

Reading at Ringshall School



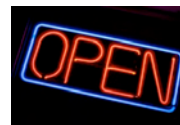
Reading at Ringshall School



- We have prepared this leaflet to explain how we teach reading at Ringshall School.
- Children need many experiences to help them develop as confident, literate readers.
- Learning to read is so much more than just reading a school reading book to a teacher. Children need this experience as they begin to read in order to practice what they have learnt to gain confidence.
- As children become more confident readers, beginning to work towards level 3 the emphasis changes to supporting them as independent readers. They may not read to an adult in the same way. Their reading is monitored through Guided and Shared reading.
- All children have 4x 15 minutes each week where the focus is on developing phonic skills and handwriting. This underpins all their reading and writing.

The reading curriculum

- reading whole texts;
- making close links between reading and writing;
- reading in other subject areas;
- reading in the community.



All of these are essential because they offer different opportunities to develop fluent, enthusiastic and critical readers.

In the earlier stages, the teacher :

- provides opportunities for the child to read with an adult regularly.
- Helps the children develop their use of sounds and letters
- encourages the use of the range of reading strategies
- draws attention to key vocabulary including high frequency words and new words or structure;
- probes understanding and encourages reading for meaning.

In the earlier stages, the teacher or adult

- monitors and assesses the children's progress;
- Encourages children to use their knowledge of sounds and letters.
- encourages responses to the book through discussion or follow-up activities with question such as:-
 - What was your favourite part?
 - Who did you like best in the story?
 - Why do you think the writer used that word?
 - Why is there a heading/ contents page?
- supports attempts to read independently and self-correct.
- uses prompts such as 'does that make sense?'; 'check the phonemes'; 'have you seen this word some where before?'
- promotes enjoyment and appreciation; re-reads favourite books

As children develop as readers the emphasis move

towards reading independently. The teacher:-

- teaches strategies to further develop comprehension through **guided** and **shared** reading;
- to look up unfamiliar words in a dictionary; the children begin to keep their own reading record;
- gives the children greater opportunities to read for their own for enjoyment;
- gives opportunities for the children to discuss books in pairs, small groups or as a class;
- uses opportunities to teach and reinforce decoding where appropriate;
- enables pupils to identify and comment on the structure, features and organisation of texts;
- continues to read **to** the children.



As children develop as readers, the teacher revises and develops all of the above and:

- encourages the children to check that they understand,
- probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas or events;
- enables pupils to explain, comment on and respond to a writer's use of language;
- teaches strategies to enable pupils to summarise, generalise and develop an overview of the text.
- spends more time listening to children talking about their reading than hearing children read.



Shared reading



- Shared reading is led by the teacher, who is modelling reading to the whole class or a large group.
- The teacher shows the children how to read by demonstrating what they do as a reader.
- The teacher will show the children how to sound out words.
- The teacher will comment on punctuation; talk about the vocabulary; show the children how the sentences are structured.
- They will show the children how to recognise what type of text they are reading. They will teach them to recognise the features of fact; fiction; poetry; stories; articles; instructions and many other forms of text.
- They will discuss special features of the text such as headings; contents pages; the index
- The text is enlarged text so all can share it . It will be set at a challenging level for many readers in the class.

Guided reading

In guided reading the children are grouped into small groups by ability.

The children work on books that provide a level of challenge that will develop their reading skills.

All children in the group have the same text
The adult or teacher supports children to read independently.

The children will be taught different aspects of reading not just sounding the words.

For example they will be taught to recognise the effects of punctuation;
to understand different vocabulary;
to use contents pages;
to read expressively;
to find the answers to questions and to develop comprehension.



Book Bands for Guided Reading

- The Book Bands for Guided reading which we now use is a system designed to help the children to progress their reading.
- It helps the teacher focus on the next steps for learning needed to move the child on by identifying clearly what needs to be taught in each level.
- It helps the teacher make accurate assessments of your child's individual needs.
- With each colour band comes specific guidance for the teacher. At the early stages the colour bands are linked to the stages of phonics the children are learning.



Reading with an adult



Reading to children is always important whatever the age of the reader.

In the early stages of reading children benefit from the encouragement of reading 1:1 with an adult. Reading with a child can mean reading from their reading book or sharing a book together that the child enjoys.

Children choose their own books.

They may choose to re-read favourites or books they feel confident with.

This is alright and to be expected. It helps to reinforce and embed what they have learnt.

Playing word games with an adult also reinforces early skills.

As children develop greater skills as a reader they do not need to read 1:1 with an adult so much as other strategies take over.

What should my child be learning?

- In the Early Years classes the children work on phases 1-3 of letters and sounds (phonics). They read books in the pink, red and (towards the end of the year) yellow bands. They also have their snake with the phonemes they are learning and the tortoise with the key words.
- In Year 1 the children work on phases 2,3, 4 and eventually phase 5 and 6 of letters and sounds. They read books from pink, red, yellow blue, green and orange band, **Remember if your child only spent 1 or 2 terms in the reception class because they are a spring or summer birthday they may need a little time to settle into the year 1 programme. This is quite usual.**
- As the children become more confident in using their phonic knowledge, usually by Year 2 they begin to use THRASS to support their reading and spelling. They will mostly read from colour bands red, yellow, blue, green, orange, turquoise, purple, gold and white.
- In Key Stage 2, years 3 and 4, the children will consolidate their learning of phonics by using THRASS. They will be reading across a wide range of colour bands from year 2 and extending the range to include lime

**Every child is an individual and progresses at their own rate.
Many factors can affect your child's progress. If you are concerned
please see the class teacher.**

What do the book band colours and National Curriculum levels mean?

- Working towards level 1- pink, red,
- Working within level 1- yellow, blue, green

By the end of Year 1 the majority of children will be working within level 1

- Working towards level 2- orange turquoise
- Working within level 2- purple and gold

By the end of Year 2 the majority of children will be working within level 2

- Working towards level 3- white
- Working within level 3- lime

*By the end of **Year 4** the majority of children will working within level 3.*

Once a child achieves a level 3 for reading they are ready to be a free reader and make their own choices from a range of books from the library. The national curriculum levels expectations are set nationally.

- If you have any concerns about your child's reading, their progress and how to help them please speak to your child's teacher or contact the school on
- 01473 658307 or head@ringshall.suffolk.sch.uk

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