



Parkway Primary School

Reading Booklet
for Parents/Carers



Introduction

This is a simple guide to explain how we teach reading and how parents can support reading at home.

Reading isn't just about decoding words. Children need to understand and interpret the text in many ways. Reading is an important skill which aids learning in all curriculum areas.

We are dedicated to ensuring all children enjoy reading as well as become confident readers.

We understand the importance of creating parent partnership and have included in this booklet some information about how we teach reading in school and how you can support reading at home.

Guided Reading

Guided reading is an important element of your child's ability to analyse and respond to different types of texts, both fiction and non-fiction.

Guided reading is set up to ensure your child works with the teacher at least once a week to discuss the text they are reading.

Texts will range from short sections of a book, to reading and studying whole texts. This will depend on the child's reading level and the focus of the teacher for that session.

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We use Reciprocal reading here at Parkway. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising, and predicting) that children can use to improve their reading comprehension.

The children will be given a different role each week within their guided reading group.

Here is a brief outline of the roles and what they entail.

The leader decides who will do each job. They introduce the text and make sure everyone is able to join in. (This is usually the role of the adult; we introduce this role in Year 5 and 6).

The predictor uses information from the cover and the text to predict what will happen next.

Think about...

What do you think will happen? What other possible outcomes are there? What do you imagine will happen? What clues does the title give you? What can you learn from the illustrations?

The questioner thinks about what you already know, would like to know and what you need to know.

Think about...

Why is the character behaving that way? How is the character feeling? Think about the text carefully, what will help others understand?

The clarifier identifies any confusing words, sentences, and ideas. They need to think about how to find a solution.

Think about...

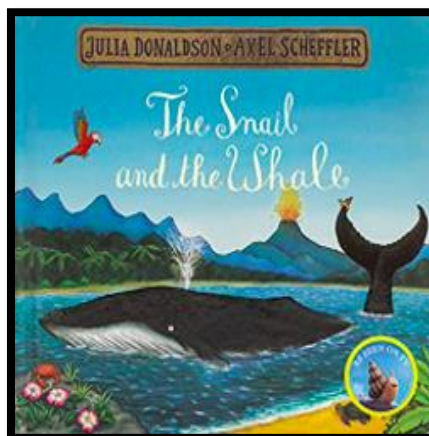
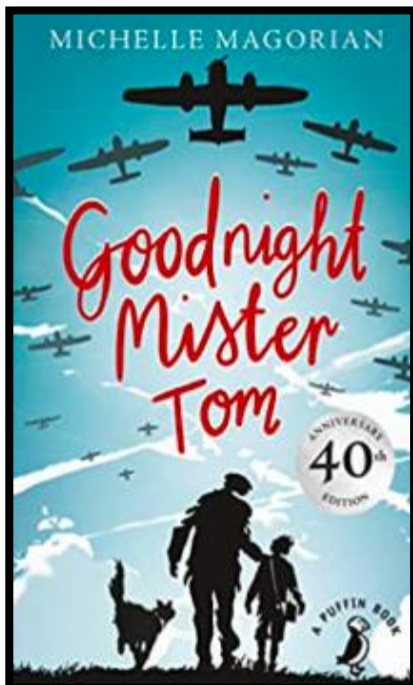
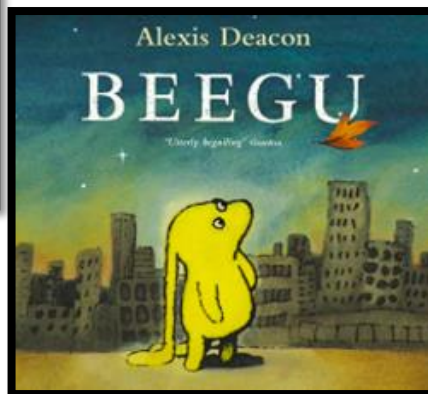
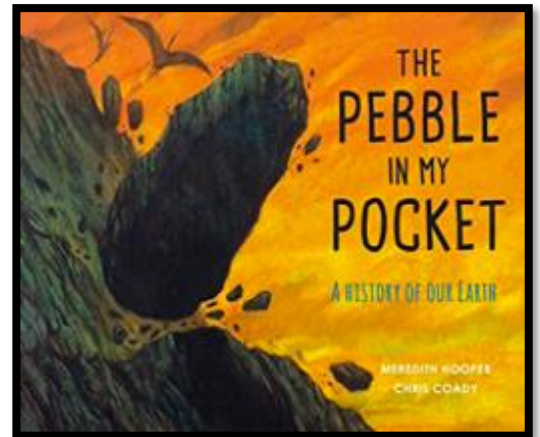
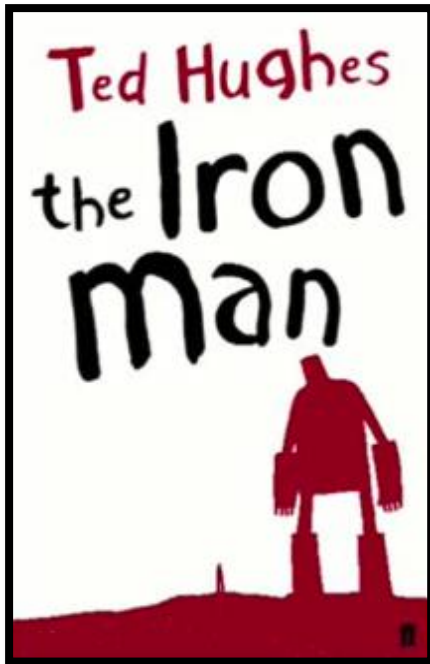
Any words you don't understand. Any sentences you don't understand. Is there a confusing part of the story? Is this similar to anything else you have read? Share any clues you think others could have missed.

The summariser identifies the problem, how was it solved, what did we learn?

Think about... The main theme or idea... The setting... The main characters... The problem and resolution... What was the order of events?

Reading across the Curriculum

As well as dedicated guided reading time, children will also be expected to read and discuss a range of texts related to their work in other subject areas such as theme work. They will be expected to use and apply the skills they have learnt in guided reading when analysing these texts. They may do this independently, in pairs or in groups working with their teacher.



Home Reading

Children are expected to read for at least 10 minutes a day, 5 times a week which should be recorded in their Record Book each time they read. Teachers will check these weekly.



Read stories, poems and other texts aloud to your child.

Let your child see you reading for purpose and pleasure.

Visit the library / bookshops to choose their own books


Reading with siblings, older and younger.

Use stories on CDs.

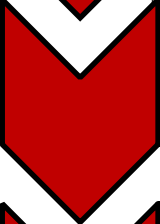
Follow your child's interests.

Give reading a purpose -TV guide, recipes, game instructions, signs, catalogues..


General Strategies to try at Home



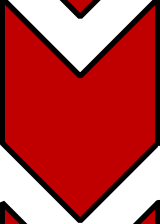
Talk about the book with your child before reading - you could introduce any words to them you think they will struggle with.



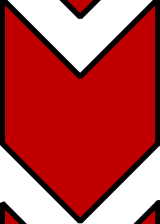
Encourage your child to read a section again to make sure it makes sense and to improve the expression.



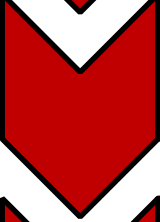
Most children read using phonics, individual sound then put them together. s a t i t i + t = it s + a + t = sat




If they are finding a book difficult, don't ask your child to sound out every word - focus on words you know that your child can decode.



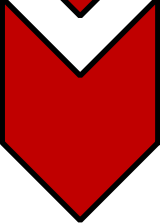
Sometimes read with your child (paired reading) or take it in turns to read a page.



Draw your child's attention to repeated words encourage them to read them by sight, instead of sounding out.



Encourage your child to talk about what they are reading as they are going along, not just at the end. Can they predict, comment and explain what's happening?



Keep reading sessions short and enjoyable - reading should never be a chore!

Supporting the Independent Reader at Home

Independent readers still need your support to develop as readers!



Discuss books with them try reading the same book so you can talk about it together.

Ask them to prepare a section to read aloud to you.

Encourage them to ask you about new words they come across in a text.

Periodically ask them to read aloud to you.

Encourage them to read a range of texts

Key Questions to ask

Recall Questions

- Where does the story take place?
- Who are the characters in the book?
- Where in the book would you find....?

Simple Comprehension Questions

- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story being told?
- Which part of the story best described the setting?
- What words and / or phrases do this?
- What part of the story do you like best?

Evidence Questions

- What makes you think that?
- How do you feel about...?
- Which words give that impression?
- Can you explain why?
- What do these words mean and why do you think the author chose them?
- Can you find some adjectives the author has used?

Opinion Questions

- What is your opinion of this book, and what evidence do you have to support your view?
- Given what you know about (the little boy)...what do you think he would have done?
- Have you changed your mind about..... since reading the book?