



Wick and Marcross Church in Wales
Primary School
Ysgol Gynradd Yr Eglwys yng Nghymru
Y Wig a Marcroes



Parent Handbook: Reading

At Wick and Marcross our children are exposed to a wide and comprehensive reading programme. All the aspects of the programme are interdependent and support each other.

Reading to children:



We read to children daily, several times a day. More than anything else, reading to children stimulates their desire to become a reader. We plan what we read, so that we cover a wide variety of different texts over time.

Shared reading:



Shared reading encourages all children to participate in reading. Favourite texts are read and reread. All co-operate to build meaning for the text. Individuals participate at different levels. As the text becomes more familiar, children take more control over the reading, and the teacher explicitly demonstrates and teaches reading strategies. The children learn to articulate the strategies as they explain what they do to read. Once the text is quite familiar, it is used to teach specific skills at word and letter levels.

Guided reading:



Guided reading provides an opportunity for several groups of children within the same developmental reading stage to apply strategies they already know to texts they do not know. The texts are carefully matched to the children so that they can apply their strategies to overcome the challenges in the text and read it independently, with success. Guided reading allows children to show how they manage a text on the first reading.

Independent reading:



Independent reading provides time for children to enjoy reading a text without the need for assistance. Opportunities for independent reading help children to 'catch the reading habit'. The children have access to a wide variety of reading materials.

At Wick and Marcross we use guided reading as one of our approaches to teaching reading.

"Guided reading is an approach to reading instruction that allows children to demonstrate their control over text. It leads them to understand that reading is a process of actively reconstructing an author's meaning."

From Literacy in the Classroom by Helen Dupree and Sandra Iverson.

For guided reading, a small number of children, up to 6, sit in a group with their teacher and share a book. The session usually lasts for around 20 minutes. The group will consist of children with the same needs so that the focused teaching objective is appropriate for the whole group. Each child will have a copy of the text.



Guided reading enables children to:

- Use their reading skills in a supportive setting;
- Compare their interpretations of the text with others;
- Deepen and widen understanding of the text through group discussion;
- Practise strategies for making meaning at word, sentence and text levels;
- Read silently and think critically in a co-operative environment;
- Receive support as they monitor their own reading.



Guided reading explicitly enables teachers to:

- Teach reading, not just listen to readers;
- Focus on specific reading strategies e.g. one to one correspondence, directionality, locating known words, predicting, monitoring, cross checking of different cues, self correcting, fluency, expression and other higher order skills;
- Support children in their application of comprehension strategies;
- Monitor the comprehension of individuals;
- Model how effective readers monitor and manage their comprehension;
- Monitor which word identification strategies a child is using and how effectively they are being used;
- Model the use of word identification strategies that are not well understood or applied.



Guided reading is not:

- Listening while the teacher reads the book;
- Reading a story for the first time along with the teacher;
- Taking it in turns around the group to read a page / paragraph / sentence aloud;
- A loud, monotonous word-solving exercise;
- Turning the pages pretending to read.



How to help at home

Parents play a vital role in supporting the development of their child's reading. The relaxed and informal atmosphere at home is the ideal place for your child to extend and practise new reading skills. Reading together encourages enjoyment of reading and allows your child to experience a wide range of books.

Why reading and sharing stories matters

It's the most important thing you can do to help your child succeed.

Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.

Books contain new words that will help build your child's language and understanding. Children who are familiar with books and stories before they start school are better prepared to cope with the demands of formal literacy teaching.

Reading together is fun and helps build relationships. The impact lasts a lifetime.

Children learn by example, so if they see you reading, they are likely to want to join in.

Reading with children, or talking about what they have read, is a wonderful way to show that it is an important and valued way to spend free time.

Partnered Reading

Partnered reading is time set aside regularly for an adult and a child to share a book from school or from home. Find somewhere comfortable to spend at least ten minutes of uninterrupted time together away from distractions such as the television. Let your child sit next to you so that you can share the text.

- ❖ Discuss the book and, if appropriate, explore the reasons it was chosen.
- ❖ Make sure there is lots of talk about the pictures to encourage use of these as clues to meaning.
- ❖ Read to your child in the initial sessions of Partnered Reading, modelling good expression as you read.
- ❖ Let your child follow from left to right, following words with a finger.
- ❖ Build confidence by giving plenty of praise and encouragement.
- ❖ Accept that children love re-reading favourite stories.
- ❖ Make sure there is plenty of discussion about the text, asking your child to predict at suitable stopping points, e.g. *What do you think will happen next?*
- ❖ Ask your child to tell you what has happened in the story.

More than anything else learning to read should grow out of the pleasure of sharing a story and be something you both look forward to and enjoy.

Moving on

Adult and child now read aloud together. This is a great confidence builder and establishes rhythm and expression in reading. Make sure your child looks carefully at the words. Match your reading pace to that of your child so that you don't read too fast. When you think your child is confident enough, encourage him or her to read more of the text alone.

Allow time for guessing new words, as this is an important part of learning to read. The pictures in the book can often give helpful clues. As your child learns more about stories and the structures of words, guesses will become more informed. Sensible guesses that accurately reflect the meaning should be praised.

For example, if the text says

The cat crawled along the wall.

and the child reads

The cat crept along the wall.

then he or she has grasped the meaning of the text, used the initial letters of the word as a clue and could gently be given the correct word after being praised for the attempt. Stress the enjoyment of the story rather than insisting that every word has to be correct.

Getting stuck on a word

It is best not to let your child struggle at an unknown word. Let your child carry on and give him or her time to pick up the meaning of the word from the text. Often reading to the end of a sentence and returning to the word will help with determining which word fits in with the context. Always encourage self-correction, but do not allow your child to become discouraged. It is often better to supply the word quickly than interrupt the flow of the reading.

Always make your child feel successful and end your Partnered Reading session with plenty of praise and encouragement.

Remember

Learning to read is an incredible achievement!

You can help your child by:

- ❖ Giving encouragement to read widely - fiction and non-fiction books.
- ❖ Sharing poetry, (including nursery rhymes with younger children) there is a lot of pleasure and fun in poems.
- ❖ Taking them to the library regularly.
- ❖ Helping to look up information using an index, alphabetical order, chapter headings and contents lists.
- ❖ Encouraging the reading of words in the environment, e.g. posters, signs, labels, advertisements, packaging, recipes etc.
- ❖ Showing your child your own favourite books and explain why you enjoy them.



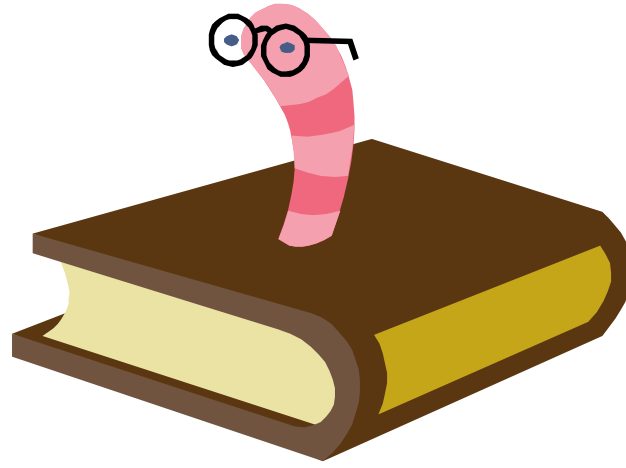
As they become more fluent

Fluent readers read silently with deep concentration.

For the fluent reader, reading aloud is now a separate skill used occasionally. It is a skill to use for a specific audience e.g. presenting a poem to family members or a special visitor.

Fluent readers are able to skim text, which is rapid reading, leading to a general impression of the text. Skimming is useful when checking to see if a book has the information required.

**The fluent reader is no longer learning to read
but reading to learn.**



You can still help your child's reading development by encouraging him or her to read with a purpose.

Try some of these ideas:

- ❖ Helping your child find opportunities for reading quietly and enjoying a longer, perhaps more complex story.
- ❖ Encouraging expression when your child does choose to read aloud.
- ❖ Giving encouragement to read widely, through a range of fiction and non-fiction books.
- ❖ When using reference books, encouraging scanning (finding relevant text and reading it intensively) to extract information.
- ❖ Encouraging the use of a dictionary and a thesaurus.
- ❖ Discussing the books your child reads with him or her. Talking about a book can increase the pleasure and enhance the meaning gained from the text. For example, discuss the storyline, setting, characters and the characters' behaviour. Encourage your child to evaluate critically and discuss likes and dislikes.
- ❖ Discussing favourite authors.
- ❖ Comparing different writing styles including comics, newspapers and advertisements.
- ❖ Discussing what might happen next in a book by making deductions from the text..... discuss how the book might end.
- ❖ Talk about the feelings and motives of the characters where appropriate.
- ❖ Encourage your child to support their views by making reference to the text.

Don't forget that even fluent readers enjoy and benefit from being read to by an adult. It helps them prepare for the more complex language they will meet as they widen their range of reading material. It is also a means of stimulating interest in good literature.

What we are working together for is a child who reads for pleasure and learning.

A reader for life!



Discussing what you and your child have read is an important part of reading. Asking questions will help you judge whether your child has understood what they have read.

There are different sorts of questions that you might like to ask.

Literal comprehension

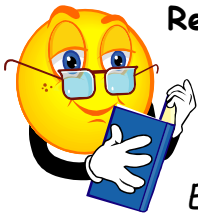


Your child will need to locate facts, ideas, particular information, a sequence of events, similarities and differences, characteristics of a person etc which are explicitly stated in the passage.

Examples:

- *What is the boy's name?*
- *Who was the tallest?*
- *What did the children do at the park?*
- *Where did the story take place?*
- *When did the dog start to bark?*

Reorganisation



Your child will need to analyse, synthesise and / or organise the ideas or information which is explicitly stated in the passage.

Examples:

- *Classifying; placing people, things, places and / or events into categories;*
- *Summarising; condensing the content of the passage, using direct quotation or paraphrased statements;*
- *Synthesising; bringing together ideas or information from more than one source / section of the text.*

Inferential comprehension



Your child will need to use the ideas and information in the passage, their intuition or personal experience as a basis for making conjectures or hypotheses.

Examples:

- *What else might the author have included to make the passage more interesting to boys?*
- *What sort of person is _____?*
- *What do you think will happen next? Why?*
- *Why did the character act in this way?*
- *How might the character act in a different time / place / situation?*
- *What does the author mean by the word _____?*
- *What does the author mean by the phrase _____?*

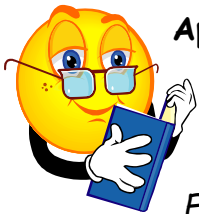


Evaluation

You child will need to make a judgement based on either the passage alone or their prior knowledge and experience.

Examples:

- *Could this really happen?*
- *Does this make sense?*
- *Why is the author trying to make you think when they say _____?*
- *Is the information accurate? Does it agree with what you have found from other sources? How do you know?*
- *Does the author behave in an appropriate way? Give reasons.*
- *Is the character right or wrong to act on the way they do in view of the situation described? Explain your answer.*



Appreciation

Your child will need to make an emotional and / or aesthetic response to the content and style of the passage.

Examples:

- *How did the passage make you feel?*
- *Which character did you like best and why?*
- *Why did you sympathise with _____?*
- *Would you like to be like _____? Why?*
- *What did you find frightening / lifelike / effective about the description in the passage?*
- *Why did the words _____ help you to imagine what was happening?*

Remember, this is not a test or exam! The discussion should take place as part of the relaxed reading that takes place when you share books together.



Our quick guide to supporting reading at home

0 - 3 years old

It's never too early to start sharing stories. Point out the pictures and encourage your baby to babble.



Your baby will love the sound of your voice. Find a quiet place to enjoy a story.

It's good to share favourite stories again and again. Repeating phrases helps build children's language.

Introduce your child to a wide variety of books. Books come in all shapes and sizes - squashy books, books which make noises, books with 'touchy feely' bits.

If your child shows no interest in a book which you are keen to share, don't push it. Try it out again in a few months. Very small children don't always follow a story easily so it may be that you simply spend time looking at a single picture.



Make a scrapbook about your child full of pictures and words. Read the words with your child and get them to say what else should be in their story.

3 - 5 years old

Let your child pretend to read - let them hold the book, turn pages and tell the story as though they are reading.



Help your child to join in. Let them turn pages and guess what happens next. Follow the words with your finger, point out pictures and talk together about the story.

Use funny voices, toys and actions to make the characters come alive.

Young children can get bored quickly, so little and often is best. A good ten minutes is better than a difficult half-hour.

Choosing books to read together can be fun. If your child wants the same book again and again don't worry - if they keep going back to a book it is because they are getting something from it.



Play the nonsense game. Cut out pictures from catalogues or magazines of objects that all begin with the same letter, plus a few that do not. Write down the names of the objects and get your child to match the picture to the name. Can they make a nonsense sentence with their words?

5 - 8 years old

Encourage your child to read to you. Follow the words with your finger and sound out the words (c-a-t: cat).



Be positive. Praise your child for trying hard at their reading. It's all right to make mistakes.

It's not just books. Point out all the words around you: labels on food, street signs, etc.

Read yourself. Set a good example by reading for pleasure and talking about the reading you do at work and home.



Find your family's top five reads. Ask everyone in your family to name their favourite reads - it could be a book, magazine, comic or newspaper. Involve grandparents, cousins etc. See if the family agree.

9 - 11 years old

Encourage independent reading but remember children will still love a bedtime story.



Help your child to read aloud with expression so the story comes to life. This will help them read more fluently.

Do not worry if your child reads newspapers, magazines, comics and the internet as well as books. Reading anything is better than reading nothing!

Discuss reading. Ask your son or daughter about what has interested them in anything they've read recently.

Read yourself. Set a good example by reading for pleasure and talking about the reading you do at work and home.