

This booklet aims to help you to understand our present system for reading in school and at home and to make you more aware of your important role within that system. We hope that you will work in partnership with us to ensure that your child develops a love of books and gains knowledge, enthusiasm, enjoyment and inspiration from reading.

Reading in School.

Children read every day in school in both formal and informal settings. Within a normal school day, children read as a class, in groups, in pairs and individually, both silently and aloud.



Shared Reading

In the Literacy Hour the children share a "Quality Text" with the teacher and all are encouraged to take part in reading the text. Through this they learn to understand books and develop reading strategies, using them to read new and unfamiliar words. Children also learn about the structure of stories, poems and information texts. They become aware of authors, illustrators and publishers and begin to develop and express preferences in their reading. An awareness of writing styles and conventions is also developed through reading so that children may be aware of these and apply them to their own writing.

Guided Reading

During the Literacy session children also read in small groups with the teacher. After some initial teaching and discussion of the text (which is appropriate to their level of ability) they read individually, guided by the teacher in order to develop their reading skills.

Other reading in school

Within the classroom the children are exposed to a 'print rich' environment with lots of key words and displays. Children are encouraged to read and write during lessons and whilst they are at play. Role play areas are set up with this in mind. We have computer programs which the children use during Literacy, Numeracy and in other curriculum areas. These programs also enhance children's reading and writing skills. Naturally all other curriculum areas give a high priority to literacy skills and skills taught and learnt in Literacy are also practised and reinforced in other subjects. There is a book corner in all Early Years classrooms and a well stocked Infant and Junior library. Children are taught to respect and take good care of books so that they can be used and enjoyed by everyone. Hearing stories and poems is just as important as reading them and story time is a very special time for both children and teachers. Teachers model good reading skills which help to make the texts more interesting and enjoyable to the listener.

Home reading

As already explained, children are **taught** to read in school. They do, however need to **practise** their reading as often as possible and this is where a good home reading scheme is invaluable.



Your role

Sharing books and stories and talking about them with your child will help increase his/her enjoyment of books and improve their reading skills. Try to set aside a quiet time when you can sit together and share the enjoyment of the story and the pictures. Here are a few points to remember;

- when your child first brings home a reading book, do not expect them to know all the words.
- let the reading time be short, enjoyable, and stress free for both you and your child.
- remember that much of the early reading your child does is memorising. It is more important that he/ she reads the whole book remembering the sequence of the story than that he should recognise each word and what it says.
- encourage your child to use the pictures to help guess the words.

- You will be asked to fill in a reading record book each time you hear your child read. Please be honest with your comments, if your child had problems with certain words or found the book very difficult, please say so. Do not be afraid to ask the teacher to send home the same book again, this is not a race and moving on too quickly may result in difficulties at a later stage.
- In the very early stages, it is fine to simply tell your child an unknown word. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them.

Some points to note

- make sure the atmosphere is happy and relaxed.
- let your child sit very close to you.
- talk to your child about the picture first, using some of the words from the text.
- give your child plenty of time before helping them out.
- If your child is having difficulty with a word, read the whole sentence up to the word to help your child establish the meaning of the text.
- go back to the picture and discuss whatever is relevant to the reading in it.
- give lots of praise and encouragement.
- don't make your child think that he/she is in competition with anyone

- children reach different levels at different stages and many factors play a part.
- your child's reading will be regularly assessed by the class teacher and she will make the decision as to whether your child is ready to move on.
- your child's scheme reading book will be changed approximately once per week,
- encourage your child to read the same book to you more than once and do not limit their reading to scheme books only. A wide variety of reading material will help your child to enjoy and appreciate the true value of books and reading.
- reading should be a pleasurable and rewarding experience for your child.

"By understanding and respecting the integrity and ability of young children it may be possible not just to produce readers but to foster in them an enduring love for reading." (Ann Brown Developing Language and Literacy 1996)

Please ask for help or advice if you feel you need it, we are here for you and your child.



**HOME READING
LEAFLET**

**ENJOYING
READING.**