

Guidance on Reading

WHY READ?

- For enjoyment
- To understand and respond to text
- Extend vocabulary
- To improve writing
- For future life



NATIONAL EXPECTATIONS

By end of reception year:

- Hear and say initial and final sounds and short vowels in words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning
- Show an understanding of the elements of stories and how information can be found in non-fiction texts, to answer questions about where, why, what, when and how



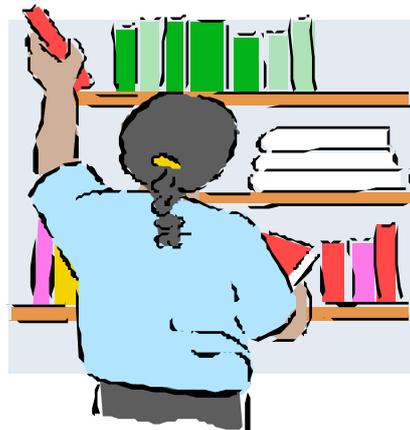
By end of Key Stage One:

- Read, on sight, most high-frequency words they encounter
- Apply phonic knowledge of vowel digraphs and trigraphs to their reading
- Identify syllables and common prefixes, suffixes and verb endings
- Read aloud with intonation and expression, taking account of punctuation
- Read silently at a more rapid pace, developing reading stamina when reading independently
- Make predictions as a result of increasing knowledge and experience of fiction and non-fiction texts
- Understand how texts work e.g. themes, settings and characterisation in narrative texts or organisational devices in non-fiction texts
- Interpret and respond to different types of texts – go beyond own experience e.g. discuss the actions of characters and justify views by referring to the text
- Draw on increasing knowledge of books and authors to inform their choices.



By end of Key Stage Two:

- Use knowledge of word derivations and word formation to construct meaning of words in context
- Read fluently, taking account of grammatical features and punctuation
- Have a secure understanding of the language conventions and features of different text types
- Distinguish between implicit and explicit points of view and comment on the success of texts
- Use inference and deduction to analyse how writers convey their meaning and refer to texts to support their arguments
- Comment critically on the overall impact of literary texts
- Use a range of research skills
- Develop and justify personal preferences for writers and types of text



THE IMPORTANCE OF PARENTS

Parents are the most important role model.

Children need to:

- see parents reading
- be read to, by adults who bring books to life
- be surrounded by good reading material, covering the range of different genres
- read to their parents in a relaxed positive environment



Remember

- 1. Make reading a joy, not a chore**
- 2. All children progress at different rates**
- 3. Praise each achievement, no matter how small**

HEARING YOUR CHILD READ



Try to find time to hear your child read every day; little and often is important and very effective.

Find a quiet and comfortable place to read together without distractions.

If your child is tired or reluctant to read, just read to him/her in a relaxed way, so that you both enjoy the book.

Questions to ask when your child has chosen a book

- What is the title of the book?
- What kind of book is it? (fiction, non-fiction, poetry..)
- Who is the author/illustrator?
- Have you read any other books by the same author?
What made you choose this book? (author, cover..)
- Could you tell anything about the book before you started reading it?
What were the clues?



Questions to ask before your child begins or resumes the book

- What has happened so far?
- What do you think will happen next?
- What are the clues that make you think this?
- How would you like the story to end?
- Where is the story set?
- When is the story set? (past, present, future)
- Who are the characters in the story? Who do you dislike/like?
Why?
- What information do you think will be in the book?
- On which page will you find out about....?
- Which features has the author used to give you the information?

Questions to ask when your child has finished the book

- Was the book as you expected?
- Was there anything you disliked about the story?
- Did you notice anything special about the way language is used in this book? (dialect, descriptive..)
- Can you describe an exciting moment or favourite part of the story?
- Who was telling the story?
- Was the most important character in the story?
- Was the ending as you expected?
- Do you like the illustrations?
- Would you recommend this book to your friends?
- Have you learnt any new facts? What are they?
- Would you have added any other facts?



To begin with.....

Reception Children

- Let your child look at the front cover or through the pictures and guess what the story is going to be about. Encourage your child to use the pictures to understand the story.
- It may be appropriate to read the story to your child first. In the beginning he/she will recite the story by heart and make up the story using the pictures. This is a very important step for a child learning to read.
- Encourage your child to hold the book, to point to the words and move from left to right across the page.
- Encourage your child to point to separate words. Learning that each spoken word matches one written word is an important skill to acquire.
- If your child gets stuck on a word, give him/her a few seconds to think, and then let him/her try to guess the word by either using the pictures or by reading the rest of the sentence.
- Talk about the book afterwards. Likes and dislikes / characters / setting...



As they progress:

- Look at the front cover. Identify the content, title, author and illustrator. Predict the content and characters in the story and what might happen to them.
- Read the back blurb and discuss.
- Read with some expression, pausing at full stops and commas.
- Encourage your child to sound out and break down words they are unsure of.
- Stop at regular points to question your child on the text. What has happened so far? How is.....feeling? What might happen next? At the end of the book, ask your child a range of questions to ensure they have fully understood the text.

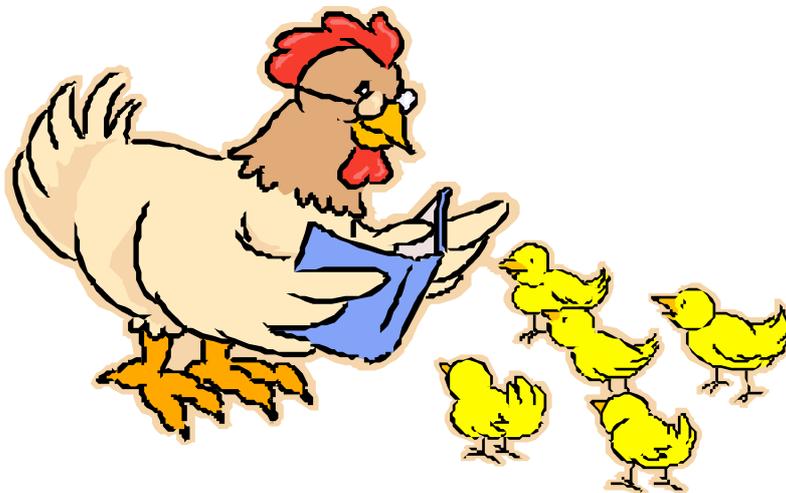


And then:

- Children to read with expression, intonation and pace, ensuring they respond appropriately to all punctuation marks.
- Discuss what the various punctuation marks mean.
- Check your child's understanding of tricky or technical vocabulary.
- Question your child throughout about the characters, setting, build up, dilemma, resolution. Encourage them to refer to text.
- Discuss the author's use of language and layout and the effect it has on the reader.
- At the end, talk about likes and dislikes but encourage your child to add justifications.

Things to observe / comment on as your child is reading

- How does your child handle a book? (book orientation)
- Can your child remember the story so far?
- Is your child using picture clues?
- Does your child recognise that words carry meaning?
- Is your child able to recognise any words?
- Is your child confident to attempt new words?
- What strategies is he/she using? (phonics, use of context)
- What mistakes is your child making? Is there a pattern?
- Does he/she recognise mistakes and self correct?
- Is your child aware of punctuation?
- Is he/she reading with expression?
- Does your child recognise what they have read?
- Is your child recognising many key words?



RECOMMENDED BOOKS



YOUNGER CHILDREN

Nursery Rhymes eg. Singing in the Sun by Jill Bennett, Hot Dog and Other Poems by Kit Wright, Come on Into My Tropical Garden by Grace Nichols...

Poems and Stories with Familiar Settings and those based on Imaginary Worlds eg. Rosie's Walk by Pat Hutchins, But Martin! By June Counsel...

Books and Poems by Significant Children's Authors eg. Janet & Allen Ahlberg (Each Peach Pear Plum), John Burningham (Mr Gumpy's Outing), Eric Carle (The Very Hungry Caterpillar), Shirley Hughes (Dogger)....

Retellings of Traditional Stories, Folk and Fairy Stories eg. Popular Folk Tales by the Brothers Grimm..

Stories from a Range of Cultures eg. Katie Morag Delivers the Mail by Mairi Hedderwick, Nini at Carnival by Errol Lloyd...

Stories, Poems and Chants containing patterned, predictable language eg. A Dark, Dark Tale by Ruth Brown, The Berenstain Bears by Stan and Jan Berenstain...

OLDER CHILDREN

Modern Verse by Allan Ahlberg, Charles Causley, Ted Hughes, Grace Nichols, Brian Patten, Michael Rosen.....

A Range of Modern Fiction by Betsy Byars, Roald Dahl, Leon Garfield, Alan Garner, Gene Kemp, Dick King-Smith, Philippa Pearce, Rosemary Sutcliff, E B White.....

Some Classic Poetry by T.S Elliot (Macavity, The Mystery Cat), Alfred Noyles (The Highwayman), Robert Browning (The Pied Piper of Hamelin)....

Long Established Children's Fiction eg. Alice's Adventures in Wonderland by Lewis Carroll, The Wind in the Willows by Kenneth Grahame, The Lion, Witch and the Wardrobe by C.S Lewis, The Railway Children by E Nesbit....

Texts Drawn from a Variety of Cultures and Traditions eg. Valerie Flournoy (The Patchwork Quilt), Madhur Jaffrey (Seasons of Splendour), John Steptoe (Mufaro's Beautiful Daughters)...

Myths, Legends and Traditional Stories eg. The Faber Book of Greek Legends by Kathleen Lines, Book of British Fairy Tales by Alan Garner, Tales from Mabinogion by Gwyn Thomas and Kevin Crossley-Holland