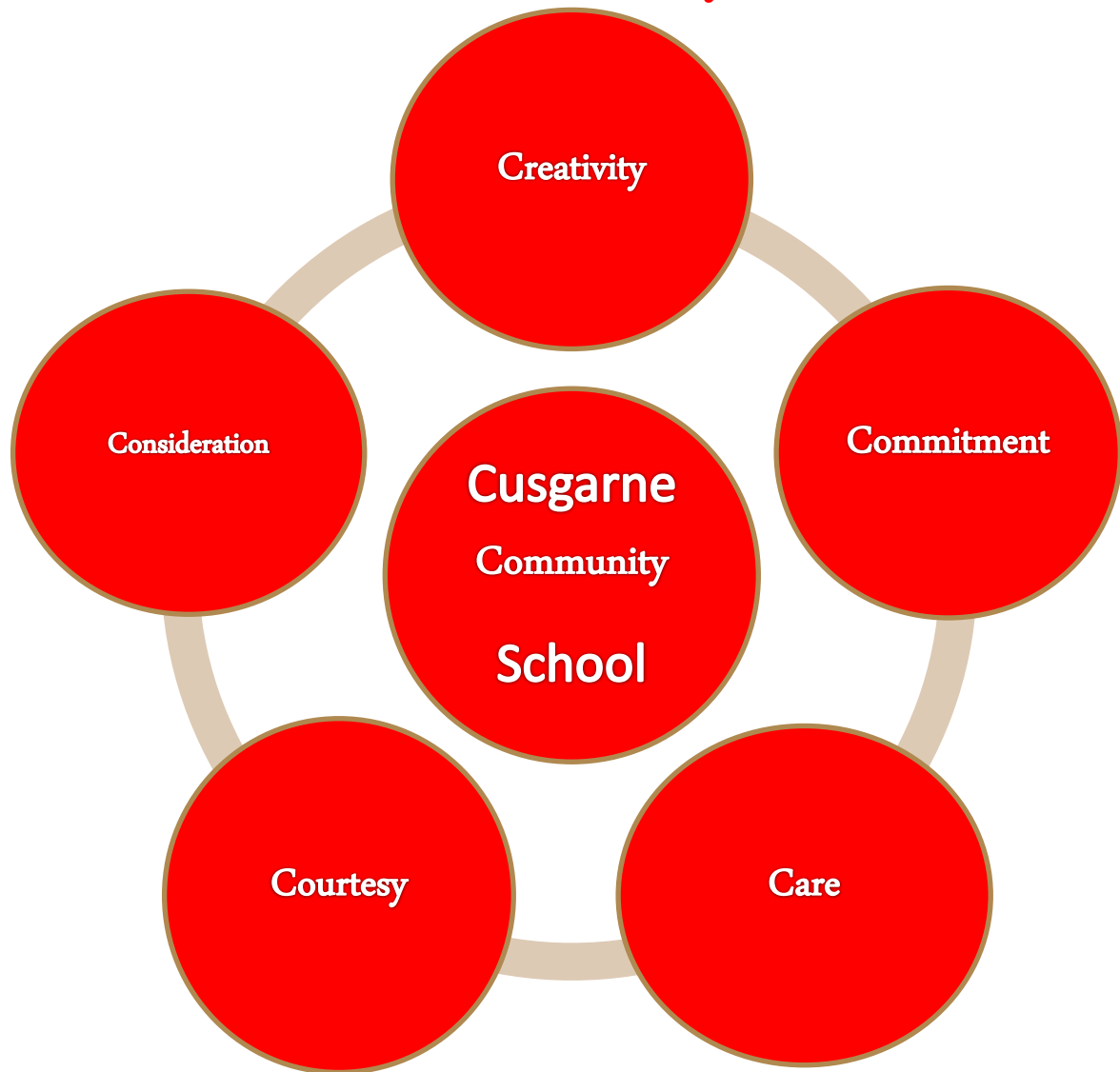


# **Cusgarne CP School**

## **Reading Information for Parents**

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**We make the most of every moment**



**and try to be outstanding in all we do.**

**We love reading.**

Reading is a vital life skill needed by everyone and at Cusgarne we place great importance upon this.

In **Class 1** your child is taught **how** to read **every day**, through the use and development of phonics. Children are expected to practice these skills by reading stage appropriate books to an adult on a daily basis. The frequency of listening to children read is extremely helpful in developing their abilities. In school this is regular, but limited to once or twice each week, dependent upon level and need. Children are taught in shared, group reading sessions which helps with their overall accuracy and comprehension of what has been read. Weekly assessments of progress in reading (for everyone in class) are managed by Miss Palmer and her team.

In **Class 2** children continue to be taught reading skills every day, through the teaching of phonics and spelling including blending, word recognition, use of letter strings and pattern. They are also taught during ability grouped reading sessions where comprehension, fluency and accuracy of the text are focussed upon. Children read independently every day for 20 minutes during ERIC (Everyone Reading in Class) time and for a further 10 minutes in a shared/paired reading activity. They are listened to and assessed individually at least once per week by Mrs Murray or Mrs Ireson. Children are encouraged to read every evening at home, whenever possible and rewards are given in school for this.

In **Class 3** children read every day for 30 minutes during ERIC time. Some children have individual support to ensure their phonic knowledge is sound and that they are able to apply these skills to accurately decode the text. Some children are heard by an adult up to 3 times a week where there is an identified need to do so. All pupils reading abilities are assessed by their teachers periodically and always when they are ready to change stages in reading. All pupils are encouraged to read to an adult (at home) and have a reward system in place, which seems to ensure they do. At the latter stages of using the reading scheme or when children are 'free' readers it can become very difficult to ascertain the level of comprehension achieved and interpretation of a text, beyond the literal; therefore it is so important that discussions around the text take place. Ability Group reading sessions enable staff to assess individual progress within the scope of a controlled and specifically chosen shared text.

## Listening to your child read

As Parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience:

### **1. Choose a quiet time.**

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

### **2. Make reading enjoyable.**

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

### **3. Maintain the flow.**

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. Encourage word building using phonic skills but on occasion it is better to tell a child some unknown words to maintain flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does sound out words, make sure they use the letter sounds rather than alphabet names.

### **4. Be Positive**

If your child says something nearly right to start with, that is fine. Do not say "No, that's wrong," but say "Let's read it together" and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

### **5. Success is Key**

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

### **6. Visit the library**

Encourage your child to use the public library regularly. Time is set aside each week to visit the school library.

### **7. Regular Practice**

Try to read with your child on school days. 'Little and often' is best practice.

## 8. **Communicate**

Your child has a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

## 9. **Talk about Books**

There is more to being a good reader than just being able to read words accurately. Just as important is being able to understand what has been read.). Always talk to your child about their book; about the pictures, the characters, how they think the story will end, and their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

## 10. **Variety is important**

Remember children need to experience a variety of reading materials e.g. picture books, hard backs, comics, poems and information books

## 11. **A few useful questions**

What was your favourite part of this book?

What was happening at the beginning / end?

What kind of book is this? What do you think it might be about?

Can you find a page or a part of this book that you didn't like?

What is the main event in this story? Can you choose a character that interests you and say why?

What do you already know about this topic? How is this book organised? Why are some words written in **bold** in this text?

What do you think the author wants us to know about this person?

Can you choose a character and say what they felt/thought/did in response to the text? How do you know?

Can you find a word that was a bit tricky to work out and what do you think it means?

What helped you work out the meaning of this word?

Could you think of a different word that could be used here?

Can you explain what was happening here?

Why do you think the author wrote about this?

Which part of the story best describes the setting?