



Reading at Castor CE Primary School: A Guide for Parents



This leaflet is designed to help us share the structure of our school reading scheme with parents and to give support to families when they are reading at home with their child(ren).

When reading books, the following accuracy rates are used as a guide to ascertain the appropriate level:

Home/individual reading - 95%-100% accuracy, no more than one mistake in twenty words. Children should find their home reading 'easy' so they achieve well and enjoy their books!

Guided reading with a teacher in a small group - 90%-94% accuracy, no more than two mistakes in twenty words. Books and texts read are at a more challenging level for the reader and can have a greater impact than 1:1 reading.

Shared reading usually of a harder text read as a class - 80%-89%, three or four mistakes in twenty words. This happens when exploring a shared text to develop children's writing and comprehension skills.

Children progress through the bands at different rates so try not to be competitive about your child's progress. It is important that they are reading books from the appropriate level for them. If, at any point, you feel that your child is at the wrong level, please have a chat with their class teacher.

Developing comprehension is as important as fluency so asking children lots of different types of questions is important. Some examples of the kind of questions and discussions that prompt good levels of comprehension can be found later in this leaflet.

Why reach for the stars
when you can reach for a
book and have the stars,
the sun and the
moon.

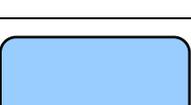


“All the secrets
of the world are
contained **IN BOOKS.**
Read at your own
risk.”

Lemony Snicket
Tuesday - Nov 13, 2012 (9:26 pm)

Have a look at www.lovereadings4kids.co.uk for great recommendations of children's books including latest new releases.

Book Banding

Sticker	Colour	Expectations
	Pink	Most children will have reached light blue band by the end of Reception to be at the 'expected' level. They will also have been reading specific books from their classroom which are phonetically decodable to support their phonics and decoding.
	Red	
	Yellow	
	(Light) Blue	
	Green	Most children will have reached turquoise band by the end of year one to be at the 'expected' level.
	Orange	
	Turquoise	
	Purple	Most children will have reached white band by the end of year two to be at the 'expected' level.
	Gold	
	White	
	Lime	Most children will have reached grey band by the end of year three.
	Grey	
	Black	Most children will be reading from black band in year four, five and six.

Books in our library are organised into colour bands indicating progressively difficult vocabulary, contexts and structure. It is not an exact science to band the books so if you come across a book that you feel may be in the wrong band, please let the teachers know.

Children are encouraged to read fiction and non-fiction books as well as poetry. Across the whole school, children are also encouraged to read picture books. We are all familiar with reading picture books with young children but there are many written for older children. Often, books written for a slightly younger audience can contain subtle ideas that an older audience will pick up but a younger one may not.

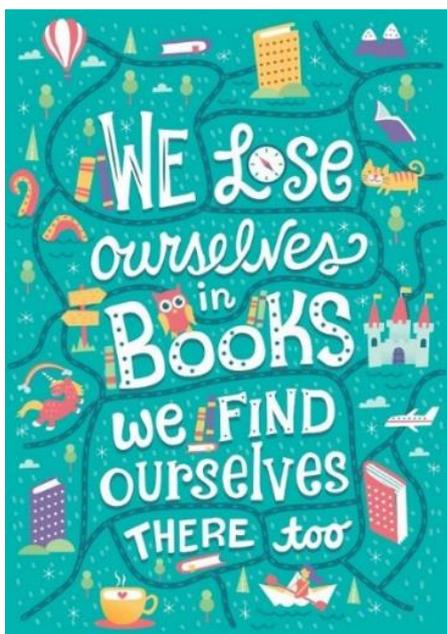
*"The more you read
the more things you know.
The more that you learn
the more places you'll go."
-Dr. Seuss*

Each week, we expect all children across the school to be reading at home on a daily basis. The length of time depends on the age and ability of the child. In EYFS and KS1, 10 minutes daily is ideal; in KS2, at least 15 minutes daily is a good recommendation.

In EYFS and KS1, children will be building and applying their phonics knowledge and learning to decode words in order to read more fluently. As children's phonic and spelling knowledge improves alongside their sight vocabulary, they will be able to tackle longer, more complex texts which are harder to comprehend. In KS2, the focus becomes more about the continuation of fluency building, as well as picking up on more subtle meaning and gaining a deeper understanding of the text. More fluent readers will have a greater stamina for reading longer, chaptered books.

Parents should be recording reading sessions with their children in their child's reading diary. Comments about effort, success and enjoyment help teachers understand children's reading habits as much as comments about tricky words or misunderstandings of the text. Reading from books read to siblings, birthday books or books from local libraries can all be recorded in a child's reading diary too as they help identify a child's reading habits and attitude. It is an expectation, as shared on our homework grids, that parents will sign their children's reading record books at least once a week in KS2 and more regularly in KS1.

Regular reading, even for fluent, more able readers, is important for many reasons. Reading regularly from a wide range of genres builds a wealth of knowledge about vocabulary which helps us to understand and interpret our world more easily. It gives us experiences beyond those that we may usually find ourselves in and can help us articulate our thoughts and opinions to others.



As children move further up the school, and when they reach situations where they have to respond in a given time, having a good reading speed is important. Children in year six are expected to have a reading speed of 110+ words per minute and in year two, children are expected to have a reading speed of 90+ words per minute. The website

(<https://www.spreeeder.com/app.php?intro=1>) can help older children practise and improve their reading speed though there is nothing better than reading on a daily basis to support this.

Some useful ideas about sharing a book and reading with your child.

Ideally find a comfortable place to sit where you won't be disturbed. Make sure you can both see the pages so that your child can follow when you are reading to them and you can follow the words when your child is reading to you.

With older children who can decode and read fluently, reading might look a bit different on some busy days. Instead of sitting like suggested above, children might be reading whilst a parent is cooking, for example. In this situation, the parent can still hear if the sentences make sense, interject if a word is mispronounced or offer support if the meaning of a word is not known.

Always try to be positive about your child's reading and offer encouragement and praise for effort and success.

Ideas for things to discuss whilst reading

- discuss tricky words – how to decode them and what they mean. Make a note of them in the reading diary so that they can be revisited. Discuss punctuation too.
- discuss the plot of a book. What can your child recall about the plot and what the characters did. What were the key events? (There are usually only 2 or 3).
- Choose one character to discuss:
 1. What are they like? (Think of adjectives to describe their appearance and characteristics)
 2. What happens to the character in the story?
 3. Do you like the character? Why? (refer to the text to explain like/dislike of the character)
 4. Would you behave in the same way / make the same choices?
- discuss the different settings in the story. Would children like to visit these places?
- how do the characters change in the different settings? (clothes, actions, etc.) Why?
- discuss new things that have been learnt from reading the book.
- discuss what it would be like to do what is being described or to be in a certain setting / situation.
- make links to other books read / visit to places e.g. museums and exhibitions / personal experiences. Was the experience / the book the same?
- discuss alternative endings / alternative actions during and after reading stories. If the child was the author, how would they like the story to end / the character to behave?
- discuss diagrams, pictures and illustrations in books and how they help readers understand ideas in the words.
- ask children to make predictions about what will happen next. They could draw the next part of a book or write it in their own words.

READING SHOULD NOT BE
PRESENTED TO CHILDREN AS A
CHORE, OR A DUTY.
IT SHOULD BE OFFERED
AS A GIFT.

- KATE DICAMILLO

 BilingualKidsSpot.com

The most important thing is to support children in reading and understanding books. We want our children to read for pleasure and enjoy escaping into the worlds that books can provide.