

Developing Reading in School and at Home

As many of you are aware, reading is the key to unlocking your child's educational opportunities and development. Reading ability impacts your child's progression and achievement across the whole of the curriculum and it is vital that we do all we can to ensure your child is happily reading without a struggle. In school we have varied practice for supporting and developing reading and we are always looking at new and innovative ways to further improve. Here are some of the ways your child is developing their reading in school with some advice for supporting them at home.

Guided Reading Sessions

These are daily reading sessions that last half an hour. The children rotate around a selection of activities designed to develop a range of skills such as: comprehension, decoding, inference, discussion and debate, understanding of author's point of view. Throughout the week, children will work independently, within a small group of peers of a similar ability, with their teacher and with a teaching assistant.

Supporting this at home:

- *Ask your children what they have been reading at school*
- *Talk about what they are reading to you*
- *Discuss new words that crop up*
- *Discuss why the author uses certain words*
- *Be a good reading influence, talk about the books you love*

1:1 Reading

A modern curriculum gives little time for teachers to spend long periods hearing each child in their class read on a daily basis. We do however; fit this in whenever there is a snippet of time as it is always a golden opportunity. We are really lucky to have some excellent reading support workers who volunteer so we can offer

1:1 reading time to those who are in need of some extra help. In an ideal world, every child would be heard every day at school and at home.

Supporting this at home:

- *Please listen to your child read each day, readers of all levels need daily practise in order to support their progress*
- *Provide a quiet space so reading is a pleasure*
- *Use your local library to provide your child with lots of variety*
- *Encourage your child to change their reading books independently at school*
- *Ask older siblings to hear younger siblings read*
- *Prioritise reading time whenever you can*

Phonics & Key Words

Children learn to read using a phonic approach and we start our phonic program as soon as children join us in our Warwick Nursery. At Burford we use 'Letters and Sounds' which links into the National Curriculum and 'Read Write Inc.', which is an excellent scheme of work with supporting resources from the Oxford University Press.

Phonics sessions take place at the beginning of the day so children can apply what they learn across all learning experiences.

Sessions are varied in structure with some children working in groups with a TA or teacher, independent challenge for consolidation, assessment sessions for personalised learning and intervention sessions for children who need specialist support.

Key words are the frequently occurring words in our language that often children need to learn by sight as many do not work with a phonic approach. Sight-reading takes practise, practise and more practise! We have a system at school called 'The Mission'.

Missions 1,2 &3 are complete once your child can read the first 300 high frequency words when tested. Missions 4,5&6 focus on spelling and writing those same 300 words correctly both when

tested and in daily literacy work. Subsequent Missions take the children through every word they need to read, spell and write correctly by the time they leave primary school!

Supporting this at home:

- *Early readers should have short yet regular reading sessions*
- *Be patient, decoding words is hard at first and can be frustrating when it seems so simple to you!*
- *Allow your child to use phonemes (letter sounds) rather than letter names; decoding the word 'cat' would be very difficult using letter names!*
- *Don't worry if your child still decodes in this way when they are in KS2, this is an effective way of tackling unknown words*
- *Try not to place an 'uh' after the sound you are saying to your child. The phoneme for **t** is **not** pronounced 'tuh', the same goes for S, it is **not** 'suh'. Again, if decoding the word cat, imagine how would sound odd with 'uh' after each sound - cuatu!*
- *Be aware of digraphs too (these are sounds that are made of of more than one letter) for example the 'o' expressed as oa - goat, the 'a' sound expressed as ai - wait*
- *Ask a member of staff if you are not sure or need help with phonic pronunciation*
- *Make sure your child is practising their Mission words at home so they can both move on when tested in class as well as enhancing their sight word vocabulary*
- *Give encouragement and praise in bucket loads, make your sessions as fun and positive as you can*

Phonic workshops will be available to attend in September for new parents in FS, KS1 parents who would like a reminder and anyone who feels they would like some more information on how we teach phonics here at Burford. KS2 class meetings will also

include further information on how you can support your readers at home.

Take a look at the following website from the Oxford University Press that offers some good home learning advice. Oxfordowl.co.uk

Please find me if you need any support or advice with helping your child with their reading at home.

Mrs Duff