

Merry Hill Infant School and Nursery



Reading Booklet

At Merry Hill, our aim is for children to enjoy reading.

We all play an important role in helping children to develop into confident readers. We believe that you as parents play a very important role in helping your child learn to read. Both school and home, working together in partnership, create the perfect setting for encouraging a love of reading.

Early Reading

Children will start learning to read as soon as their eyes can focus on print: e.g. McDonalds. They learn to read in much the same way they learn to do anything else and will imitate what they see adults doing.

Being read to is very important as is using songs and rhyme.

Illustrations play an important part in early reading. They give clues to the reader about the storyline and the text, they provide information about the setting, share an insight into the characters and support retelling in the correct order.

Children will begin to know how books work and that people make them. They will start predicting contents from cover, title and illustrations. The use of repetitive texts will develop confidence in the reader and allow consolidation at a later stage.

Reading in School

Reading at School will take place in a number of different ways:

- English lessons
- Guided Reading
- Shared Reading
- Individual reading
- Incidental reading

Guided Reading sessions take place everyday. Over the course of the week each child will read with a member of staff twice. Children read, answer comprehension questions and discuss the text. In school, pupils read the level above the one they bring home. This is called 'reading at instructional level' as they are being supported by the teacher. The pupils who are not reading with an adult take part in other reading activities. These vary in each year group and may include: being read to, independent reading, book reviews, library sessions or comprehension activities.

Teachers write in the Reading Records and share comments relating to progress and future targets. Parents are also encouraged to write in the Reading Records in order to log reading frequency and progress.

When we provide your child with a reading book, we want them to feel confident that they will be able to read it. We make sure that your child is able to complete 95% of the book independently in order for them to develop their reading voice and comprehension skills. We have a diverse range of books to support your child's reading within the school, and we hope this will enable your child to experience a range of authors and styles.

School Library

Children may borrow books from an extensive range in our school library. All classes have an allocated time during the school week and have the opportunity to choose a book of their choice with some guidance from an adult helper.

(If you would like to help in the library please get in contact with your class teacher)



Reading at Home

Every child is expected to **read at home** every day.

Reading Records/Home School Link Books

In Reception staff record the title of your child's reading book in your orange Reading Record book. Please write a simple comment and sign every time you read together.

In KS1 you are asked to record the title of books read, write a simple comment and sign every time you read together. This helps us to track your child's progress and choose suitable texts for home learning.

Your child will bring books home from school, however, we encourage reading all types of print including:

- Comics
- Magazines
- Travel brochures
- Instructions or recipes
- What's on television tonight?
- Information books
- Manuals
- Newspapers
- Poems
- Tapes/CD/Recorded stories
- Sports Reports
- Shopping lists

Books for home reading are selected and monitored in a range of ways across the school, depending on the age and ability of the children.

In Reception and KS1, children work progressively through a number of different schemes and are monitored by both the class teacher and support assistants. We aim to monitor reading records daily, and change their books as indicated by each year group.



Supporting Reading at Home

1. Find a place to sit together that suits you both.
2. Try to read for at least 5 to 10 minutes a day and once over the weekend. Make it an enjoyable experience.
3. Find some time to talk about the book as well as reading it.



Ideas for talk:

Start with the title; look at the cover and briefly talk about what you might find inside.

At the bottom of each page, encourage your child to predict what might happen next.

If your child gets stuck, ask what word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself.

What happened in the story?

Does this remind them of anything in their lives or anything they have read before?

Did they think the book was funny?

Did they spot any interesting words and phrases? Did they enjoy the book?

4. Read to your child. You can help them to understand particular parts of the story.
5. Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.
6. Do not condemn the book as 'too easy' or 'too hard'. Children need a range of reading materials. Any 'easy' book helps them to relax with reading and concentrate on fluency and expression. A difficult book can be read to your child. Both are important.
7. If your child misreads a word without changing the meaning, e.g. 'Dad' for 'Father', accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost.



8. If they say a word which does change the meaning, or they are simply stuck, you can help them by;

- Pointing to the picture if it is relevant.
- Asking a question to remind them of the context, e.g. 'Where did they say they were going?'
- Re-reading the sentence up to the unknown word to remind them of the context.
- Saying or pointing to the first letter of the word.
- Telling your child the word to avoid losing momentum.
- If the word can be read easily by sounding out the letters, encourage them or help them to do this:

PAUSE- to help them work out the new words **PROMPT-** by using some of the techniques mentioned **PRAISE-** them for trying whether they are right or wrong

It is important to use as many clues as possible to help your child when they encounter difficulty.



After Reading

Talking about the book when you have finished reading will help your child in their enjoyment and understanding of the book.

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?

Helping with Reading: Key Stage 1

Read yourself! Set a good example by sharing your reading. Let your children see that you value books and keep them at home.

Keep books safe. Make your child their own special place to keep their books. Show them how to turn pages carefully.

Point out words all around you. Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes

Visit your library – it's free to join! All libraries have children's sections; many also have regular storytelling sessions.

Make time to read. Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.

Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.

If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language.

Turn off the TV! It's easier for your child to concentrate if there are no distractions.

Be positive. Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

Give them time. Let them make a guess before you tell them the word. Help them to make the first sound or try breaking the word up into smaller sections.

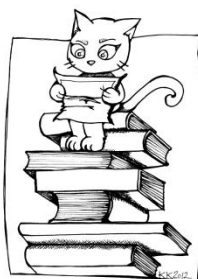
Point to the words. Encourage them to follow the words with their finger.

Don't make them try too hard! It doesn't matter if you have to tell them the word sometimes.

Let them read their favourites. It's good practice to read the same books over and over again.

Ask lots of questions. Check they understand the story by asking them questions about events. Use the pictures to explain what's happening.

Don't read for too long. A good ten minutes is better than a difficult half hour.



Frequently Asked Questions



Which books are best?

- . Books your child likes
- . Books suggested by your child's teacher
- . Books your child chooses from a library or bookshop that they want to read
- . Never be afraid of re-reading books

My child is a good reader. Can I still help?

YES! Although children will often want to read in their heads when they become fluent readers and you should not insist on too much reading aloud, there are still many things that you can do.

Discuss with them what they have read – about the character, about the plot, about the important parts of the story, about what they have learnt from the information, about their feelings as they read the story... For example:

- Which part of the story did you like best and Why?
- What do you think will happen next?
- Would you like X as a friend? Why?
- What do you think X should have done when..?
- How do you think the story will end?
- Was the information detailed enough?

My child won't read. How can I help?

- Read to your child as much as possible.
- Let them choose books which are of interest to them.
- Don't make a big issue out of it.
- Talk to your child's class teacher.

We hope this booklet is useful in further supporting the links made between reading at home and school.

If you have any questions please make an appointment to see your child's teacher.