



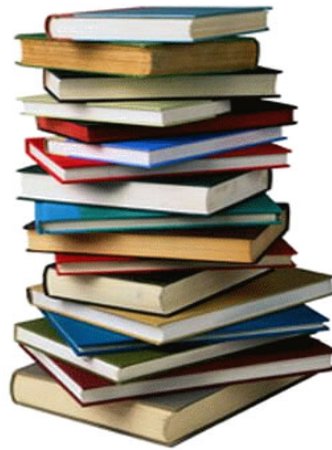
Head Teacher: Mrs SA Welsh
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Helping your child with their reading

Why is reading so important?

The ability to read fluently and with meaning develops and enhances many skills including:

- Vocabulary
- Attention span
- Grammar
- Sense of well-being
- Pronunciation
- Understanding and interpreting
- Memory
- Communication
- Imagination
- Knowledge of the world



The teaching of reading

There are two aspects of reading that we teach and which is inextricably linked;

- The ability to decode print – (to read the word on the page).
- The ability to understand and make meaning from the printed word.

Guided Reading

Key principles and features

- Aim to encourage children to become enthusiastic, autonomous and thoughtful readers.
- Groups of children of similar reading ability work together on the same text.
- The teacher guides the children to focus on and apply key strategies while reading independently.



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- The teacher gives focused attention to support, monitor and assess individuals as they read.
- The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.
- Children contribute to discussion, talking through their responses to the text. They listen to each other (under the guidance of the teacher).
- Children learn from each other and take increasing responsibility for their reading as they become more mature.
- The teacher monitors and records children's progress to inform future teaching, targets and assessment.

The assessment of reading

- A.F 1: Use a range of strategies including accurate decoding of text, to read for meaning.
- A.F 2: Understand, describe, select or retrieve information, events or ideas from texts.
- A.F 3: Deduce, infer or interpret information, events or ideas from texts.
- A.F 4: Identify and comment on the structure and organisation of texts.
- A.F 5: Explain and comment on writers' uses of language.
- A.F 6: Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.
- A.F 7: Relate texts to their social, cultural and historical contexts and literary traditions.

Reading record book

The class teacher will write regularly in your child's reading record book. They will write a target that the child needs to work on. Please respond to the teachers comment and write down any other observations you have noticed about your child's reading. The reading record book is an opportunity for the teacher and parents to work together to improve a child's reading and understanding.



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Early readers (K.S.1)

Phonics

- Phonics is a method of teaching reading by correlating sounds with letters or groups of letters.

b g ee ear

- The initial purpose of phonics is to enable children to build up words using sounds.
- Eventually the children will recognise and read the words without having to build up the sounds.

What will your child be taught?

Reception

- Phase 2 – Predominantly the letters of the alphabet.

c-a-t j-o-b d-u-ck b-e-ll

- Phase 3 – Sounds made up of more than one letter.

ee – as in meet igh – as in light

- Phase 4 – Reading longer words.

crash spark floating treetop

Year 1

- Phase 5 – alternate ways of reading a sound.
- ai, a, ay, a_e - ee, e, ea, ey, e_e

At the end of Phase 5, your child should be a good reader and the focus of phonics turns to spelling.

Year 2



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- Phase 6 – spelling

Tricky Words

There are some words which cannot be sounded out. We call these tricky words. Each phase has tricky words for the children to recognise and spell.

We teach from the Letters and Sounds document which was published by the department for education and skills.

You can find this document by simply typing 'Letters and Sounds document' into a search engine.

Developing reading at school and at home.

- **Skimming** – when you need only a general idea of what the text is about. Run your eyes quickly over the text. Look at headlines, headings, subheadings, titles, the opening lines of paragraphs and words that signal a new point is being made.
- **Scanning** – when you want to find a specific piece of information quickly. Glance quickly down the text for key words. Run a finger down the middle of the page as you read to focus your eyes and keep them moving.
- **Predict what will happen** – use what you know about a text to suggest what you think will happen next. Can you explain why? What evidence have you got?
- **Comprehension questions**- Retrieve information from the text.
- **Infer** – look for what is implied (suggested) rather than what is explicit (stated/obvious). Read between the lines to find the meaning.
- **Empathy** – imagine you are in the same situation as the characters or people. What would you do? How would you feel?

Suggested comments to write in the child's reading record book

- He spotted a full stop!
- Read the book enthusiastically, clearly and with understanding.
- Confused "b" and "d" sounds at the beginning of the word "dig" but self-corrected when read within the context of the sentence.
- Tends to mistake "was" with "saw."
- Loved the pictures and we enjoyed discussing them together.



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- Anne is now recognising words far more easily.
- Predicting what will happen next proved challenging and we started the thinking process for him.
- Anne enjoyed the story and was keen to tell me about her own experience of starting school.
- John was upset when Grace could not find her Mum but was relieved when they were reunited at the end.
- Wonderful! Made extremely good attempts at 'sounding out' unfamiliar words.
- Asked many relevant questions about the story and characters.
- Anne really enjoyed this book set by the sea. It reminded her of the Lighthouse Keeper books which we have read at home.
- Rahim particularly enjoyed reading this book and looking at the illustrations. He has read more books by the same author at home.
- Joe was able to tell me about the book after we read.

The role of the library

Libraries have always been central to education and self-improvement. They have a significant role in supporting reading and Literacy as well as helping children's independent learning. Whinfield Primary School library has recently been refurbished to provide a welcoming and attractive environment for children.

Public libraries provide an important and free service to all. Particularly for children they allow access to a wide range of genres and open up new worlds. Darlington has two good libraries: the central library at Crown Street and a branch library at Cockerton. There is also a mobile library service that visits Haughton on a Wednesday (am) and a Friday (pm). For details of all Library services visit:

www.darlington.gov.uk/Leisure/LibraryLearning/Library+Service+service.htm