



Hindhayes
INFANT SCHOOL

Reading Handbook



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AIMS

We believe that children should:

- Behave like readers
- Be confident
- Enjoy books
- Talk about books they have read
- Acquire a skill, which they will use and develop throughout life



INTRODUCTION

Children are natural learners. They are constantly learning about their environment through interaction, exploration, trial and error, and "having a go" at things. Children watch what adults do and then act out what they have seen. From a very early age children can be encouraged to enjoy books by sharing them with adults. The six-month old child who turns the pages of a board book is beginning to behave like a reader.

Adults can build upon this by giving support and encouragement, by demonstrating how books work and by talking about the illustrations and indicating how they relate to print. Through this interaction children learn the meaning and purposes for reading and so become motivated to read. Children can be encouraged to retell stories and by valuing their attempts to make sense of the print, adults can foster an enthusiasm for and a positive attitude to reading.

CHILDREN LEARN TO READ BY READING



CONTEXT

Children need to understand that there are many different purposes for reading e.g. information, pleasure and instruction.

They are surrounded by print from their earliest days, at home, and in the wider community.

Teachers and parents can inspire reading interest by using words in the children's locality; collecting examples of notices, signs, advertisements and labels etc including non written symbols and in some areas printed indifferent language, scripts and visual texts.

At home there are often newspapers, magazines, books, letters and food packages. Television advertisements, with the spoken and written word and supporting visual images also have a powerful influence and are learnt by children.

Within the community there are many examples of environmental print e.g. street names, large advertisements, hoardings, shop signs, notice boards etc. In the shops and supermarkets children soon learn to recognise foods, sweets, crisps by their distinctive labels.

Children's awareness of print must be acknowledged and valued. Building on their knowledge and experience, adults and children can work together to create a print rich environment. In this process, opportunities will arise for adults to model, read and share the meaning of the written word.

TEACHING READING

At Hindhayes School the children are given many opportunities to read throughout a week including reading individually, participating in guided reading sessions, reading signs, labels and instructions and also completing shared reading conducted by the teacher.

Teachers teach the skills such of sounding out, pointing to words, reading punctuation, using expression and decoding unknown words during daily **Sounds-Write** sessions. The main strategy for decoding an unknown word is to "**say the sounds and read the word**". These skills are then developed during guided and shared reading sessions as well asking crucial comprehension questions to check understanding. All children will be part of a guided reading activity once or twice a week using a book they could not read on their own.

Children will regularly have their individual reading book changed either once or twice a week. Individual reading is conducted in school and at home to allow children to practice the skills and knowledge they have gained during guided and shared reading sessions with a book they can read on their own or with only a little help.

WORKING TOGETHER

Research shows that children who read three times a week outside of school make most progress.

We believe that parents play a vital role in helping their child learn to read. Home is the ideal setting to share books with individuals as in school it is noisy and there are constant interruptions.

We appreciate that parents have many commitments and not much time, but if we work together we can help children become confident readers.

We understand and value the role that parents play in their child's reading development and as such provide all the children who start school in the Reception classes with a free book bag.

The adults who hear children read individually in school record the date, name of the book and a comment in the reading record book. We hope that any one who hears their child read outside school will also take the time to record any comments or observations in this book to keep communication flowing between school and home and so aid reading development.

Tea, Toast and Reading helps to provide a time for adults to read to children before school starts.



CHOOSING BOOKS

The reading books in schools are from a variety of different reading schemes and are organised into 12 bands of increasing difficulty:

Pink
Purple
Yellow
Blue
Green
Orange
Black
Grey
Brown
Beige



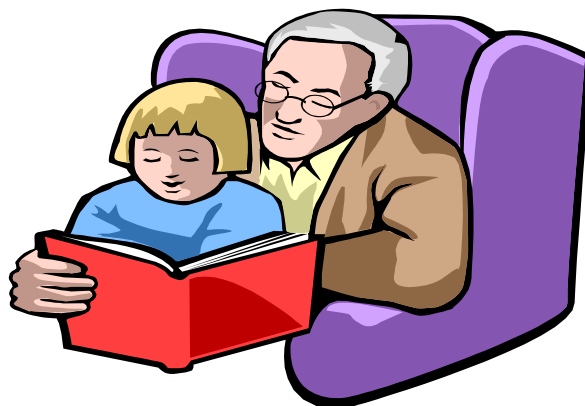
Within each band there are books which are slightly easier, harder or of an average level of difficulty. This helps teachers to carefully select texts to suit children as they go through the peaks and troughs of normal reading development. It is hoped that all children will be reading within bands **green** - **gold** by the time that they finish school. It is not a race!

When children first start to read, teachers will carefully select books that match the sounds the children have learnt in **Sounds-Write** sessions.

EARLY READING DEVELOPMENT

WHAT CAN A PARENT DO TO HELP AT HOME?

- Try to choose a quiet time every night with your child, and make yourselves comfortable.
- Always encourage your child to decode an unknown word by asking them to "say the sounds and read the word" first as this echoes the teaching done in school.
- Use the three P's: **Pause, Prompt and Praise** to help with supporting your child.
- Let your child hold the book.
- Point to the words as you read them.
- Use the pictures as well; there is often an additional story in them.
- Allow plenty of time for discussion, before you turn over a page. A valuable question is: "What do you think will happen next?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. **This is a very important stage.**
- Memorising is not cheating. Make reading fun!
- Children learn to behave like readers by these activities. Praise all their attempts.
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read in a relaxed and enjoyable way. Do not force participation.



READING ALL THE TIME

Take every opportunity to read with your child. A wide variety of books/texts are available from:

- The local library
- Shops in town
- The Internet

REMEMBER

Print is all around us. Even when time is scarce, you can read with your child e.g. signs in the street, labels in the supermarket, the TV page in the newspaper.

ENCOURAGE YOUR CHILD TO READ EVERYTHING



WHAT SORT OF THINGS DO I WRITE IN THE READING RECORD?

The following list is not an exhaustive list but offers suggestions that may be appropriate. Parents are not expected to comment on each of the following areas after each reading session!

READING RECORD PROMPTS

- Can the child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words ending in "ed" or starting in "sh"?
- Does the child recognise mistakes and self correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?

AS THE CHILD BECOMES A MORE CONFIDENT READER

It is still important to read with your child even when they have become a more confident reader.

CONTINUE TO SUPPORT AND GUIDE YOUR CHILD

Do not worry if your child's reading is not word perfect in the early stages. If they are making sense of the text, this does not matter e.g. "house" instead of "home", "Good dog, Spot" instead of "Good boy, Spot". It would matter, however, if they read: "He got on his house and rode away", as this would have changed the meaning. Always be ready to take over if your child is struggling. With your help they will succeed and will want to read more and more as a result.

SUPPORTING THE CONFIDENT READER

Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. To ensure that the child's reading development continues to move forward, we would encourage parents to question the child about what they are reading, at an appropriate time, to extend their reading and share their enjoyment of the book.

QUESTIONS TO ASK WHEN YOUR CHILD HAS CHOSEN A BOOK

- What is the title of the book?
- What kind of book is it? (Fiction, non-fiction, poetry, short story etc)
- Who is the author/illustrator?
- Could you tell anything about the book before you started reading it? What were the clues?
- What do you think the book is going to be about/what is going to happen?

QUESTIONS TO ASK BEFORE THE CHILD BEGINS OR RESUMES THE BOOK

- What has happened so far?
- What do you think will happen next?
- What are the clues that make you think this?
- How would you like the story to end?
- Where is the story set? Is there a description?
- When is the story set? (Past, present, future)
- Who are the characters in the story? Who do you like/dislike? Why?



QUESTIONS TO ASK WHEN YOUR CHILD HAS FINISHED READING THE BOOK

- Was the book as you expected?
- Can you describe an exciting moment or favourite part of the story?
- Was the ending as you expected? Did you like the way the story ended?
- Do you like the illustrations? Do you have a favourite?
- Would you recommend this book to your friends? Tell me what you would say to a friend?



READING BECOMES DIFFICULT AT HOME ADVICE FOR PARENTS

Reading must be enjoyed to gain maximum benefit:

- Avoid confrontation.
- Always offer praise or a reward for reading efforts or for reading when reluctant.
- Offer alternative reading material e.g. internet access, magazines that the children have an interest in, non-fiction often appeals to boys more than fiction.
- Encourage reading at different times of the day or week.
- Buy/borrow book tapes from the library to encourage a love of language. e.g. listen to tapes on journeys, at bedtime etc.
- Share reading activities and interact with the text together e.g. work together on the internet to explore a football team website.
- Share the problem with the teacher and ask for ideas.

Lucy Shakesby 2019

