

Useful questions give different ways to check and clarify

- 📖 What does this word mean?
- 📖 Can this word have more than one meaning?
- 📖 What happened at the beginning?
- 📖 What did the...do?
- 📖 Which word told you that?
- 📖 Describe.....?
- 📖 Which paragraph tell you.....?
- 📖 What type of book is it? How do you know?
- 📖 Who is the author / illustrator?
- 📖 Who are the characters? Who do you like / dislike? Why?

These questions encourage your child to infer and interpret information, events or ideas in a book and make links with their own experience and knowledge:

- 📖 Why did.....?
- 📖 What does the author think about.....?
- 📖 How did..... react?
- 📖 What ideas are we given about.....?

These questions focus on the type of language the author uses and imagine themselves in the world of the text:

- 📖 How has the choice of words created a feeling of...?
- 📖 What do phrases such as.....tell you?
- 📖 Why are..... Used?

What do I write in the Reading Record?

Comments in the reading record are extremely helpful for the teacher and also as a link between home and school. The following list is not exhaustive but offers suggestions that may be appropriate:

- 📖 How enthusiastic is your child about the choice of book?
- 📖 Does your child read with fluency and expression?
- 📖 Does your child understand the words that are used in the text?
- 📖 Is your child confident to attempt new words or sound out words?
- 📖 What reading strategies is your child using? Sounding out, using picture clues, use of the context?

Reading at St Lawrence



Working Together—A Reading Partnership

From a very early age, children can be encouraged to enjoy books by sharing them with parents and other family members. Here at St Lawrence Church of England Primary School, we believe that a close partnership with parents is essential for children to benefit most from their time here at St Lawrence. We believe that school and home working in partnership together create the perfect setting for encouraging a love of reading. We really appreciate the commitment parents make in helping their children become confident readers.

Reading at St Lawrence

At St Lawrence, great emphasis is placed on creating an environment which the children are surrounded by books, and other reading material is presented in an inviting and attractive way. The children have many opportunities to explore and experience a variety of fiction and non-fiction books. These include being heard read individually, as part of a group in guided reading, sharing books informally within the class and using the library to choose their own books, based on personal interests and preferences.



Early Years and Key Stage 1

We use colour coded book bands from Reception to Year 2. Each child's reading needs are regularly assessed when we hear the children read. In the Early Years (Nursery and Reception) the children will initially bring home picture books without any words then, as the children start to learn their letter sounds, they will be given the first set of sight words to learn and play games with. They may also be given a book with simple 3 letter words in. In each book band there are a variety of books of different focus. Children will have a book to read at home and guided reading sessions with their teacher at school. Children should be encouraged to bring their reading book to school with them every day.

Lower Key Stage 2

Children in key stage 2 are developing as independent readers but it is still vitally important that they are heard read at home. It is important at this stage that they develop their reading stamina and broaden the range of books they read. Most children will continue on the coloured book bands and move through the levels. When they are ready they will become a 'Free Reader' where they will choose books that are no longer in the colour banded system.

Upper Key Stage 2

It is hoped that by the time the children reach Year 5 and Year 6 they are Free Readers. It is important at this stage to encourage the children to read books that they enjoy but that also challenge them with the breadth of vocabulary and range of sentence structures. Skills from reading are vital to their writing skills. Class teachers and adults in school endeavour to hear the children read through guided reading and independent

Supporting in the Early Stages of Reading

When you hear your child read:

- 📖 Choose a quiet time every night, if possible, with your child and make yourselves comfortable
- 📖 Let your child hold the book
- 📖 Point to the words as you read them
- 📖 Talk about the pictures
- 📖 Allow plenty of time for discussion before you turn the page over. "What do you think will happen next?"
- 📖 Let your child retell the story to you. Don't worry if they decide to make an alternative ending!
- 📖 Make reading fun, making sure you praise your child for their efforts
- 📖 Take every opportunity to broaden your child's reading opportunities with a visit to the library, activities on the internet etc. Remember, print is all around, signs in the street, labels in the supermarket

Helping your child read a word

- 📖 Which letter sounds (phonemes) do you recognise? Can you say them?
- 📖 Can you blend the different sounds together?
- 📖 Does the word make sense? Read the sentence again to check
- 📖 Have you read the word before? Can you find it on another page?
- 📖 Are there any bits of the word that you recognise?
- 📖 The same strategies apply for helping your child to attempt

new words, but at this stage their phonic knowledge and fluency developed

