



Monk Fryston & Saxton Federation of Church of England Primary Schools

A Guide for Parents



At our schools, English is at the heart of all children's learning. During their time with us, our children will be submerged in a language-rich environment, which provides them with a gateway to new worlds and opens their imaginations. Our children become enthusiastic and critical readers of stories, poetry, playscripts, non-fiction and media texts, with an understanding of a wide and varied vocabulary. This enables them to express themselves creatively, imaginatively and effectively through spoken and written language.

The power to communicate effectively is vital for the world that we live in today. We want to ensure that our children have the key to open doors and have access to all opportunities that come their way. Our language curriculum aims to provide all children with the communication skills that they will need to become confident and secure members of their society; skills that they will rely on throughout the rest of their lives.

Our English curriculum is inclusive to all children. It is our ultimate aim to inspire pupils through an immersive language experience to become happy and successful lifelong learners: 'Good People, Doing Well'.

READING

The home-school relationship is vitally important to support progress with early reading. In recognition of this, all children across the school have a reading record, where information is shared about children's reading. Both teachers and parents contribute to this reading record to build a picture of a child's reading progress.

Each child is expected to **read at home daily**, whether that is to an adult (for early readers) or independently, with an adult (for fluent readers).

In school, we teach the skills of reading using a 'whole class approach'. This allows us to teach every child in the class the skills of reading on a daily basis. Over the course of a half term, the whole class reading schedule would include a range of stimuli including fiction, non-fiction, poetry, film, pictures and song lyrics.

In order to ensure coverage of all reading domains, we have adopted the Literacy Shed's approach to comprehension: reading VIPERS.

Vocabulary
Inference
Prediction
Explanation
Retrieval



Sequencing and Summarising

Every child across the school has a 'reading journal' to record their responses to VIPERS questions. Clear progress is evident across year groups.

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 scheme and are monitored by the class teacher. Generally, children in KS2 select their own reading material, either from class or home. From Year 2 children are responsible for changing their own reading books, with their reading records being monitored when the child is heard to read individually (not during guided reading). In Reception and Year 1 we aim to monitor reading records daily, and change their books accordingly.

The Accelerated reading system that we use gives teachers the information they need to monitor students' reading by revealing how much a student has been reading, at what level of complexity and how much they have understood. Vocabulary growth and comprehension skills are measured allowing teachers to make informed decisions about their pupils' future learning and select books that are appropriate to their reading age and ability. Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. This is their 'Zone of Proximal Development'. When children take a 'Star Reading test', the teacher is informed of each child's Zone of Proximal development so that books of an appropriate colour band can be allocated to them. In this way, teachers can feel confident that all children in school are reading texts that are of a suitable level of challenge. Children access Accelerated Reading from Year 2 onwards. All books in our school library are colour-coded according to AR book bands, making it easy for children to access books at the right level for them.

Teachers aim to hear children **read individually**. Teachers listen to less able readers more frequently, but also make time to hear more able readers. In addition to this, most classes have parent and/or teaching assistant support for reading.

Each class teacher has a **class novel**, which they aim to read with the class over the term / half-term (depending upon the length of the book). Class teachers are committed to reading this book every day for a minimum of **15 minutes**. Some of the class reading sessions are based around this class text but we also plan to study a different text type each week. These texts are often linked to topics that the class are studying in Science or the Foundation Subjects in order to broaden the children's understanding across a wide range of curriculum areas. We aim to include a range of reading genres each half term to give the children experience of applying their reading skills to **narrative, non-fiction texts, newspaper / internet articles, pictures, short films, poetry, playscripts, song lyrics**.

In terms of reading, we want children to be able to:

- Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.

- Have the reading skills necessary to decode and understand a range of text types for pleasure and for information.



Supporting Reading at Home

Find a place to sit together that suits you both

Try to read for at least 5 to 10 minutes a day and once over the weekend. Encourage it as a pleasurable experience. Find some time to talk about the book as well as reading it:

Start with the title, look at the cover and briefly chat 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?

Read to your child. You can help your child to understand the emphasis of particular parts of the story.

Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.

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 practise their fluency. A difficult book can be read to your child. Both are important.

If your child misreads a word or they are simply stuck, you can help them by;

Pointing out the phonemes and asking them to segment the word into familiar sounds.



Help them to blend sounds together so that the word takes shape.

Pause, Prompt and Praise

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

After Reading

Talking about the book with your child at the end 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?

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

What else can your child read?

Comics

Magazines

Travel brochures

Instructions or recipes

What's on television tonight

Information books

Manuals

Newspapers

Poems

Taped/CD/Recorded stories

Sports Reports

Shopping lists.....

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. It is important that they develop their comprehension of a text so that they can demonstrate that they understand the meaning.



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? 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?

Encourage them to think about the way the book has been written; the print, the layout and the illustrations.
Take your child to the library
Help your child to choose books
Try reading bits of a book together into a tape recorder using different voices!

My child won't read, no matter what I do. How can I help?

Read to your child as much as possible
Don't make an issue out of it
Talk to your child's class teacher
Working together will help

Helping with reading: ages 5 to 7

How to encourage your child to read:

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.

How to help with reading

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

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

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

Point with a finger. 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 what happens. Use the pictures to explain what's happening.

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

Activities to try at home

Organise a treasure hunt around the house on a rainy day. Give your child a list of things that they can find in the house and see how quickly they can collect all the items.

Create a monster dictionary by making up names of frightening monsters that begin with different letters





Helping with reading: ages 7 to 11

How to encourage your child to read:

Read yourself! Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.

Keep books safe. Make your child their own special place to keep their books in their bedroom.

Visit your library – it's free to join! As well as taking out story books, use visits to the library or use digital text to find out about your child's hobbies and interests.

Make time to read. Set aside a time for reading for the family – after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.

Don't just read books. Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from websites, cookery books, etc.

Let your child read with younger children.

Encourage them to read to other members of the family.

Keep in touch with school. Make sure your child swaps their home reading books regularly at school, and praise them for succeeding in Accelerated Reader quizzes.

Make a regular time slot of about 15 minutes to read with them or talk about a book.

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.

How to help with reading

Be positive! Praise your child for trying hard at their reading. Keep encouraging them to use their phonic knowledge.

Give them time. Let them make a guess before you tell them the word. Let them read to the end of the line before correcting their mistakes. It doesn't matter if you have to tell them the word sometimes.

Let them read their favourites. Don't worry if they only read one kind of book. If they are really stuck, ask the teacher to suggest something else they might like.

Make the story come to life. Encourage your child to read with expression. This will help them read more fluently.

Ask lots of questions about the story:

What would you have done if you were.....?

Does this book remind you of any thing that has happened to you?

Can you guess what is going to happen next?

Use a dictionary. Buy a simple dictionary and use it to check the meanings of new words.

Activities to try at home

Make a scrap book with your child about their favourite star, group or team.

Let them cut pictures out of magazines and papers and write their own captions.

Buy a book of crosswords and wordsearches and try to solve them together.

Make up your own puzzles to try out on family and friends.



Books that have worked well with boys

Age	Title	Author
3-5	Bumpus, Jumpus, Dinosaur Rumpus	Tony Mitton
3-5	Tom and the Island of Dinosaurs	Ian Beck
4-7	Winnie the Pooh	A. A. Milne
5-8	The Giggler Treatment	Roddy Doyle
5-8	Cool	Michael Morpurgo
5-8	Horrid Henry series	Francesca Simon
5-8	Robin of Sherwood	Michael Morpurgo
5-8	Diary of a Killer Cat	Anne Fine
5-8	The Twits	Roald Dahl
7-9	Vlad the Drac series	Ann Jungman
7-9	Big Tom	Jean Ure
7-9	War Boy	Michael Foreman



7-9 Indian in the Cupboard	Lynne Reid Banks
8-12 Kensuke's Kingdom	Michael Morpurgo
8-12 Joey Pigza Swallowed the Key	Jack Gantos
8-11 Boys Rule books(Rising Stars)	Felice Arena & Phil Kettle
8-10 Measle and the Wrathment	Ian Ogilvy
8-10 The Turbulent Term Of Tyke Tyler	Gene Kemp
9-12 Krindlekrax	Philip Ridley
9-12 Lion Boy	Zizou Corder
9-12 I Am David	Anne Holm
9-12 Thief in the Village and other stories	James Berry
9-12 Artemis Fowl	Eoin Colfer
9-12 The Fire Within	Chris d'Lacey
9-12 Ice Fire	Chris d'Lacey
9-12 I Was a Rat	Philip Pullman
9-12 Clockwork	Philip Pullman
9-12 Aladdin and the Enchanted Lamp	Philip Pullman
9-12 The Adventure series – Lion Adventure; Tiger Adventure	Willard Price
9-14 Stormbreaker	Anthony Horowitz
The Way of Danger	Ian Serrallier
The Fib	George Layton
Outernet Series	Steve Barlow and Skidmore
Friend or Foe	Michael Morpurgo
Temple of Tikal	Adam Guillain
Buster Bayliss books	Philip Reeve

Useful websites

BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zprrd2p>

Booktrust www.booktrust.org.uk

How to read with your child <https://www.youtube.com/watch?v=-OG2Q6pPQYw>