

Stalbridge Primary School **Home/School Reading Information 2022**

The reading books that come home are for practice. Children should be able to read their school/home reading book with fluency (aiming for 90%). Each book will have a minimum of three reads, moving through the following three stages:

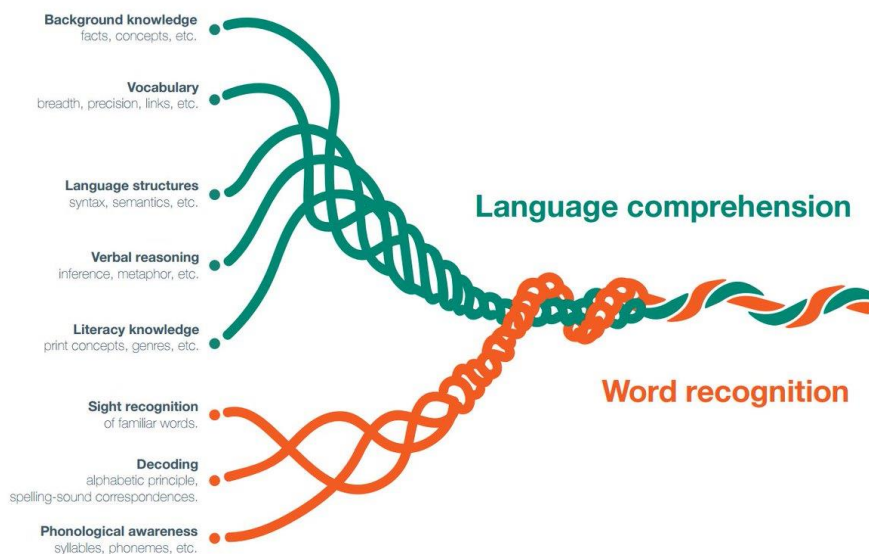
- Decoding - sounding out, aloud
 - Fluency – able to read with minimal decoding/intervention
 - Comprehension – understanding what they have read
- The three reads can happen between school and home.
 - There is space in the reading journal for adults to record phonemes & tricky words to practice plus new and interesting vocabulary they have learnt. This does not need to be filled in every time the child reads but should be done weekly.
 - The decoding 'read' may take more than one session, especially as the books get longer.
 - Before the first reading of a new book, look inside the front cover to check understanding of phonemes, new vocabulary, tricky words.
 - After reading for decoding and fluency – have a go at answering comprehension questions to demonstrate the children's understanding of the text.
 - Only after a read for comprehension will a book be changed.
 - Children will have at least one reading session with an adult at school per week. This may be through individual reading with the teacher or TA, guided reading or with a volunteer.
 - The books will be closely linked to the phonic phases taught in Year R, 1 & 2.
 - The reading book will reflect your child's current phonic knowledge regardless of their academic year group.
 - After Phase 5 children will move to books that are not solely decodable. The focus turns to fluency (expression and volume, phrasing, smoothness and pace), comprehension and expanding vocabulary.
 - The three reads will not apply to books into Phase 5 onwards.
 - Once children have completed the school's reading scheme they will become a 'free reader'. The children will have more choice over their reading book but it is vital they still read aloud to/discuss their book with an adult.
 - Children will be regularly assessed. If the class teacher feels your child can move forward they will do so.

"...the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondence they know, both at school and at home." (OFSTED, pg87)

"... children must first work out a word by sounding and blending. Most of them have to do this several times before they can read it accurately 'at a glance'. Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance'. Urging children to read at speed will not increase their fluency: they can read only at the speed they can decode" (DfE Reading Framework 2021, pg59)

As a guide in KS1, there will be a particular emphasis on word recognition.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



Reading with your child & reading for pleasure (at home)

In addition to their home/school reading book there are many other ways to support a child's reading: -

- They will choose a school book they would like to bring home as a reading for pleasure book
- They will also choose a school library book
- Share & enjoy their sharing/library book from school with them
- Read aloud to them &/or have a bedtime story
- Have family reading time where you all enjoy your books together
- Have 'book chat' with your child, sharing your ideas and thoughts too
- Visit your local library



Supporting Readers at Home



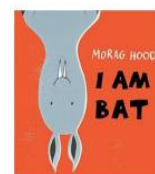
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



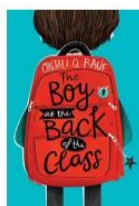
Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.



For more ideas see the OU website:
<https://www.researchrichpedagogies.org>