



To get smarter
 To understand
 To travel
 To go places
 To dig in
 To wonder
 For relaxation
 Use your imagination
 To learn
 To get knowledge

For enjoyment
 To discover
 To have a laugh
 To create
 To connect
 For comfort
 To build your brain
 To pass time
 To expand vocabulary
 To jump into another life
 To explore
 To share
 To empathize
 To go on an adventure
 To learn about yourself
 To learn about people
 To live through the characters
 To improve writing skills
 To picture
 To be inspired
 Fun
 For entertainment

Why Read

To study
s the key to the world
To have dynamic discussions
To feel good
To get away from TV

How we support your child in becoming an independent reader

Children are supported in the development of their reading skills in a number of ways in school;

Guided Reading – children in all classes are organised into guided reading groups, mainly by ability. Each group will have a guided reading session led by a teacher or teaching assistant at least once a week. In these sessions, children are given focused reading support through discussion and questioning around a text. There will be a follow up activity for children to complete the following day.

Guided reading is not 'group reading' where children may read one after another in a group, but rather a focused teaching activity with specific planned learning objectives involving questioning and discussion.

Shared Reading – where a teacher leads and guides a group or the class in reading a shared text together, typically displayed on the interactive whiteboard or on a visualiser for all to see. Specific decoding, grammatical or organisational features of texts can be clearly taught using this method.

Reading Buddies is a keenly anticipated session in the pupil's weekly plan across the school, where children in Robin, Jay and Kingfisher classes are paired up with the older children who come to read with a buddy. Our Key Stage 2 children are proving to be fantastic role models.

Individual Reading – This is where you can help by volunteering in school or at home!

In Robin, Jay and Kingfisher classes - Children read books within their fluency range (banded by colour) until they become independent – usually by Year 3.

Swallow, Chaffinch and Woodpecker classes – Once independent, children can choose from a wide variety of books from their class library. Children are encouraged to read at home every day. They should be supported by an adult whenever possible until they are independent, self-motivated readers. Teachers also read a class novel or short story on a regular basis as part of a 'story time' session where quality texts are chosen.

As the children progress through the years we hope to inspire them to read a wider variety of more challenging texts, plus interacting with books at a deeper level. They are taught to focus more upon the higher order skills of comprehension, inference and deduction.

Good readers...

Make Connections... Children connect what they already know to the text they are reading. To help your child make connections while they are reading, ask him/her the following questions:

- **What does the book remind you of?**
- **What do you know about the book's topic?**
- **Does this book remind you of another book?**

Ask Questions... Asking questions will make your child want to look for clues in the text. Pose questions that will spark your child's curiosity as you read aloud:

- **"What are you wondering?" Jot down those "wonderings" and then see how they turn out.**
- **Stop and predict what will happen next.**
- **Ask questions with no clear answers.**

Create 'Mind Movies'... Creating visual images makes the story more memorable. You can help your child do this by reading aloud to your child and describing the pictures you're seeing in your own imagination.

- **Share wordless picture books with your child – have your child tell the story.**
- **Make frequent stops while reading aloud to describe the pictures in your minds.**

Make Inferences... When we read, "Her eyes were red and her nose was runny," we can infer that she has a cold or allergies. You can help your child with this reading skill by asking:

- **"How did you know that?"**
- **"Why did you think that would happen?"**
- **"How do you think the characters feels?"**
- **"Does it remind you of anything?"**

Figure out what is important... Keep track of the main characters, where the story is taking place, and the problem and solution of the story. Nonfiction texts look different from fiction. They're organized with features like the table of contents, headings, bold print, photos and the index.

Monitor their understanding... Teach your child to STOP when what you are reading doesn't make sense to you. Use these strategies:

- **Re-read.**
- **Read on—now does it make sense?**
- **Read out loud.**
- **Identify confusing words by asking for help or using a dictionary.**

What reading assessment is expected of my child?

The following example answers (with spellings corrected) show how children in different years might answer a comprehension question:

Year 2 - Describe what sort of person Cinderella is.

'Cinderella is lovely. Cinderella is helpful. Cinderella is kind because she does all the work. She is sad because she can't go to the ball. She is happy because she has been married to the prince.'

Year 3 - Why did the artist decide to make a horse that day?

'I think he did that because the white parts of the waves made him think of the way horses go up and down when they move.'

Year 4 - 'Huey... sat up straight on the couch. I sat back and tried to be as small as I could.' Explain why Julian tried to make himself small.

'He tried to be small so that his father couldn't see him and he didn't want to get told off for the trick because he thought his dad would be angry. Julian was worried that he would get in trouble, so he tried to hide.'

Year 5 - At the end of the holiday, Joe was sad about Oran leaving. Does this surprise you? Explain as fully as you can using parts of the story.

'It was partly surprising for me because, at the start of the story Joe didn't like Oran and thought he was strange. During the story, however, they made good friends. The holiday was more fun for Joe when Oran was there and he didn't want someone he cared about to leave.'

Year 6 - The inside of Sarah's shop was very different from the market described at the beginning of the story. Explain fully the differences between the shop and the market.

'The market was really crowded and noisy with "shrill cries," but in contrast the shop is quiet and Sarah keeps it clean. The smell of all the people "jostling" and moving about at the market is very different compared to Sarah's shop which the author describes as "pleasant" and smelling of "spices" and sugar.' (Writing in italics is lifted from the text)