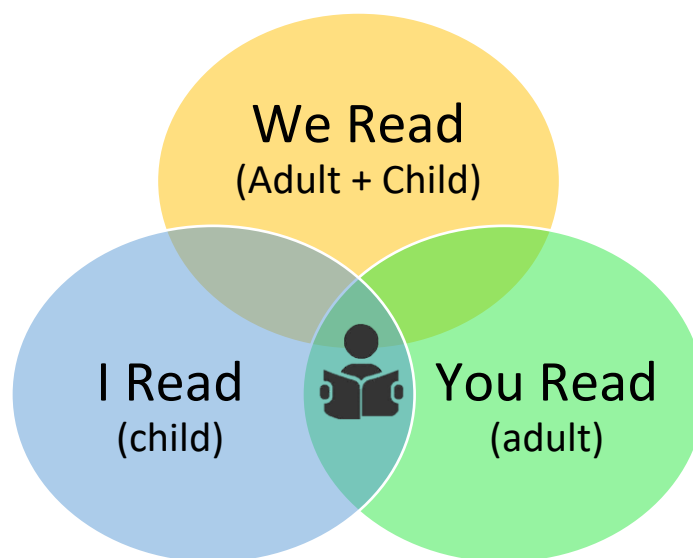


## Parent's Guide: Understanding Reading at Craneswater Junior School

*At Craneswater, our aim is for pupils to become independent, fluent and enthusiastic readers who read widely and comprehend what they have read. Reading is an essential skill that underpins all other curriculum areas and ensures pupils have the ability to access lifelong learning and develop culturally, emotionally, intellectually, socially and spiritually.*

We hope you find this document useful in understanding how reading is taught at Craneswater and ways you can support it at home. Please contact the class teacher if you have any further questions regarding reading.

In order to develop as a reader, pupils need to master a range of different skills which are taught in different ways (decoding, comprehension, vocabulary and reading for pleasure). Each way needs to have an appropriate book to best support that skill development. To help children remember this, we use the following saying: We read, I read and You read (these statements are from the child's perspective).



### We Read

#### What happens in school:

- This is the main way reading skills are taught in school during our guided reading sessions.
- These happen 3 times per week for around 25 minutes per session.
- These are whole class sessions where children work together to unpick and explore a text (book, picture book, extract, poem and information pages).
- In these sessions, children are working on the following key reading skills: retrieval, prediction, summarising, comparison, relationship, word meaning and word choice.
- To help children scaffold their answers, we use sentence starters for each of the skills listed above (these can be found on the back of this document).

#### How to support at home:

- Ask children what text they are looking at in guided reading. We often find children want to read the book independently again or find similar books because they have enjoyed it.
- Ask children what reading skill they are currently learning in school. Can they use the linked sentence stems to answer questions about the book they are reading at home?

## I Read

### What happens in school:

- Children will have 1 session per week where they complete independent reading activities.
- In these sessions, pupils will be reading a text which is matched to their independent reading level. Pupils might refer to this session as 'Literacy Box'. Our most able readers will be exploring classic books and authors from around the world. They might refer to this as 'Real Reads'.

### How to support at home:

- Pupils will be given an 'I Read' book to bring home.
- This book will contain words where children can accurately read around 95% of them fluently and automatically. This book will be a book banded which is the way we organise our reading books to ensure progression. For our early readers, these books will only contain phonetically decodable words linked to their phonics stage.
- The purpose of this book is for children to build their reading fluency and stamina.
- Reading this book multiple times at home will help children to develop their fluency and automaticity (reading without conscious effort or attention to decoding).
- Children should read out loud and in their head, which is why multiple readings are important.
- To support independent reading at school and at home, we have access to an online program called Reading Plus. Children can access this at any time and we would strongly encourage pupils to aim to complete 3 comprehension activities per week (around 10 minutes per activity). Pupils will receive a letter with their login details at the start of the year.

## You Read

### What happens in school:

- We use our Class Readers to expose children to a variety of high-quality texts. These will cover a range of topics, they are written in different styles and cover a range of authors.
- We read our class readers multiple times per week.
- You will receive a letter at the start of each half term to tell you what the Class Reader will be. You will be invited to purchase the book so that pupils have their own copy. We also provide copies in school for pupils to use. On our website, we have uploaded a PowerPoint linked to each Class Reader. This will give you a list of linked books, for example, books from the same author, books that cover a similar theme or information books where children can find out more about the topic.

### How to support at home:

- Pupils will choose a 'You read' book to take home.
- This book will contain words beyond what the child might be able to decode and understand independently.
- The purpose of this book is to promote an enjoyment of reading, to access texts and vocabulary above independent decoding ability and support development of comprehension.
- Ideally, this book will be read to children so that they can concentrate on understanding and enjoying the story.
- Our most confident readers might want to read the book themselves and then check in with you to ask about any unknown words, phrases or concepts that appear in the book.
- Audio books are a great way for children to listen to books. These can be accessed through the Portsmouth ebook platform (a separate letter will explain this with pupil login details).
- Authorfy is also a great website as this allows pupils to listen to extracts of books from the most popular children's authors as well as interviews about the inspiration for their books (<https://authorfy.com/masterclasses/>)

## Top Tips to support reading at home

**1 Concentrate on reading quality (it isn't all about reading lots!)**



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

**2 Ask your child lots of questions**



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3 Ask your child to make predictions about what they have read**



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

**4 Ask your child to summarise what they have read**



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

**5 Ask your child to write about what they have read**



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

**6 Read and discuss reading with friends or family**



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

**7 Maintain the motivation to read**



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

### Key terms:

**Automaticity:** Reading without conscious effort or attention to decoding.

**Background Knowledge:** Forming connections between the text and the information and experiences of the reader.

**Chunking:** A decoding strategy for breaking words into manageable parts (e.g., /yes /ter/ day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

**Comprehension:** Understanding what one is reading, the ultimate goal of all reading activity.

**Decodable Text:** Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

**Decodable Words:** These words contain phonic elements that were previously taught.

**Decoding:** The ability to translate a word from print to speech, usually by employing knowledge of sounding it out strategies.

**Fluency:** Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

**Independent Reading Level:** The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.



### Comparison Stems

**Links text to self:**  
I know a lot about this because I've been to / seen ...  
I saw a programme about this  
I can identify with this character because .....

**Links text to text:**  
I think this book is a (genre) book. This reminds me of ...  
This is similar to ...  
This character is similar to ... because

**Links text to world:**  
This links to ...  
This is because ...



### Retrieval Stems

- The key word from the questions is...
- I am looking for the word...
- I am looking in the paragraph beginning...
- Other words it might use are...



### Inference Stems

- Linked with **because:**
- The word \* tells me...
  - The part \* tells me...
  - This makes me think...
  - I think this character...
  - I think the setting is...
  - I think the mood is...
  - I think the writer's view point is...
  - I think the character's view point is...



### Summarising Stems

- The most important ideas are... and I know this because
- The key idea is...
- This book/ chapter/ paragraphs is about ...
- The first/ middle/ last part was about...
- The headline would be...
- In 10 words...



### Prediction Stems

- I wonder if
- I predict
- I think that **because**
- I bet that
- I imagine
- I think \* will happen
- I think I will learn
- I think it will be set out
- The next part will be about



### Word Choice stems

- The word/phrase \* works well because...
- I like the way the author uses\* it makes me think about \*
  - I think it would have read better if \*
  - It's very clever the way the author uses (e.g. imagery) because \*
  - That sentence has high impact because \*

### Language

- Description
- Simile
- Metaphor
- Alliteration
- Powerful verbs



### Relationship Stems

- Fiction:**
- At the start of the story ...
  - By the end of the story ...
  - This part shows how the character has changed because..
  - This part links back to ...
  - In this type of story, the next thing that usually happens is ...
- Non-Fiction:**
- This paragraph is about...
  - The title tells me...
  - The subtitle tells me...
  - This information is related because ...
  - This information does not relate because...



### Word Meaning Stems

- I think that means
- I didn't understand
- What does \* mean?
- I need to reread this part because
- \* is a tricky word so I
- I didn't understand \* so I
- Let's reread because it doesn't make sense