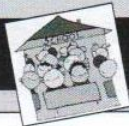


This information which explains our approach to reading is contained in the School Planners which are provided to each child in the school.

Reading Guidance



The following information will hopefully support you when writing comments.

The comments section of the reading record should be seen as an opportunity to share brief reflections on a text rather than a time-consuming exercise.

Areas of reflection might, for example include:

- ✱ A comment about a character or a situation
- ✱ A prediction about what might happen next
- ✱ A comment referring to what you most enjoyed
- ✱ A brief summary of a main event within the text
- ✱ A personal reflection of how the story might be improved
- ✱ A brief comment about what you found interesting/inspiring etc.
- ✱ A reference to connections that have been made (is it similar to another book? What does it remind you of? Can you relate the text to your experiences?)

If you are not enjoying a book and have given it a fair chance (e.g. read a couple of chapters) then it would probably be better to change your book rather than persevere.

Developing Reading Skills

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill in order to locate important information, retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Reading Guidance



Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text and the author's reason for organising the text in this way, will support children's development in this area. Making links between the purpose of the text and its organisation is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect the book they are reading with real life experiences; with other books read and stories heard; with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Suggestions of how to further develop your reading skills can be found on our school website.