

Some useful prompts for Reading Diaries.

Here are some examples of the types of comment you might make:

- We took it in turns to read, and talked about the story.
- We concentrated on reading with lots of expression.
- She read a chapter and then told me about what was happening in the story.
- We talked about what might happen next.
- He struggled with some of the longer words, for example ...
- He loves this subject so we had a discussion on the book, instead of reading aloud.
- We are looking again at this book to check the main points.
- As well as his school book, he is also enjoying reading ...
- She is finding this book very difficult.
- We would recommend this book to ... because ...

Comprehension

- Understood the story well.
- Good discussion about events in the story.
- Retold the story in detail.
- Could talk about the story confidently.
- Answered questions about the content.
- Needs to read again to improve understanding.
- Used the pictures to assist understanding.
- Needed lots of help to understand the main events.

Word skills

- Read all the words correctly
- Found some words difficult
- Tried hard to work out new words.
- Good word building
- Needs to practice again to reinforce the words.
- Read accurately and confidently.
- Was able to work out new words using picture clues.



Attitude and interest

- Read eagerly
- Enjoyed the story because
- Fantastic expression.
- Would benefit from reading again to improve fluency.
- Has learnt all about..... and could explain in own words.

Children are Constantly Reading!

Children read everyday in school in lots of different situations.

We read different texts in class, discuss spelling patterns and vocabulary, parts of speech and sentence structure.

We also focus on the author's technique. (e.g. why the author used certain words, phrases and sentences)

We discuss how a story is put together- the introduction, the setting, the development of characters, the climax, the events and resolution of the story.

The texts are chosen to suit the reading level of the children.

Whole class Guided Reading Sessions are the way we structure reading in the day.

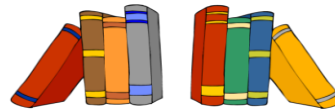
There may be other opportunities to read during the week with an adult., but not necessarily one to one reading time.

Children read texts and then often complete some related tasks which help to develop higher order reading skills.

All children should have two reading books which they choose themselves and read to themselves or with parents. (One of these is a matched book selected by the teacher and one is a personal choice. It might be appropriate that some children are matched to a Read Write Inc Phonics book.)

Lots of other reading happens in school in all other curriculum areas, whether it is reading instructions from a sheet or the white board or information from the internet.

Children are constantly reading!



Reading at Newport Junior School



"The more you read, the more things you will know.

The more that you learn, the more places you'll go."

Dr. Seuss



Reading opens the door to learning and to the world. It underpins everything we do and is essential to everyday life. In order to survive, we need to be able to read instructions, signs, and safety information as well as reading for pleasure.

By the time children start with us at Newport Junior School most of them can read fluently.

Our job is to further improve their reading skills by developing higher order reading skills; to increase the range of texts our children read and to foster a love for reading and books.

Where children require support to catch up with their reading, the school will use Read Write Inc, which is a highly acclaimed phonics programme using exciting phonic books.

A Guide for Parents

What are Higher order reading skills?

Once children have a good knowledge of phonics and word building we move on to develop higher order reading skills. These are:-

- Inference—Something that is not explicit in the text but is inferred. There may be clues in the text.
- Deduction—Work out something from clues in the text.
- Authorial technique and intent—What the author does to get his intended message across?
- Skimming and Scanning—to read quickly to get an overview of the story or to look for particular points in the text.

Range of Reading

As children get older they are expected to read a wide range of both fiction and non fiction material.

Non fiction

- Newspapers and magazines
- Diaries
- Journals
- Biographies and Autobiographies
- Letters
- Leaflets
- Signs and posters

In addition read playscripts (including Shakespeare and poetry).

Fiction

- Adventure
- Historical
- Fantasy
- Science fiction
- Mystery
- Horror
- Myths and legends



How can I help my child?

Children have very busy lives today and reading sometimes gets forgotten. However even if children can read fluently it is still important that they read regularly. It is a great help if parents can encourage their children to read—even if it is only for 15 minutes—and discuss aspects of the book with them.

Show children that you value reading, let them see you reading and share books with them.

Encourage them to read a wide range of texts from a variety of authors.

Try to keep reading a fun activity.

Please see the back of the leaflet for some useful prompts for use in the Reading Diary!

Reading Records

Every child has a Reading Diary. This is useful for keeping a note of the page your child has read up to and which books they have read. More importantly it is a means of helping children to develop their higher order reading skills.

Children are expected to read at least 3 times a week and to comment about the text in their reading diary.

The comments in the diary and the questions you ask are as important as the reading.

What should children do if they get stuck?

We teach the children what to do when they get stuck on a word. We use phonics as one approach, but we also encourage readers to focus on words and sentences and how they fit into whole texts.

Children can read around the word, looking at the whole sentence for support in their choices.

Use these targets to see which strategy your child uses.

- I look to see if the word looks similar to one I already know
- I sound out and blend the phonemes.
- I know when I've made a mistake and I go back to try and put it right.
- I ask questions that will help me if I don't understand.
- I can cut words up into syllables.
- I look for smaller words hiding inside bigger words.
- I imagine what is happening and create a picture in my head.
- I listen to the words as I read them, to see if they make sense.
- I read on to see if I can make sense of a word I don't know.
- I go back and read a word or sentence again if I don't understand it.
- I use the punctuation to help me make sense of what I am reading.

