Reading

Reading at Stannington Infant School

Aims:
These are the aims, taken from our English policy, which directly relate to reading development.

- Develop children's confidence and encourage them to see themselves as readers.
- Equip children with the range of skills necessary to develop reading fluency.
- Give children a range of purposes for reading, as well as pleasure.
- Give children access to a wide range of reading materials including non-fiction, fiction, poetry and play scripts.

Reading in School

These are some of the many reading opportunities that your child will be involved in at school.

Daily

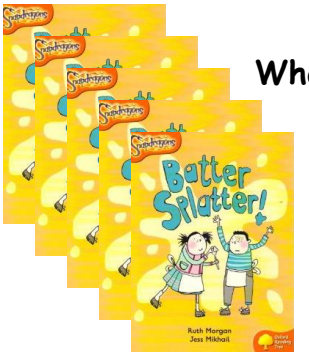
- Reading with the whole class (Big Books, picture books, rhymes, poems, songs, chapter stories).
- Reading print around the classroom and the school (signs, labels, names).
- Access to books within the classroom (stories, information, topic, class books).
- Phonics to teach strategies for reading
- Guided Reading sessions teaching the children reading strategies.

Weekly

- Shared reading which develops comprehension skills.
- Access to the school library

Other

- Language, phonics and reading games and resources are available in all classes.
- Each class visits Stannington Library every six weeks.
- Visits from poets and authors.



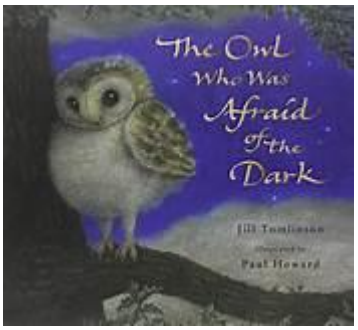
What is guided reading?

A lot of reading practice will take part in small groups where each child has a copy of the same book. The teacher or teaching assistant will introduce the book, ask questions and discuss different reading strategies the children will use. Children will be encouraged to read at their own pace while the teacher works with every child in turn. During the session the whole group discusses the book. This allows the teacher and children to spend much longer working with a piece of text than is possible if every child reads a different book individually to the teacher. We teach the children a range of reading strategies such as decoding, using pictorial clues, using phonics skills, listening to hear if the word makes sense and discussing meanings of new or unfamiliar words. Guided reading records are kept by each class teacher.

Children may be asked to:

- Retell a story using pictures or to identify three important things that happen in the story.
- Describe a character using words from the text.
- Choose their own words to use in a passage from the story.
- Write or talk about how one story reminds them of another.
- Retrieve words from the text.
- Find another word with the same meaning.

What is shared reading?



Twice a week the whole class reads and shares the same text, usually a story. Working as a class or in small groups the children will use characters from the Stannington Reading Friends to help them to develop comprehension skills. Ronnie the retriever may help children to retrieve information from the story or retell the main events in the story. Percy Penguin may help children to search for clues in the text to make prediction about what will happen next. Children discuss the author's choice of language and why they have used certain words. Children may even try to 'beat the author' and think of their own words they could use instead. Shared Reading displays can be seen in classrooms in or near the reading area.

Ronnie Retriever

Ronnie questions:
What is the owl's name?
Where does he live?
better at flying.

Percy Penguin

Percy questions:
In the story Plop gets

How do we know?

Felicity Fish

Felicity questions:
Which words mean the same as afraid? (scared, frightened)
Choose your own word to complete this sentence:
A …….face appeared with …… skin and ……eyes.

Terry questions:
What other stories does this remind you of?
What do all fairy tales have?
(a happy ending, a bad and good character)

Terry Tortoise

How can you help your child at home?

- Remember that talking about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: what do you think it will be about; what sort of book is it; have you read one like this before?
- Look through the book, noticing and talking about the interesting pictures and words, possibly tell your child some of the words they may struggle with eg names; then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the tricky word.
- As your child progresses, talk about authors, characters and plots or what new information has been learnt.

Reading Records

- Reading records are primarily for recording reading which takes place at home.
- Continue to leave your child's reading record in their book bag alongside their current reading book.
- Record any reading which has been done at home with your child, in their reading record.
- Your child's class teacher will look through your child's reading record each week.