



Reading at
Wootton Bassett
Infants' School

Why Reading Matters

- A rich reading experience of stories, poems and non-fiction gives children a template that can foster their imagination;
- It allows children to successfully access the rest of the curriculum;
- The best writers in any class are always readers and writing becomes an echo of their reading;
- Ultimately, children have to pass test and exams and a child's ability to read will always be assessed and certain standards will be expected;
- It is a source of relaxation and enjoyment;
- It is a life skill: despite the digital age that our children find themselves in, reading will always be at the heart of everything we do.



"The more that you read, the more things you will know. The more that you learn, the more places you'll go." -Dr Seuss

The Rights of the Reader

by Daniel Pennac
illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.


10 rights — 1 warning —
Don't make fun of people
who don't read —
or they never will.




What your child needs to be able to do

Can your child ...

- **Decode it** – work out what the words are.
- **Read it** – become fluent and expressive.
- **Predict it** – predict what might happen next before reading and after they have read some of the book?
- **Understand it** – understand all the words in the book?
- **Find it** - talk about characters and what is happening in the story? Who? What? Where? When?
- **Think about it** – Understand why things have happened in the book?
- **Sequence it** – talk about the order of events and summarise what has happened?

A large orange circle on the left side of the slide, partially cut off by the edge.

What we do to encourage reading for pleasure

- Staff share books with children daily. During the session high quality book talk will occur:
 - Discuss the title, author, illustrator
 - Make predictions as to the story content
 - Discuss where to begin and the direction of reading
 - Discuss the difference between a word and a letter
 - Discuss the difference between words and a sentence
 - Note punctuation used to help the reader.
 - Note use of pictures and how these help tell the story
 - Discuss vocabulary that may be unfamiliar
 - Summarise the story so far
 - Discuss characters and setting
 - Recap the story at the end
 - What did they like about it; what did they not like
- 
- A series of yellow dashed lines in the bottom right corner, forming a curved shape.

Book corners around the school.



Sharing the love of reading around the school



Decodable Books and Coloured Books.



- Decodable books focus on a target phoneme (sound) that the children practice when reading. The children should be able to access these books independently as they would have practised the sounds covered in the book within their phonic lessons. This allows the children to embed their phonics knowledge they have done in school. Children will feel success when reading these fully decodable books.
- The coloured band book is a supplementary book to encourage their reading skills and support learning.
- Moving up the book bands will not just represent your child's ability to decode words but also their fluency and the ability to show their understanding of the text.

Therefore, we suggest that your children read a book at least 3 times:

- For decoding – Children using their phonics to segment and blend the sounds together to read the word.
- For fluency- Read the book again, this time encourage your child to use a reading voice with expression and intonation.
- For understanding- Do they understand all the words in the book? Are there any new words you can talk about? Can they answer questions about the characters, the event or the information?

When your child is able to show confidence in **all three areas** then they will be ready to move onto the next stage of their journey.

Using our decodable books



Bookmarks

In order to help you with these processes your children will be coming home with bookmarks that represent the colour book band they are on.

The bookmarks will provide you with questions and ways to support the reading you do at home. When your child moves up a book band they will receive a new bookmark that will represent that particular level.



How to support your child with a Yellow Band Book

- Can you remember what this book is called?
- What do you think this book is about?
 - What makes you think that?
- Do you already know anything about the subject of this book?
- Read me the words you already know...
- Let's make sure you read the words in order. Show me.
- Read those words together instead of one at a time. Eg. Cat and Ant
...went...to...the...park...with their dog.
- Read each phoneme and then blend them together to read that new word.
- Did that make sense? Read the sentence again to make sure.
 - What could that word be?What would make sense here?
 - What might happen next?
- What makes you think that?
- What did you enjoy most in that book?

How to support your child with a Light Blue Band Book

- Make sure what you read makes sense, stop and try again if it doesn't.
- Are you sure that's what that word said? Read it again...
- Have you understood what you have been reading? Read it again and we will chat about it.
 - Which part do you not understand?
- Do those letters always sound that way? Could they be pronounced differently? Eg bread; mean.
 - This is a new word. Which sounds do you know? Try to blend the sounds together
 - That's a long word. Can you split it into syllables and then join them together?
- How many different types of reading can you do this week?

How to support your child with an Orange Band Book

You're reading so well now. Can you start reading without much help from me or the pictures?

- That's a long sentence, isn't it? Read a few words at a time and then re-read the whole sentence in one go.
- Think about all the things you've learned to do when you get stuck and remember to use them as you read:
 - Blending letter sounds
 - Reading on
 - Reading back
 - What would make sense
 - What sounds right?
 - Remember to show in your voice when there is:
 - An exclamation mark
 - A question mark
 - A new speaker
 - A change of place
 - A change of time
 - I wonder why s/he did that?
 - What makes you think that?
- How do you think the character is feeling?
 - Remember to use the words - fiction, non-fiction, chapter, title, author, illustrator, contents, index, glossary etc



How to support your child with a Rainbow + Band Book

How are you getting on with your own book? Where are you up to? Don't leave it too long before reads or you'll forget what is happening.

- What is this page all about? Can you skim over it quickly to get the general idea?
- Remember when you are reading silently to slow down and reread it if you don't quite understand what you have just read.
- What does the blurb on the book tell you?
- Show me how you know that this book is a story book; a nonfiction book; a reference book (Encourage book language: chapters; story language; photographs; facts; index alphabetical order etc)
- How do you feel about what has just happened in the story? Why?
- Read some of your book before tea and take it up to bed later. Use your bookmark to show where you are up to.

Reading Records

- Please ensure you write in your child's reading record when you have heard them read. This is so we can see what your child is reading and how they are getting on. Here are some examples of what you might include in your child's reading record.

 *I am a super reader!* 

Date	Book title	Page	Parent/Teacher Comments
4/10/21	Zip and Zigzag	P6 next	Good sounding out today Well done! SN
6/10/21	Zip and Zigzag	end	Found some words bricky. But tracked words well. Spoke about vocab. SN
8/10/21	Zip and Zigzag	all	Read well. Some expression used for characters SN
9/10/21	Zip and Zigzag	all	Brilliant reading all today. Well done!! SN

Words to learn

Guided Reading

Children will have guided reading sessions weekly with the teacher. .

- Texts used will be at least 1 level higher than the text the child reads independently.
- Sessions will be planned in relation to reading skills e.g. prediction, retelling, word finding.
- When not reading with an adult, children might complete a comprehension or book related activity – prediction, book review, character analysis, letter to a character or listening to a story from our e-book library, etc..



Whole Class Guided Reading

All other teaching of reading will be via a whole class text. This may be related to the topic the children are studying or it may be independent.

Texts used will be at least 1 level higher than the text the child reads independently.

Texts are chosen to support the 100 books to read before you leave WBI

The children explore the text using VIPERS which encourages them to answer questions based on reading objectives.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



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What can you do?

- Be a good role model. Show that you value reading by making time to share books and talking about them;
- Make reading a part of everyday life; leaflets, menus, road signs, football results, instructions – for games, recipes etc
- Have books everywhere - at home, in your bag – you never know when a reading opportunity will present itself. Our e-book libraries will be a great resource for this.
- Listen to stories on CD or using Audible – great if you have a long journey!
- Play rhyming games;
- Be a regular visitor to the library and take part in the activities they offer;
- Read, share and enjoy books together with no other distractions just for 10 minutes a day;
- Ask questions about the book and what you are reading (see inside the front cover of decodable books/ bookmarks)
- Read anything – nothing is ‘too babyish’;
- Enjoy reading and sharing books together. Don’t see it as a chore or a punishment.
- Talk about the vocabulary in the books you read. Can they think of any other words that mean the same?



Other ways we are encouraging reading

- Don't forget our reading initiative we have. The 100 books to read before you leave WBIS. We have compiled a list of the most celebrated, enjoyable and recognised books for all year groups and have been incorporating them into whole class reading, assembly stories, topic work, guided reading and library activities and displays. The list of books are on our website under learning resources. Children have a book mark in school on which they receive a sticker or a stamp for every book read on the list.
- The library in Wootton Bassett has the list and they have already started to source the books on the list and have them displayed in the library.
- 150 club- If your child reads five times a week at home, they could achieve 150 reads by the end of the school year. That is a lot of words! Therefore, we would like to remind you of the 150 Club and we are hoping that as many children as possible will be in it. Every time you read with your child, we would like you to record it in their reading record book as usual. Your child's class teacher will then record their reads weekly on a class list. Those with 5 reads a week will receive a raffle ticket and entered into our termly prize draw. There will also be rewards along the way for 25, 50, 75, 100, 125 and 150 reads



Allows your child to discover new words they otherwise would not hear.

Gives your child the opportunity to explore the world around them through pointing, touching & asking questions.

Through the characters in books, you are able to teach your child about different emotions & how to express themselves.

Helps your child to make connections between words and images.






Children learn through repetition, so through frequent reading your child will learn new words quicker.

Repeated reading success allows your child to develop their self-esteem & become more confident.



and finally...

- All pupils must be encouraged to read widely across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.
 - It is essential that, by the end of their primary education, **all** pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.
 - (National Curriculum 2014)
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- The teaching of reading is fundamental to a child's education. Without the ability to read at a level appropriate level for their age, a child is unable to leave our school with the necessary skills to succeed.
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