



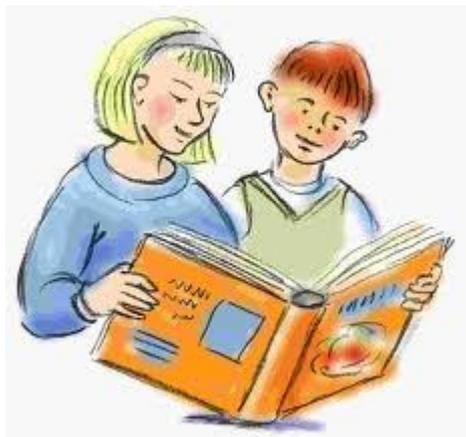
Westdale
Junior School

Guide
To
Reading



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.



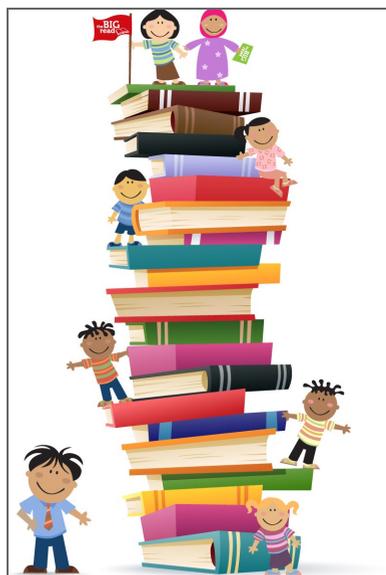
Reading in School.

We have a wide reading curriculum in school and all 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. This reading will take place in all subjects and will develop a range of skills.

Teachers and Teaching Assistants will sign or initial the pupil planner when they have done some focussed reading with your child. This will usually be as part of a guided reading session.

Some children will be heard more frequently than others and this may change throughout the year depending on the needs of individual children within the class.





Shared Reading

This is where the teacher models fluent expressive, thoughtful reading or studies an aspect of reading, e.g. the effect of punctuation, for the whole class.

The teacher encourages children to take part in reading the text, understanding books and developing reading strategies, using them to read new and unfamiliar words. It enables the teacher to support less confident readers and to "stretch" more able readers.

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

This is a carefully structured approach to teaching reading with a small group of children at approximately the same reading level. It extends the work done in shared reading, focussing on the needs of a particular group.

Books that children read during these sessions may be harder than those used during independent reading as the books are being used to teach the children different skills .

Guided reading usually takes place several times a week and teachers aim to work with each group once or twice a fortnight. A comment may be written on the reading record page after one of these sessions.

Teaching Assistants and placement students may also work with guided reading groups and record comments.



Other reading in school

There are books in all classrooms and a well stocked library. Children are taught to respect and take good care of books so that they can be used and enjoyed by everyone.

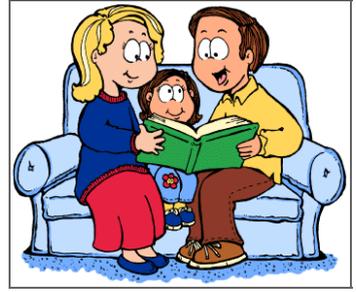
Regular independent reading helps to build reading stamina, fluency and develops children's knowledge and experience of a range of books and authors. It also helps to motivate children and establishes a reading habit.

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 reading at home is invaluable. Teachers in each year group will inform you of their expectations in September.

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.

Here are a few points to remember,

- Let the reading time be short, enjoyable, and stress free for both you and your child.
- When your child first brings home a reading book, do not expect them to know all the words.
- If your child does know all the words in a book, this does not mean it is too easy for them. Your child

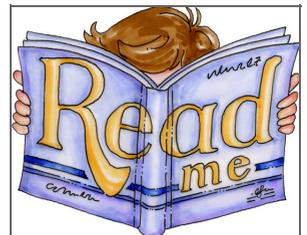
needs to be able to understand the story and the meaning of the words as well.

- You will be asked to fill in a reading record sheet each time you hear your child read. Please be honest with your comments but also supportive of your child.

Reading is not a race and moving on too quickly may result in difficulties at a later stage.

Some points to note

- Make sure the atmosphere is happy and relaxed.
- Let your child sit very close to you.
- 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.
- Give lots of praise and encouragement.
- Don't make your child think that he/she is in competition with anyone else. 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 they will make the decision as to whether your child is ready to move on.

- A wide variety of reading material will help your child to enjoy and appreciate the true value of books and reading.

Finally, we try our best to ensure that the content of school books is appropriate, however, with so many books in school occasionally something may slip through. If this happens then please let us know.

Reading should be a pleasurable and rewarding experience for your child, Please ask for help or advice if you feel you need it, we are here for you and your child.

“The more you read, the more things that you will know. The more you learn, the more places you’ll go.”

Dr. Seuss, “I Can Read With My Eyes Shut!”

