



"The more you read, the more things you will know.
The more that you learn, the more places you'll go."
Dr. Seuss

Reading at Newport Junior School



A Guide for Parents

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.

At **Newport Junior School**, we value the enjoyment that comes from reading and know that reading underpins our whole curriculum.

We develop a culture of Reading for Pleasure where children move from '**Learning to read to Reading to Learn!**' This means that reading is used as a vital skill across the whole curriculum.

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.

Reading in School!

Children read everyday in school in lots of different parts of the curriculum.

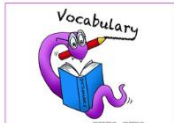
Children read different texts in class, discuss spelling patterns, vocabulary, and sentence structure. We also focus on the author's techniques. (e.g., why the author used certain words, phrases and sentences)

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.

Children are constantly reading!

We use **VIPERS** as a tool to analyse the texts we have read. Each letter spelling out a different focus when we are reading!

V- Vocabulary. **I**-Inference. **P**-Punctuation.
E- Explanation. **R**- Retrieval. **S**- Summarise.



Reading Books

All children should have two reading books which they choose themselves and read either to themselves or with parents.

One of these is a matched book selected by the teacher and one is a personal choice..

These matched books should be age appropriate and marked with a coloured sticker.

Year 3 - Brown Sticker

Year 4 - Grey Sticker

Year 5 - Blue Sticker

Year 6 - Dark Red Sticker

Personal choice books might come from the school library or from home.

Children who have been identified as needing a support Phonics programme will have a matched **Read Write Inc Phonics** book to read alongside their personal choice book.

We value both books as being just as important.

Reading Diary

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 monitoring a child's reading and sharing messages between home and school.

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

(See separate document for supporting parents when writing comments in the Reading Diary).

Whole Class Guided Reading

Teachers will use whole class reading lessons to develop key reading knowledge and skills. Children will read together from selected books and texts and then will often complete some related task which will help to develop their understanding of the text, possibly using **VIPERS**.

We expect children to have a diet of both fiction and non-fiction texts to read and as they develop greater fluency and accuracy with their reading children will be developing higher order reading skills. These include:-

- 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.

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.

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



Some useful prompts for Reading Diaries.



Ensuring that comments are constructive and encouraging without sounding too repetitive can often be very difficult.

Here is a list of comments and phrases to help you respond to your child's progress.

Please remember that these are only suggested comments and ideas.

You may or may not choose to use them. The list is by no means exhaustive and comments can be modified, extended and personalised.

Some comments refer to specific story-books, words, sounds and letters. This is for illustrative purposes only and should be replaced with details to reflect your child's own reading experience.

- It was such a pleasure to listen to Jane read. She was able to identify and read the words independently.
- He spotted a full stop!
- Read the book enthusiastically, clearly and with understanding.
- Fluent and confident, showing enthusiasm and enjoyment.
- Confused "b" and "d" sounds at the beginning of the word "dig" but self-corrected when read within the context of the sentence. Wonderful! "
- Recognised the exclamation mark!
- The tools on page 8 helped us to explore the story further.
- Tends to mistake "was" with "saw."
- Loved the pictures and we enjoyed discussing them together.
- Anne is now recognising words far more easily.
- She found the word "after" very tricky.
- He is very aware of punctuation including speech marks!
- Wow! First story read to the end with no help whatsoever.
- Found this book quite easy.
- Could you please review the level of her book as she found it quite challenging.
- This series is proving to be the most challenging so far. Mary is learning new words every day and is thoroughly enjoying the adventure theme.
- She is beginning to discuss the book.
- John, I am thrilled with your reading. You are a super reader!
- Read effortlessly!
- We looked at the title and Mary felt that it did not fit the book!
- Mary was totally absorbed in her reading.
- We recorded Mary reading on tape and played it back. She loved listening to herself read.

- Read at a steady pace.
- Grandma was over the moon when she heard Jane read!
- I am delighted that his reading confidence has increased leaps and bounds!
- Predicting what will happen next proved challenging so we started the thinking process for him. He then had a go himself.
- Tim, you read the book at a lovely pace and effortlessly. You are now a better reader than me!
- She is making wonderful progress with her reading and amazes me with how she is tackling harder words.
- Whilst drawing the picture, she was keen to show the naughty side of the character!
- Noor was pleased that the ending was happy!
- Anne enjoyed the story and was keen to tell me about her own experience of starting school.
- John was upset when Grace could not find her Mum in the story but was relieved when they were reunited at the end.
- Really impressed! You should feel very proud. It was an absolute pleasure listening to you read.
- Lovely reading and only a little help needed today!
- Read beautifully with lots of expression and clearly distinguished narrative from dialogue. Brilliant!
- Needed a little encouragement this evening to remain focussed.
- Wonderful! Made extremely good attempts at 'sounding out' unfamiliar words.
- Asked many relevant questions about the story and characters - great!
- Anne really enjoyed this book set by the sea. It reminded her of the Lighthouse Keeper books which we have read at home.
- Rahim particularly enjoyed reading this book and looking at the illustrations.
- He has read more books by the same author at home.
- Very little help needed today. Remembered many of the letter sounds and read lots of words independently.

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.

Talking about books and reading is an important part of the learning process!

