



## **A guide to reading in Foundation and Key Stage One**

### **Class Reading**

The emphasis in school is on teaching reading skills specifically through guided reading sessions as well as in lessons. This is different from 'hearing children read'. It does involve children reading to an adult at least once every day- in a whole class lesson, a guided group session and/or individually.

- **What is guided reading?**

Children are placed into ability groups, which are continually assessed. Children will be regrouped as they progress. A range of texts are organised into levelled colour bands, including scheme and 'real' books. The session focuses on a particular text from within a band, appropriate to the groups needs and relevant to the teaching focus for that group. It begins with introducing the text and lots of discussion about its features e.g illustrations, author, title and about new or difficult words they may encounter. Then the children read the text aloud at their own pace but simultaneously, while the teacher listens, monitors and coaches each child in turn, teaching strategies for word recognition. The session closes with further discussion about the children's response to the text and their understanding of it. There may be further discussion of strategies of phonic blends and so on. Each group has one or two sessions a week. The teacher endeavours to record on their home reading record when a session has taken place as well as on her/his own notes.

- **Do children read individually?**

Children read individually to their teacher regularly to assess their progress to ensure the books they are reading are at an appropriate level for their learning progress. Notes are kept in the teacher's records.

- **What is an appropriate level?**

The optimum level of difficulty for learning is when a child can read most words unaided. They should not be stuck on more than one in every ten words.

### **Home Reading**

Children select a book from within a levelled colour band. This gives access to a wide variety of texts, including scheme and 'real' books. These books do not need to be read in order and will vary slightly in difficulty. Sometimes your child may choose a book they have read before or even one they already have at home. Repetition is really important to learning and confidence building. We must remember that reading is for fun too!

The expectation is for children to read to an adult for 10/15 minutes every day. This may mean having the same book for several days to maximise learning from that text, [see suggested ideas].

Occasionally the class teacher may ask your child to tell a story of their own from a given story opening as an alternative to a reading book.

- **What is the routine for changing books?**

Each day children put book bags in a designated place ready to be checked by an adult. If necessary a new book will be selected from within the colour band.

Reading a book once is not always the best way to learn. Guidance recommends that children read a book three times. The first time to decode (work out) the text, the second time for comprehension and the third time to develop 'story teller's voice'. This avoids the 'limp-a-long' style of reading whereby reading can seem a real effort. As books get longer and more complex, there is no need to read through the book in one go.

There is no value in hurrying through the reading colour bands. Even a small level of difficulty at a particular level can be magnified if the child is moved to the next level before he or she is ready.

### **Helping children read at home**

- Try to avoid busy nights.
- Find a comfortable spot away from distractions or possible interruptions.
- Read *to* your child. Build vocabulary and understanding of story structures alongside phonics
- Explore the front cover, walk through the book, talk about characters
- Encourage understanding- has the child understood the story? Can he/she retell the story and explain why something might have happened? Can they show you where the Title is, and the name of the Author?
- Use the words "Title", "Author", "Illustrator", "Index" when appropriate- this is what the children are learning in class.
- Encourage a response- did your child enjoy the story? Which was the best bit?
- Praise- say 'well done' and what they did well. Please record this briefly on their reading record. Do let us know if the book was difficult.

### **Story telling**

- Being able to tell a story with a beginning, middle and end is an important skill to develop for story writing. Encourage your child to continue a story opening, or develop their own ending to a known book.

### **When children become stuck**

- Don't jump in too quickly!
- Give children time to think and encourage them to use all the available information
- Phonics first 'sounding out'
- Re-read the sentence until you reach the unknown word then use the first sound in that word together. Encourage use of pictures to make an educated guess at what the word could be from its initial letter sound. As reading skills progress children may start to read beyond the tricky word to get a clue as to what might fit.
- Refer back to high frequency flashcards
- If your child is still unable to read the word, then you read it. Ensure that your child re-reads the sentence correctly.

### **Finally**

We hope this helps-please tell us what you think and if there is anything more we can include. We are continually reviewing our approach to reading with the aim of developing a love of books that your child will take on throughout their education.

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