



"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 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..

Children who have been identified as needing the support of a Phonics programme will have a matched Read Write Inc Phonically Decodable book to read.

The Teaching Assistant who leads the Phonics intervention will support the children in the choice of their book to ensure it matches the sounds they have been learning. Children should be encouraged to re-read this book several times to build fluency and confidence.

Children not on the Phonic Intervention should choose a matched books which is 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.

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.

We would like children to read at home at least **3 times a week** and to comment about the text in their reading diary. (See suggestions for reading comments)

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 '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 every day in school in lots of different parts of the curriculum.

We use **Book Talk** to allow children to engage with the things we read together. Children will 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.

Reading is important in all areas of the curriculum and used every day in all subjects. Children will use texts to learn about historical knowledge, to read mathematical problems and to follow instructions in science.

Children are constantly reading!

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 read both fiction and non-fiction texts. As they develop greater fluency and accuracy with their reading children will be developing reading comprehension through higher order reading skills. These may 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.

We use **VIPERS** as a tool to analyse the texts we have read.

Each letter spelling out a different focus for when we are reading!

V – Vocabulary.

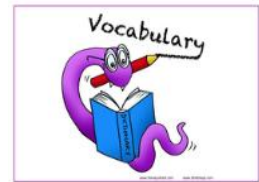
I – Inference.

P – Punctuation.

E – Explanation.

R – Retrieval.

S – Summarise.



We expect our children to become life-long readers, who **read for pleasure**. Our staff will encourage children to develop that love of reading through reading to them daily from a class book and through recommending wonderful books to read.

As a school we celebrate reading through our annual **Book Week** and through our half termly **Reading Newsletter**.



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!

