

Reading at Charles Darwin

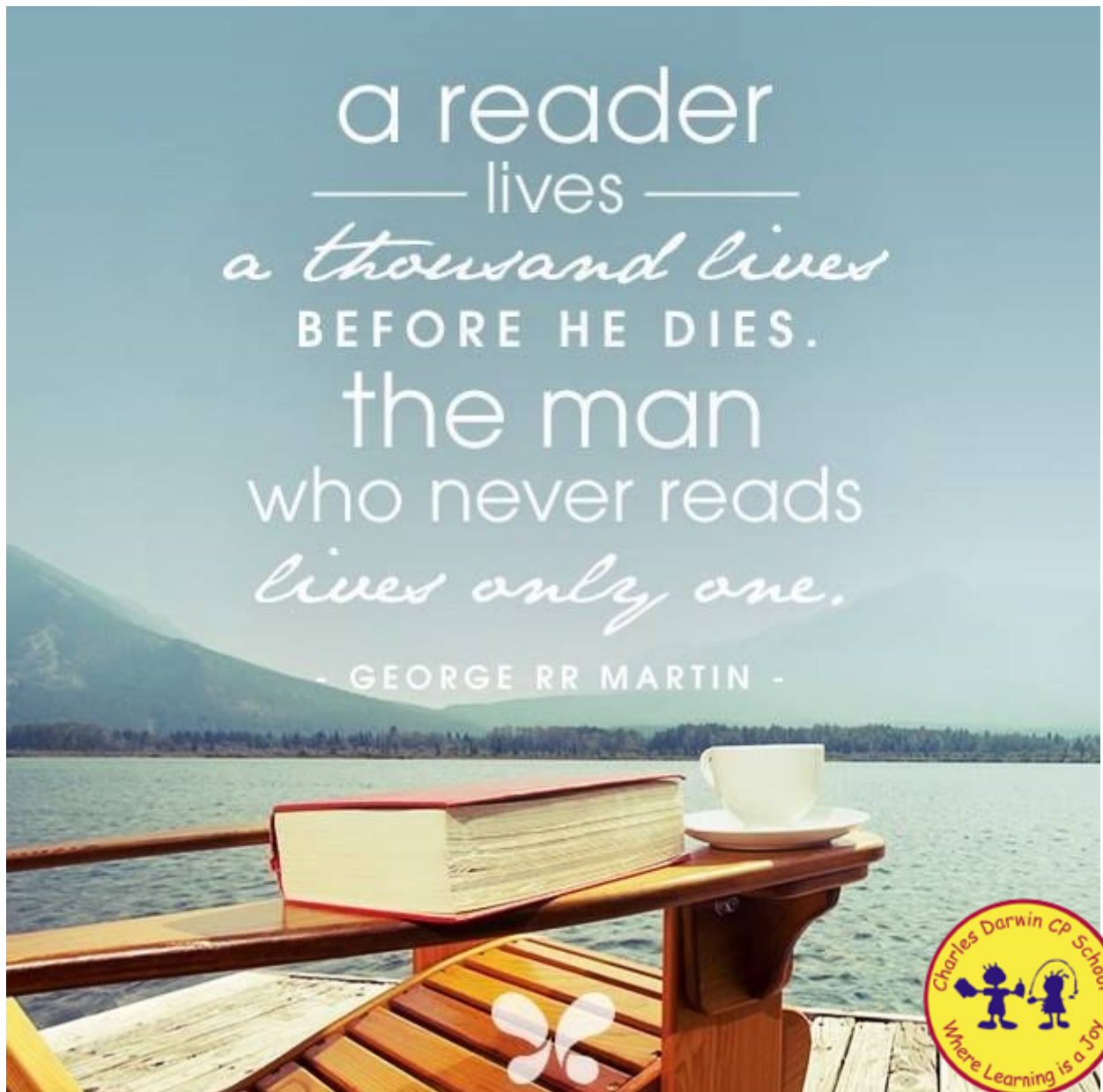
At Charles Darwin Our vision is

Reading, Relevance, Resilience – For All

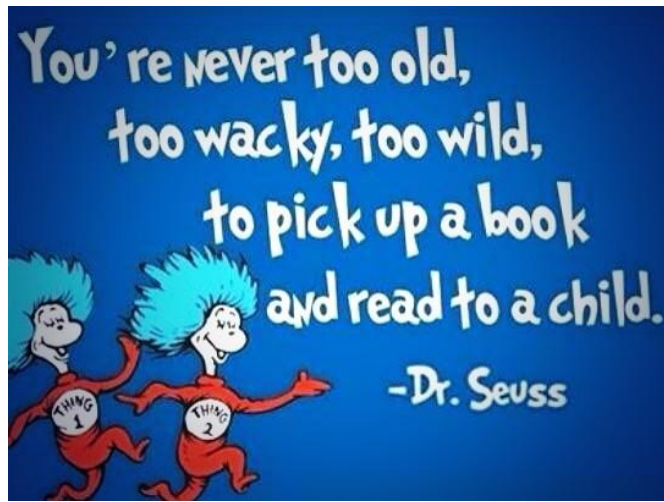
We learn to read so that we can read to learn. Learning to read is a right for all children and gives them a pathway to a more successful future.

At Charles Darwin, our staff and governing body hold the teaching of reading in the highest regard. As well as the teaching of the skills needed to decode and understand books, we aim to encourage and nurture a love of reading. Reading takes us to new lands, makes us interact with new characters, helps us understand how others are feeling and gives us information we need on subjects that interest us.

This leaflet will help you understand how we do this at school and, just as importantly, how you can help at home.



Why?



Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socioeconomic background.



There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.



Children who read books often at age 10 gain higher results in maths, vocabulary and spelling tests at 16 than those who read less regularly. (Reading Agency)



There is ample evidence that parents who promote reading as a valuable and worthwhile activity have children who are motivated to read for pleasure. (Literacy Trust)



Spending time together sharing books improves family relationships. (Department for Education).



Parents can improve their children's academic performance by the equivalent of up to six months' schooling by reading together. (Organisation for Economic Cooperation and Development)

"Children are made readers on the laps of their parents."

Emilie Buchwald



Reading in school



As children progress through school we turn the skill of learning to read into that of reading to learn. As soon as children start school in Reception, the main aim is to provide them the phonics skills they need to decode words. Our Little Wandle phonics programme allows them to learn to read in a structured way and continues through Year 1 and into Year 2. As they progress they become more fluent readers and learn comprehension skills.



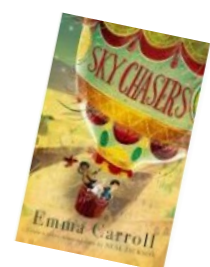
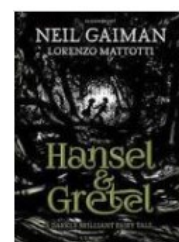
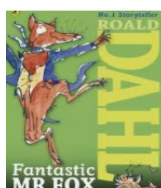
EYFS and Y1

Children read in groups to their teachers, applying the phonemes they have learned in their phonics lessons to read phonetically decodable books. These books have been chosen to reflect what the children have learned that week in school.

From Y2 to Y6

Each half term, a high-quality whole class reading text will be set for pupils to study and discuss in an immersive environment. During whole class reading, there is a high level of interaction between teachers and pupils. Texts are set from our programme Pathways to Read to provide appropriate challenge that builds on pupils' existing knowledge and understanding. Pathways to Read complements our English programme Pathways to Write, ensuring continuity through the whole subject.

During these sessions, children will also work on independent tasks that require them to demonstrate and apply the skills taught. There is a big focus on developing children's understanding of higher level vocabulary in whole class reading. Key focus words will be preselected by the teacher for children to explore during each session.



Reading in school



Shared Reading

Shared reading takes place within the English lesson at the beginning of and throughout a unit of work. Sessions are characterised by explicit teaching of specific reading strategies. The texts selected are quality texts, which reflect the teaching objectives for each unit.

Class Novel

Teachers also read a class novel or short story as part of a 'story-time' session at the end of each day. The class text will often link back to the texts used during shared reading as part of the English lessons.

Teaching Reading

Children read Collins Big Cat Books in Reception and Year 1. Children in Year 2 continue until they become competent independent readers. They can then choose from a wide variety of books from the class boxes or school library.

Reading is taught daily. In Reception and Year 1 children read in small groups three times a week. During these sessions, children focus on decoding, prosody and comprehension. Teachers in all year groups target specific children to be daily readers.

Reading in the curriculum

Reading is not restricted to the English lesson. Many opportunities are provided for children to practice and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this weekly.

Our library

We are extremely proud of our library. Children are timetabled once a week for library lessons.

Librarians from Year 5 help to catalogue books and keep shelves stocked

Book fairs and fund raising help us to keep our shelves stocked with current titles and authors. Class topics are catered for and children are consulted to see what they would like to see.



Reading at home



Reading is an important element of the home/school partnership and the reading record is used to encourage and support parents in helping their child read for meaning. Parents are encouraged to use differentiated reading cards (on the website) to help support their child's reading at home. It is expected that children read at least 3 times a week outside of school.



Books we send home

EYFS, KS1 and KS2 children being taught phonics

Children will be assigned a new phonics book weekly. This is a physical book in school which the children will read three times a week. The same book is then assigned as an e-book the following week. This book should be easy for the child to read fluently.

Up to two other books will be 'Reading for Pleasure' books and may consist of a banded book and a library book. The banded book will be matched closely to your child's ability and are chosen from boxes in the classroom. The children are guided to the correct box and can choose their own book. Children have more choice over their library book so this can be a book that they may need some adult support reading

KS2 children

Once children have completed their phonics teaching, they will bring home one or two books at a time which they can change once they have completed reading them.







Some children will continue to read banded books which are matched closely to their ability. Children will still be guided to the correct box and encouraged to read a range of different text types. Children will also be encouraged to have a Reading for Pleasure book selected from the school library.

Children who are 'free readers' will have access to the school library or class collection. Although they will have more choice over the books that they select, a colour-coded sticker system is in place in the library to continue to guide pupils to books of an appropriate level / content.


Reading at home



We have developed sets of cards to help you to help your child at home and can be found on the website. Each year group has a set covering the questions they learn in school.

Have you read any other books like this? 	Where is the story set? Have you read any other books in this kind of setting? 
Did you like the book? Why? 	Can you tell me the story just using the pictures? 
Tell me an interesting fact from your book 	Give your book a mark out of 5.  Why did you give that score?

What is the main event in the chapter?



Why did the character say that?



Questions

How has the author used description to show how the character is feeling?

How does the layout help you understand the text?

Why did the author choose these words?

What evidence can you use to support your view?

Activities

Write a different ending to the book and explain why you changed it.

List 5 ways the main character is like you.

Compare this book with the last one you read.

Compare 2 characters from the book using a Venn diagram.



Often, when children are reading, they hit a word that they don't know and they get 'stuck'.

So what can we say when our children hit these minor road-blocks?

First of all, no matter what you do or say during home reading as long as you're reading with your child, you're on the right track. However, it's important to know that there are things you can say that will get those wheels turning in their brains and help them work through the hard parts...



Reading at home



When your child hits a difficult part and won't even move—not even a little bit—you can say:

- *Think about the letters you recognise and the sounds they make. What sound does this letter make (point to first letter)? Let me hear you make the sound. Now what sound does this letter make (point to second letter)? Let's put the sounds together. . .*

If that helps, great! Secretly pat yourself on your back and carry on.

If it doesn't help, consider saying:

- *Look at the letters you know in the word and the picture on the page. The picture is here to help you. Think about the sound this letter makes (point to first letter of word) and what you see in the picture. . .*

or:

- *Think about what's going on in this story. You just read, (read previous line). Look at the picture, look at the word, and think about what might happen next.*

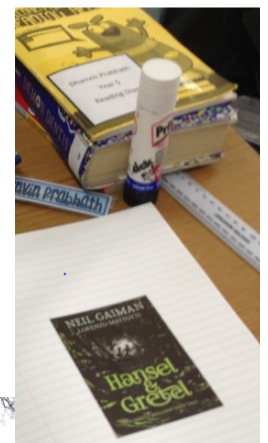
If you recognise a familiar word within the tough one, you can try this:

- *You might not recognise this word, but I know you know this word (cover the first letter and let him read the part he knows—'at' from 'bat'). Think about the sound that 'b' makes, put the sounds together, and you'll have it!*

Or if you know the child just read the word, consider using:

- *You just read this word on the previous page, and you read it correctly. Use your detective eyes, find the word on the other page, and see if that helps.*

If they still need help, the word is probably new to them: ♦ Tell them the word (after trying all of the above) and explain what it means. It will help to then say the word in a sentence or two, this will grow your child's vocabulary.



Reading at home

If you need any more help, choosing the right books or strategies to help with reading at home, please get in touch with the class teacher.

Here are some other places that can help. Click on the image to go to the websites



Excellent resource to find new books for all ages

Links to phonics lessons to help consolidate learning at school



Use your class login to access online books



This website has three video links to help you when reading with your child at home



More support and videos to help you read with your child at home



Friday 14th February - St. Valentine's Day 2.30pm

Fall in love with

a

new book

We would like to invite you to come in for a coffee and a chance to view the hundreds of new books we have been able to buy with money raised by you this year before they go onto the bookshelves.

We are truly grateful



BOOKS WILL BE ON DISPLAY IN THE SCHOOL HALL AT 2.30 FOR PARENTS AND THEN AFTER SCHOOL SO YOU CAN BRING THE CHILDREN IN.

24 Hour Readathon

