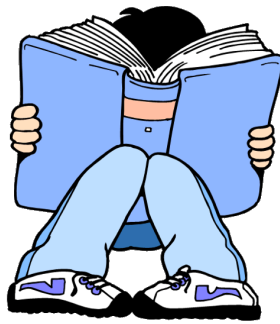




Reading



How you can
support your
child at home

At Jesmond Gardens Primary School we aim to:

- Encourage reading for pleasure so that children develop a love of reading
- Ensure that all children leave our school with excellent reading skills

Developing a love of reading is high on our agenda. We respect the vitally important role that parents play in their child's education and supporting us in achieving our aims.

What does the research show?

Current research from the National Literacy Trust shows that children who read for pleasure are five times more likely to read above the expected level for their age and also achieve highly across the curriculum. It is clear to see why we place such importance on developing reading.

How do children learn to read?

All children are different, especially when it comes to growing and learning. Children will learn different things in different ways and at different rates. Learning to read is no exception, but there are lots of things that you, as a parent or carer, can do to help.

When children are taught to read, they learn a range of skills to help them work out what new words say. This is often called decoding. Phonics and sight word recognition are key skills for decoding. One or both of these skills will be used whenever a reader meets an unfamiliar word. Able readers use these skills automatically but young children need to be taught these skills to help them become confident, independent readers.

They also need to develop comprehension skills to help them understand what they are reading. This sounds like an obvious skill but it doesn't happen automatically. Many young readers concentrate so hard on the words that they are reading that they don't stop to think about what the words are telling them. Good readers don't just read the words they think about the meaning of a text asking themselves questions and forming opinions on what they have read.

It is important that children develop both the skills of decoding and comprehension to become successful readers. Teachers assess both of these skills and use their knowledge to determine when it is appropriate for children to progress to the next level in their reading.

How you can help

- Give time to your child when they read to you. At Jesmond Gardens we encourage children to read every night and bring their books and reading records to school on a **daily basis** for our staff to check.
- Before you begin reading talk about what might happen. Look for clues on the front and back cover.
- Talk about the pictures and discuss the detail of what is going on.
- Ask your child questions whilst you read. What is happening? Why do you think that is happening? Can you predict what might happen next? How do you think the character is feeling? Why do you think the character acted in that way?
- Provide time for children to recognise that they have made a mistake and allow them to self-correct before telling them they have misread. If they don't realise their error, discuss these together.
- Talk about the books after reading. Does the child understand the story? Can they retell the story? What did they learn from their non-fiction reading?
- Encourage your child to read with expression. Pay attention to the punctuation as this will help them with their fluency.
- Read as often and possible. This doesn't have to be a book. It could be a shopping list, menu or signs which are all around us.

- Ask your child's teacher for any further support you need.
- Be a good role model - let them catch you reading!

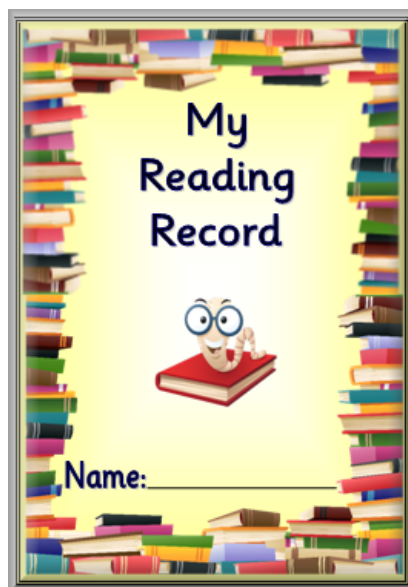


Our Home Reading Scheme

- Our home reading scheme consists of a range of books including Bug Club, Project X and Treetops. We also supplement each colour band with a range of fiction and non-fiction titles so that our children have access to a wide range of books. Teacher assessment of reading is linked to the Bug Club scheme.
- Children are also able to access Bug Club online using a tablet or PC at home. Staff members allocate books at the appropriate colour band to support your child's reading development.
- Children bring home the book band colour below the level they are reading in guided reading sessions. This is to ensure that they consolidate skills their reading skills whilst the teacher is teaching the next steps in learning.
- Look inside the front cover of your child's book - there **may** be handy tips for parents/carers and activities to do before reading. These activities may include sound recognition and sight word reading. The books often provide example questions to ask your child.
- Look at the inside rear cover which provides advice for after reading. This may include comprehension questions to ask as well as follow up activities

Reading Record Comments

- Please sign your child's reading record to show that you have supported their reading at home. Please feel free to make a comment if needed. Staff really appreciate your feedback.
- If making a comment about their reading skills, you could focus on: Were they able to read accurately? Did they sound words out? Did they recognise sight words? Were there any sounds or words they found particularly difficult?
- If making a comment about their comprehension, you could focus on: Did the child understand the story/ text? Were they able to make predictions? Could they discuss the characters actions giving reasons for their ideas? Did the child enjoy the book?
- You can also comment on any areas you feel they need to develop. Teacher's find this information very useful.



If you require any further information, please see your child's teacher in the first instance. For further information see Mrs Kelly, Deputy headteacher.