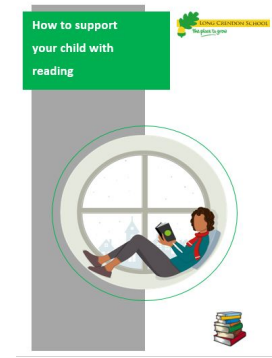


How to support your child with reading



At Long Crendon School we aim to:



- Promote and develop children’s reading strategies, so that they read with fluency, accuracy, comprehension and expression.
- Promote and develop children’s interest, pleasure and enthusiasm for reading.
- Develop children’s understanding, knowledge and appreciation for a range of non-fiction, fiction, poetry and drama texts.
- We believe that a close partnership with parents is essential if children are to develop a love of reading that will remain with them until adulthood. Research proves that children who enjoy reading do better at school across all subjects. The purpose of this booklet is to provide you with information which will help you to support your child achieving this objective.

Home/School reading links



In **KS1** children take home one colour-banded book which suits their level of reading. They are moved to a different band when their teacher judges them ready.

Children are heard regularly by the class teacher or another adult in school. A record of their progress will be kept and targets discussed with the child.

Children are expected to take home their reading book every day along with a reading record book. We ask that you try to find 5 –10 minutes a day to spend reading with your child. We realise that this may not always be possible but any support you can offer will be of great benefit to your child. Please make a comment in your child's record book. This ensures that we can maintain an on-going dialogue with you at home. In addition, children are encouraged to take home a 'read-for-pleasure' book. This is a book of their choice.



Home/School reading links

In KS2 children continue to follow the banded book scheme until it is felt that they are ready to become free readers. All children have access to either the classroom (EYFS/Yr1) or school library.

Again it would be great if you could support us by hearing your child read at home — a minimum of **three times** a week.



Home School liaison

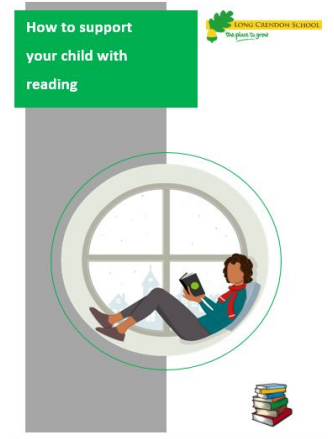
Home school books ensure that home/school liaison is maintained.

It is really important that children have the opportunity to share and discuss a variety of different texts. These could (and should) include newspaper articles, poems, stories, non-fiction books, audio cds....to name but a few. The greater exposure children have to different genres, the more accomplished readers they become.

General tips to make reading time a more valuable and enjoyable activity

Reading aloud

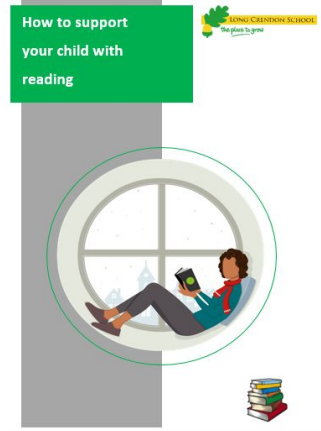
During the early stages of reading development it is important that children have the opportunity to read as often as possible to an adult. This improves decoding, listening and comprehension skills. Encourage your child to sound out and blend unfamiliar words and build in opportunities for discussion to ensure understanding. Always use lots of positive encouragement and praise and try to make reading sessions as fun and engaging as possible. Specific workshops are run in EYFS and KS1 to explain how phonics are taught here at Long Crendon, to support our teaching of reading.





Sharing books

Reading time should be a relaxed, enjoyable part of the day. Try to make sure that you have a quiet comfortable area to read, away from distractions which can make it difficult to concentrate. Children often feel under pressure to “perform” if they are handed something and asked to read out loud so it sometimes helps to give the text to your child a few minutes before you ask them to read. It is really important that children have the opportunity to read books for pleasure and do not only have access to their reading scheme books - we want readers who are engaged and enthusiastic. Always try to build in discussion time. Talking about/understanding what is happening is as important as decoding the words on the page.

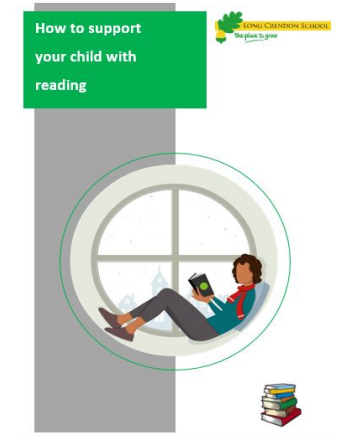


Upper KS2

Older children are often reluctant to read to an adult. They have begun to enjoy reading on their own. This is a natural part of their reading development but it is still important that children have the opportunity to discuss what they are reading. The emphasis for adults at this point should be on providing regular opportunities where children can discuss, evaluate and analyse what they are reading. The focus should now be on comprehension and helping children develop the key skills of inference, prediction and using evidence to qualify reasoning. Open-ended questions will help with this.

**Below are some examples of questions that you could ask.
This is in no way a definitive list.**

- Why did you choose this book? What genre is it? How do you know?
- What has been the most exciting part? Why?
- When/where does the story take place? How do you know?
- How would you describe this character? Find supporting evidence.
- Explain how the author made this character seem angry/happy/sad/excited.
- How do you think the author wants us to feel at the moment?
- How is he/she trying to do this?
- How can you work out the meaning of a word you don't understand?
- Can you invent a new title? Why have you chosen this?
- Can you predict the outcome of a chapter/episode?



- What evidence can you find to support your opinion?
- Could the story be improved? How?
- Would you recommend this story? Who to? Why?
- What word could you use instead of... ?
- Have you read any books by this author before?
- Any books with a similar theme?
- What is the effect of writing in the past/present tense?
- 1st/3rd person?

Please refer to your class page on the school website for a list of recommended books and don't hesitate to contact your class teacher if you have any further questions.

