



# A Parent's guide to Reading at Holy Rosary



**“I come that they may have life and live life  
to the full” John 10:10**



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# Background information about reading.

Reading is made up of many different elements and requires many different skills. In order to become a skilled reader, we have to be secure in the different strands. Those that struggle with reading may only struggle with one element however this makes understanding what we read much more difficult. The diagram below shows use the different skills involved with reading. This is Hollis Scarborough's reading rope.

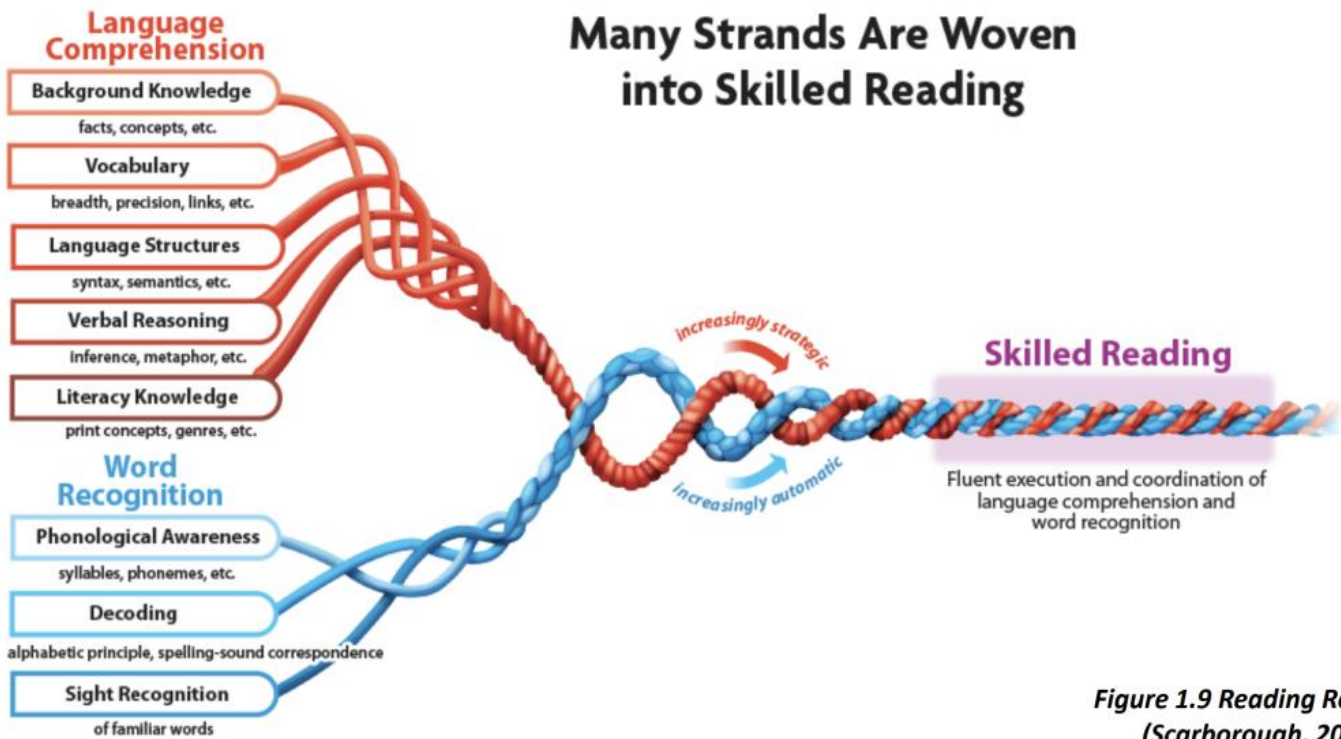
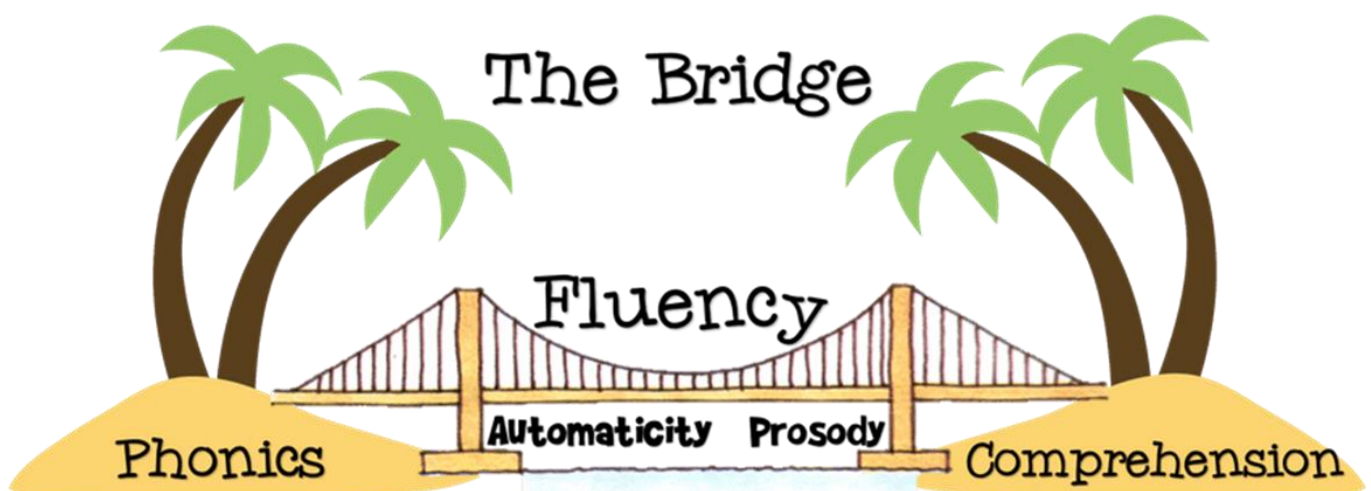


Figure 1.9 Reading Rope  
(Scarborough, 2001)

The diagram shows that the skills are grouped under two sub headings: Comprehension and word recognition. At Holy Rosary we do all we can to ensure that we help children learn, practice and secure these skills – developing into skilled readers.

We also understand that fluency plays a large role in the development of a skilled reader. Fluency is the bridge joining recognition and comprehension.



# Background information about reading.

**“Fluent readers not only are appropriately fast but also read with good phrasing and expression.” – Rasinski and Griffith 2004 – “they are able to express or embed meaning into the text through their oral interpretation of the passage.”**

Understanding the importance of fluency and the need to develop this helps us to understand how we help children develop their reading skills.



**Cremin et al, 2009 – reading for pleasure is strongly influenced by relationships between teachers and children, and children and families.**

At Holy Rosary we think that this is one of the most important quotes. This reference highlights the importance of you in the development of your child’s reading. Do not underestimate the importance of reading with your child, sharing their favourite book, sharing picture books, modeling your own reading, plays in the development of your child’s reading.

# Reading at home.

Home reading as seen in the previous quote plays such an important role within children's reading development. This should take many different forms.

- **School reading book.**

### **How often should my child read their reading book?**

We recommend that children read each night. The length of this time would depend on your child's age.

Foundation stage approximately 5 -10 minutes each day.

Year 1 and Year 2 approximately 15 – 20 minutes each day.

Year 3 and Year 4 approximately 20 – 25 minutes each day.

Year 5 and Year 6 approximately 25 – 30 minutes each day.

It really is best to read a little and often.

### **How often will my child's book be changed?**

We will be changing books once a week but we ask that they are brought to school each day.

Children who are developing their phonetical knowledge will have 2 books each week. One will be linked to the sounds they are learning that week and the other will be a banded book linked to your child's reading level.

Children who are on large novels may not change their book each week and will only have 1 book each week.

Children will also have access to **Bug Club**.

### **What if my child has finished the book after one read?**

An area of reading we feel needs development is children's fluency. We expect the children who are still developing their reading skills re-read books. We would like children to re-read their books a few times. You can also ask your child questions about the book. (Reading comprehension posters will help with this)

### **Should we only read my child's reading book?**

No, sharing books that you and your child love are a great way for children to understand that the main reason we read 'is because we enjoy it'. Research shows that when children are a small we read lots of different books but as they become more skilled at reading we read to them less and expect them to read more. Children, however, still wish we would read more to them. So it would be great if parents could at times read a story to all children.

Children may also want to read some of their own books at home instead of their reading books. We recommend that children still read their reading book but also read their own books, comics etc.

Please do not underestimate the value of **picture books** for all children. The pictures in books often give us extra information and sometimes another story within the story. Picture books help with many reading skills. Picture books with no words can often create some of the best stories and develop many skills.





- **Bug Club.**

Bug Club is a levelled reading scheme, which ensures that all children can find books at exactly the right level for them. What's more, there are online versions for every printed title and a personalised website for each child.

Using the printed books

Inside every printed book there are notes to help you make the most of reading with your child.

Inside front cover: for younger children, these notes identify words with which children may need help and give ideas and strategies to help you feel confident that you know how best to help. For older children, the notes are intended to deepen each child's understanding of the book. They provide background information about the time or place the book was written or sometimes information about the author or illustrator.

Inside back cover: these notes suggest puzzles and challenges that help children think about their reading.

These include 'Find it!' activities that encourage children to revisit the text; 'Share it!' tasks that may involve making or writing something, and other ideas that offer ideas for further reading.

We allocate books to your child according to their reading levels. These books will appear in the 'My Stuff' area of their personal homepages. Your child will always have 5 books available on their reading shelf.



Throughout the books there are quiz questions for your child to complete. To answer a question, just click on the bug icon. Your child does not need to finish all the quiz questions in one sitting and can come back to a book later.

When your child has finished all the quiz questions in a book, he or she will earn 'ActiveLearn Coins'. By reading more books, your child will earn enough coins to 'buy' a reward in one of the many reward schemes. The answers to the quiz questions will be sent back to our teacher site so that we can see how your child is progressing. We will also be able to assign more books for your child to read if the virtual book bag is running low.

When your child has finished a book, it will move to 'My Library'. Children can read these books again if they want to, or they can choose new books from 'My Stuff'.



**A parent guide and letter about Bug Club is available on the website.**

# Comprehension.

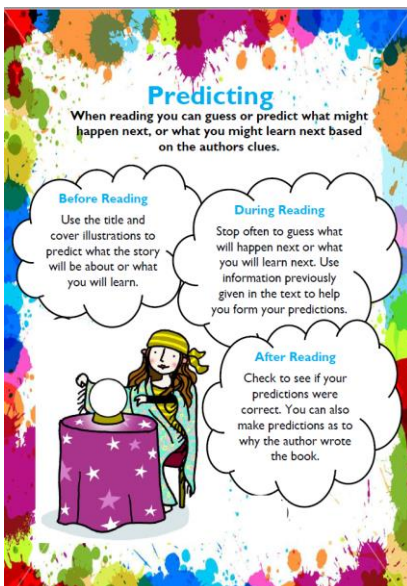
## • Reading comprehension.

At Holy Rosary, every year from Year 1 to Year 6 have a reading session lesson each day. During these sessions the children learn a variety of reading skills. These skills are taught over the course of a fortnight. There are 8 skills that we want the children to develop in order to really get the most out of what they are reading.

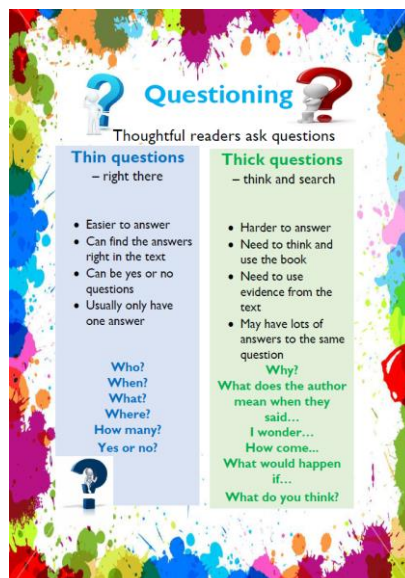
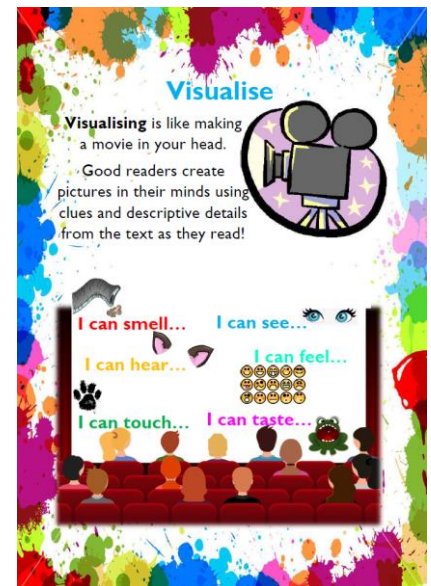
These skills are:

- Predictions
- Questions
- Visualising
- Determining the main idea
- Summarising
- Making connections
- Making inferences
- Evaluating

Each classroom has a set of posters for each of these skills. You can use these posters at home as your child should be used to seeing them and they are great ways to discuss a book.



At school the same text is read each day and these skills are developed. The focus of the reading is different but the text remains the same, one of the main reasons for this is so that children can develop their fluency skills.





# Comprehension.

Some skills might seem easier than others. Some may take longer than others. However, all skills are equally important and need to be developed in order for us to become skilled readers.

## Determining the main idea

Why should we find the main idea?  
It helps us understand what we are reading.

**Fiction**

The details are like the scoops of ice-cream. They support the main idea.

What do we notice over and over?

Look for clue words that are used repeatedly.

What is the story mostly about?

First and last sentence can often give you a clue.

Use the headings.

What does the author want me to know about the topic?

The main idea is like the cone. It is the main thing that holds the details in place.

**Non-Fiction**



## Vocabulary



Explore words.

Highlight key words and unknown words.

What do they mean?





## Making connections

**Text to Self**   Connecting the book to your life



I felt the way the character did when ...

When \_\_\_\_\_ happened to the character it was like when \_\_\_\_\_ happened to me.

**Text to Text**   Connecting the book to another book

The main character/setting/problem/solution/lesson reminds me of another story...

The way this book is written reminds me of the book...

**Text to World**   Connecting the book to real life

This book makes me think about \_\_\_\_\_ because...

When \_\_\_\_\_ happened it reminded me of something I saw on TV.

When...

## Making inferences ...

... putting the pieces together.

Questions I have

Clues in text

What I know

When you make an **INFERENCE**, you go **BEYOND** the authors words to **UNDERSTAND** what is **NOT SAID** in the text!



## Summarising

Includes the main idea.  
Only important ideas.  
Uses key words and your words.  
Always told in the correct order.

**Fiction**

Characters

Setting

Problem

Solution

Sentence explaining each subheading

Main idea

Non-Fiction



## Evaluating

When you evaluate, you are making decisions or judgements about a text based on your own opinions.

You give examples from the text to form the reasons behind your opinion.

Text elements you might evaluate:

- The characters.
- The setting.
- The beginning, the middle, the end.
- The quality of the writing.
- The writer's ideas.

You might even use the evidence from your own background knowledge to help form your own opinion.


Look at evidence

Use life experience

Consider your personal beliefs

Make a judgement

**Key words:**  
Opinion  
Think  
Feel  
Believe  
Pro  
con



The poster provides a starting point to discuss your child's book with them.

# Decoding.

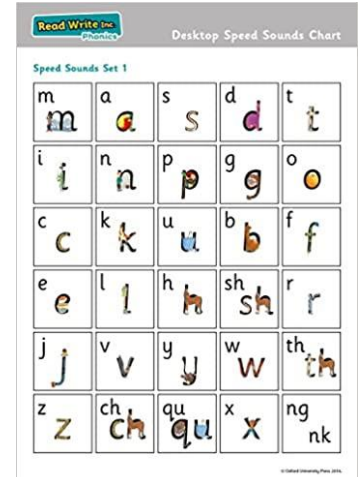
## ● Phonics - Read, Write, Inc. (RWI)

Phonics helps us with the decoding skill of reading.

### What is phonics?

Words are made up of small units of sounds called 'phonemes'. Phonics teaches children to be able to identify the phonemes that make up words. During phonics sessions children are taught three main skills:

- Grapheme Phoneme Correspondence (GPC) – this simple means that all phonemes are taught as well as what they look like.
- Blending – this means that sounds are put together to create a word – We use this skill to read.
- Segmenting – this means words are split into the phonemes – we use this skill to spell.



Speed Sounds Set 2



### How does school teach phonics?

At Holy Rosary we teach the phonics lessons of Read, Write Inc. This is a structured and systematic programme. Phonics is taught for 30 minutes every day. Children across Foundation Stage and Key Stage 1 are assessed at the beginning of each half term and then placed into phased groups. These groups are based on the child's GPC knowledge.

### What is the phonic screening check?

During the month of June all of our Year 1 children will take part in the National Phonics Screening Check. This is done on a 1 to 1 with your child's teacher, without children feeling the pressure of an exam. If a child does not meet the expected standard in Year 1, they will receive additional support with their phonics decoding and they will re-sit the check in Year 2. If they still do not meet the expected standard in Year 2, they will receive further targeted support in Year 3 but will not be expected to re-sit the check again.

Set 3 Sounds



### What about the words you cannot blend and segment?

During the RWI lessons there is a section each day that focus' on **'RED WORDS'**. These are words that cannot be blended and segmented, they are words that we expect that children will be able to read from sight.

**Further information about phonics can be found on the school website.**

# Pleasure and enjoyment.

- **Author visits.**

Each half term an author visit is attend by each class. These visits are organised to help inspire the love of reading. After the visits the children are able to share a selection of the authors books. It is hoped that by meeting the authors and at times illustrators the children will find a passion for new and different books.

- **Class story.**

Each class share a class story most days. Classes have a selection of reading for pleasure books, by using the suggested books it means that books are not repeated. It also means that the texts are age appropriate, with a great range.

- **Individual reading.**

There are time slots within the weekly timetable where children get an opportunity to read their own books. During this time staff will model reading – reading their own book. Staff have been asked to read a selection of new recommended children’s books. The children are then able to ask all staff for recommendations. These new books will be available in the new school library. If children are unsure of which books to read, they will be able to look at the front to see which members of staff have read the book. Each class also has its own reading area, where children are able to find books they wish to read.



- **Reading Challenge.**

Each week, we set a reading challenge. This challenge is aimed at bring the fun to reading. It is also an opportunity for the family to get involved. We have tried to share a number of different activities. Look out for these on the weekly newsletter and share your responses on twitter.

# Pace and fluency.



- **Poetry.**

Each week, each class learns a different poem. (Every two weeks – Foundation Stage). The class read the poem daily – discussing tone, expression and pace. This activity also supports in the fluency of reading. The poem is read first by the teacher and then by the class.

- **Timed reading.**

Timed reading takes place during the reading session. Over the two-week period the same piece of text is read. (Occasionally the text will only last for a week). The teacher will model the reading of the text first and then children will be expected to reread the same text. Each day they start to read they will be timed for one minute and asked to place a dot at the word they are on. After that they will continue to read the text. The point they have read to is not shared with anyone and it is there so that children are able to see their own individual progress, while ensuring that there is not a race with others. We have introduced this activity in order to develop children's fluency in reading as well as their stamina. All children are expected to read the same text which is an age appropriate text.

- **Reading Theatre.**

Each week children are asked to practice a short play script every evening. The children are then grouped and perform the script together, to the rest of the class. The script is first read and modelled to the class on Monday by the teacher. This activity does not require any prompts or acting, it is all about the reading of the script. How the children read it – tone, pace, expression. It is also about the comprehension of the script. (After consultation with staff, children and parents we have decided to leave this activity for a while but hope to reintroduce it at a later date.)

