

Uplands Primary School



Supporting your Child's Reading

Information for Parents 2019-20

Why is reading so important?

Reading is an important tool for learning and for life.

Without reading we would not be able to access and understand the wide range of information available to us. In addition to this, it is a fantastic way of using

our imaginations and exploring other worlds through stories.



Learning to read and improving reading skills are most successful when they are done in partnership with school and home. Any support you are able to give will really improve your child's progress in reading. We understand that parents are often keen to support their child with reading but are often unsure how to go about it; so here you will find some advice which we hope you will find useful.

However, please remember, teachers are available to give advice whenever you need it.

How do we teach reading at Uplands Primary School?

Reading is taught as part of the English curriculum and so children have guided reading sessions with their teacher in class. This means they read as a group and explore and discuss the text together. There will also be a range of other reading activities that will take place in English

lessons as well as the reading skills they will use across the other subjects.

Teachers, LSAs and parent helpers also hear individual children read throughout Reception year and then LSA's and parent helpers continue this throughout the rest of the school to help them develop their accuracy, fluency and understanding of the text.

Book Banding

In order to help children progress and read books suitable for their ability, we use a book banding system where books are colour coded to ability levels. As your child progresses, their colour band will change and eventually they will be a free-reader. This means they are able to choose from any of the books in the library.

Book Band Colour Chart

Colour	Reading age
Pink	5 - 6 Years
Red	As the children move through, the books
Yellow	

Blue	increase the number of words and the difficulty of words to read and understand.
Green	
Orange	6.5-7 years
Turquoise	
Purple	7-7.5 years
Gold	7.5-8 years
White	8 -8.5 years
Free Reader	8.5 years onwards

Reading skills

In order for children to be able and independent readers they need to have:

- Fluency - being able to read at a comfortable pace with appropriate expression.
- Accuracy - children who can 'decode' words without interrupting the flow of reading

- Understanding - children who can follow the content of what they read.
- Enjoyment and confidence - can read and talk about books confidently. This will help them become life-long readers because it is a useful and pleasurable activity.

Children also need to be able to segment and blend the phonemes (units of sound) in words. Children are taught these in school and should be encouraged to 'sound words out' if they get stuck.

What can you do to help?

Reading daily is the most important activity you can do to help develop your child's reading.

This may involve reading their colour banded book or free reader reading book but also sharing their school library book, sharing books from home, comics, recipes or even instructions.

Talking about the things that you read - from shopping lists to novels - shows your child that reading is a meaningful and useful activity.

Ensure your child knows you value reading - let them see you reading too.



10 top tips for reading together:



1. Make the reading time short (10min), enjoyable and stress free for both you and your child.

2. Choose a regular time to read together when your child is willing and not tired.

3. Be patient! Help your child if they get stuck on a word. Don't tell them but encourage them to work it out by:

* Sounding out the phonemes (units of sound)

*Using pictures as clues

*Using the context of the sentence to work it out

*Re-reading for meaning.

4. Talk and model reading yourself - read a story to your child showing them how stories sound when read aloud.

5. Ask your child questions about the text to check they understand what they are reading. (see list of questions in the back of the booklet)

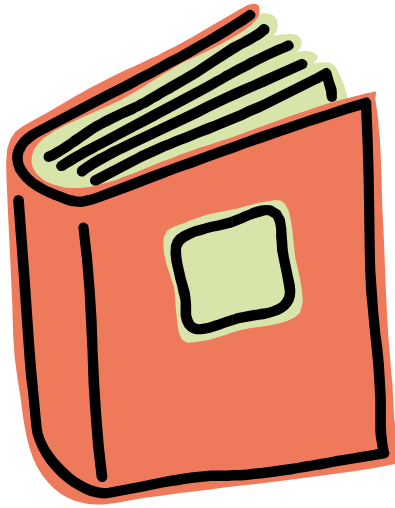
6. Encourage them to use dictionaries to look up words they are unsure of.

7. Give lots of praise and encouragement and let them re-read favourite books time and time again.

8. Don't make them read if they are tired or really not in the mood. It will not be a very productive session for you or your child!

9. Visit your local library - it's free to join and they have a wide variety of books to interest all children, including audio books.

10. Keep in touch with school- make sure your child brings their school book in every day so they can change it and fill out the reading record in the back of their homework book.



How can I help my child to improve their reading?

Pink and Red level books

At these levels your child is beginning to learn to read.

You could help them by:

- Making sure they read the words carefully. If they need to only ask them to sound out and blend only the words they can't read yet, not every word.
- Read the book more than once - encourage them to read more quickly and with less focus on sounding out the letters in each word.
- Ask them to tell you about something that happened or about something they found out in the book.

Yellow level books

At yellow level children are starting to feel more confident when reading.

- Give them time to sound out words they don't know. Children will often guess the word from the first letter or the picture; instead try asking them to sound out the whole word aloud.
- Give them time to recognise and correct their mistakes.
- Ask them about what's happening in the book- what else has happened and how does this fit together?

Blue and Green level books

Blue level readers are more confident and are starting to develop into independent readers.

- They will need to practise sounding out quickly - and silently - inside their heads.
- Read using punctuation - you could help by showing what happens when you ignore the full stops.
- Tell you about what the characters in the story are doing and why.
- Tell you what they find interesting or have learned from a non-fiction book.

Orange level books

Orange level readers are more independent and confident readers. AT this level they don't often need to sound out words.

- If they make mistakes, but they keep the sense of the text, don't interrupt. You can revisit that page at the end of the session to check certain words.
- Reminding them of useful strategies if they can't read a word, for example:
 1. Sounding the word out silently, under their breath
 2. Dividing a longer word into syllables, or looking at the word without an -ing or an -ed ending

Don't allow them to worry about a word. Tell them what it says and revisit the word once you have completed the book.

- Encourage some use of expression, especially for character-speech in fiction books.
- Talk to them about how characters are feeling.

Turquoise and Purple level books

Turquoise and Purple level readers are more independent and confident readers and their books are getting longer.

- Encourage them to read some pages silently, inside their heads.
- Listen to some pages read aloud, encourage the use of expression and pay attention to punctuation marks.

- Talk about how events in the book relate to each other and help your child to understand how the story builds up in a longer book.
- Ask them to tell you about interesting things they found out and show you where the information is in the book.

Gold and White level books

Gold and White level readers are reading longer books so they continue to need your help to ensure they are getting the full meaning and enjoyment from the text.

- Encourage them to read some pages of the book aloud to you so that you can hear them reading with expression and pace.
- Ask them to find parts of the text which describe a character or place and talking about the words used in the description.
- Ask for regular updates as to what is happening in the book, so that you know how the different chapters or sections link.
- Talk about how much they enjoy a book, or a type of book. Encourage them to look for more books of the type they enjoy.

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Free reader:

- Ask them to read aloud some parts of the text which they particularly enjoy. This may include action or description. Talk about how the writer made those parts so enjoyable.
- Talk about how characters develop or how they react to different people, places or events.
- Ask them about the book - what has happened and ask them to show you some of these events.
- Continue to make a time available for regular quiet reading sessions.
- Establish an expectation of a conversation at the end of each reading session: can they tell you what's happening in their book?

- Ask questions which make your child go back to the book to find answers. Support your child as they develop skills in skimming and scanning to find the information to answer your question.
- Continue to read aloud to your child at bedtime. This shows them the importance you place on reading as well as developing their language, vocabulary and love of story.

My child is a good reader.

Can I still help?

Yes! Although children will often want to read in their heads, it is good for them to read aloud to you to practise expression and fluency.

Discuss with them what's happening in the text and ask them questions to help improve their understanding and encourage them to look up words in a dictionary that they are unsure of.

My child doesn't like reading and won't read - what can I do?

Read to them as much as you can and don't make an issue out of it.

Discuss with your child what they like doing and try to find books on that subject - non-fiction books

are a good starting point or comics, magazines, even practical texts such as DVD or computer game instruction manuals can stimulate reluctant readers.

Also talk to the class teacher as working together will help.

Questions to ask when reading with your child.

Where/when does the story take place?

What did s/he/it look like?

Who was s/he/it?

Where did s/he/it live?

Who are the characters in the book?

Where in the book would you find...?

What do you think is happening here?

What happened in the story?

What might this mean?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What words and/or phrases do this?

What part of the story do you like best?

What makes you think that?

What words give you that impression?

How do you feel about...?

Can you explain why ...?

What do these words mean and why do you think the author chose them?

Has the author used adjectives to make this character funny?

Why did the author choose this?

What is your opinion? What evidence do you have to support your view?

Using all the evidence available, can you tell me what you feel about...?

Given what you know about ... what do you think?

How would the views put across in this text affect your views on...?

What would this character think about...? (Possibly a present day issue)

What makes this a successful story?

What evidence do you have to justify your opinion?

