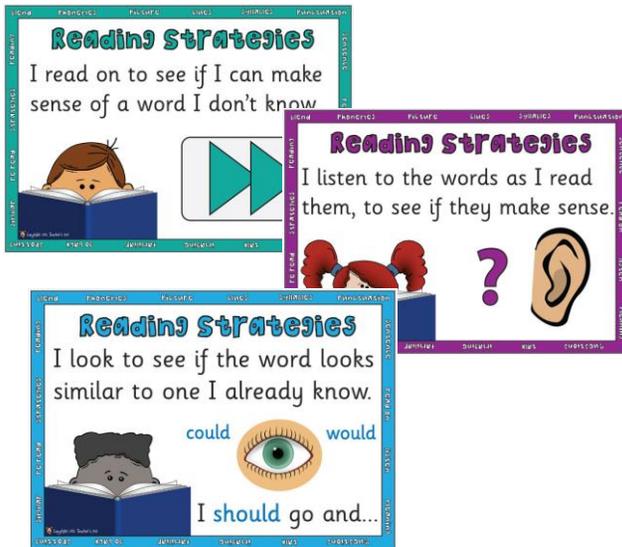


Reading the books your child brings home

Class library books

- Once a child becomes a confident reader, we encourage them to choose their own book from the class library and move away from the scheme books.
- Children are supported in choosing this book. An adult will encourage them to take a book that is an appropriate level but most important is that the child chooses a book that really interests them.
- Even for the most fluent readers, there is a need for parental support. We still rely on a range of strategies for decoding unknown words or understanding what has been read. These are some of the posters and symbols we use at school (the whole set is available on the school website)



Reading at school

In school, your child takes part in regular 'guided reading sessions'.

This is an opportunity for children to immerse themselves in a challenging text, with support from the teacher or TA. They will ask and answer questions; discuss themes; comment on author's use of language and take an in-depth look at the text.

The teacher will use this time to collect very thorough assessment information about your child's reading progress and this will inform their next steps.

The book your child reads in school with an adult will stay in school and they will choose a different home reader from the class library.

Please write a short note in the home/school reading record or some other indication (just a tick or smiley face) that the child has read at home ~ thank you!



Tips for the reading helper

St Mary's C of E Primary School

Before reading

When we start a new book at school, we spend some time looking at the front and back cover. We start every book with SPAT. This is where we talk about what we think the following is:

Subject

Purpose *(if it's a story it might be to entertain or there may be some sort of moral or 'lesson' involved, if it's a non-chronological report, the purpose is to inform etc...)*

Audience *Who is this book aimed at?*

Text type *What sort of text is this? Story, instructions, poem.*

This all happens **before** reading and is a good opportunity for the children to discuss what they know about different texts types in addition to it stimulating their interest. You can also discuss what might happen in a story or what the reader hopes to learn from a non-fiction text.

Please go to
www.stmarysn8.co.uk for lots
more information about reading
with your child

During reading

- When children are reading aloud, draw attention to punctuation marks and help them to read with feeling, e.g.

“HOORAY!” they shouted

- Make a note of any tricky words as they read and revisit them later

- Stop midway and ask the child to predict what might happen

- Ask a couple of questions as you are reading. This could be something about a character: *How do you think she's feeling? How do you know? Why do you think she did that? What do you think he will say about that? What sort of a person is... How do you know?*

Or about the language in the text: *How did the author describe...? Did you like the description of? Do you think that's a good word to describe...*

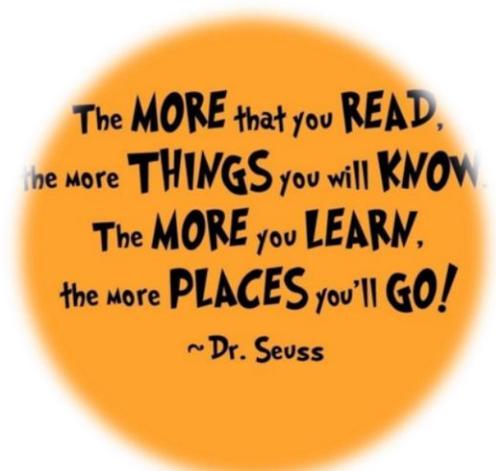
There are video examples of reading sessions on our website, along with a list of questions to ask during reading.

Children are read with individually
at least once each week by the class
teacher, teaching assistant or another
adult.

After reading

Reading is about so much more than just being able to read the word on the page. It is important that children understand what they are reading. To check their understanding, you could ask questions about the book or encourage them to:

- explain the meaning of selected words
- summarise what happened (and in what order)
- draw pictures of scenes and characters from the book
- tell the story in their own words
- describe a character from the book, including their thoughts and feelings



The **MORE** that you **READ**,
the **MORE** **THINGS** you will **KNOW**.
The **MORE** you **LEARN**,
the **MORE** **PLACES** you'll **GO!**
~ Dr. Seuss