Are there any other examples of...?
- Is there anything here you don't understand or are puzzled by?
- What does that imply/suggest/indicate about...?
- How does the start/middle/ending...?
- What could...?
- What might happen if...?
- What do you think happened when...?
- Why do you think...?
- Whose view is being shown here? How do you know?
- Why do you think the characters said...?
- How did you feel when...?
- What moment do you remember most from the story / chapter / scene? Why?
- In that sentence, how has the writer described / shown / made you feel? Which words or phrases have done this?
- How have your feelings about ... changed?