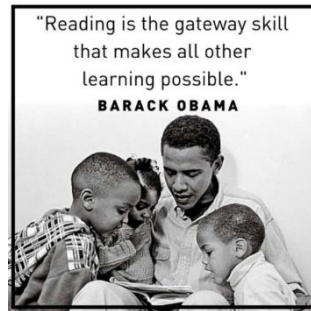




Barham Primary School

Home Reading Expectations



Learning to read

Teaching our children to read and write independently will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances. Being able to decode a text alone is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. This is done through comprehension activities linked to the books they are reading. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop. Decoding and comprehension need to be taught at the same time.

Our curriculum has a strong emphasis on learning and acquiring new vocabulary. Children need to know what words mean in order to understand what they have read. Texts are chosen carefully with this in mind so that children are exposed to a rich and wide vocabulary.

Reading at home and reading for pleasure

Most importantly of all, in all year groups, we encourage children to be reading at home every day. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.

Reading for just 20 minutes a day = 1.8 million words a year!

Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.

At Barham, we are using a reading scheme called Lesley Clarke's Letters and Sounds Programme to run alongside some of our other reading books.

In Reception and Key Stage 1, reading books ensure that all children who are learning to read are given fully decodable reading books that are closely matched to their phonic knowledge. The books cover a variety of fiction and non-fiction texts.

In Key Stage 2, there are a range of texts types to engage different interests and build reading confidence, including fiction, non-fiction, comics, plays and poetry. In Years 3 to 6, home reading books are carefully selected and organised into reading bands that broaden children's reading experience and support age related expectations for each year group.

****Please note that you will be charged £5 for lost or damage books.***

Reading Records

Every child is provided with a Reading Record book to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read this indicates to teaching staff that the child is ready for new books to be sent home (minimum of 2 books per week). It is important that Reading Records are in school daily to enable teachers to check, acknowledge and offer support as needed.

Listed below are some comments which may help you when writing in your child's Reading Record Book to describe how your child has read to you at home. To build a realistic picture and encourage your child appropriately, it is essential for both parent and teacher to have an open and honest dialogue, therefore, it is important to record both positive comments and comments that show what your child may have struggled with when they were reading.

The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences. For more information, or if you have any questions, please do not hesitate to ask your child's class teacher:

- *Read familiar words independently*
- *Struggled to concentrate*
- *Able to predict what happens next in the text*
- *He/she made a number of errors because he was not looking carefully enough*
- *Showed good understanding of the text*
- *Self-corrected own errors independently*
- *Worked out new words independently*
- *Found this book too hard to read*
- *Worked out new words by sounding them out*
- *Able to read this book with lots of help*
- *Discussed the story and characters well*
- *Struggled to work out a lot of the vocabulary*
- *Used good spoken expression*
- *Enjoyed reading this book a lot*
- *Did not understand what he/she has read*
- *Used the picture cues and the first sound of a word to work out words*
- *Could not retell the story- Read with fluency and expression*



**Early Years, KS1
and Lower KS2**

Upper KS2





Destination Reader Home-Learning



Example of the DR sentence starters that children should be using to respond to the banded books that they read in their home reading records.

Each DR stem has activities for you to do to consolidate and practise your reading skills on the texts you are reading at home.

Put a tick next to each activity you have done.

Clarifying

1. Write out the words which you have clarified while reading.
2. Use a dictionary to check you have clarified correctly.
3. Do any of your new words have multiple meanings?
4. Can any of your new words be used as different word classes? Eg doubt can be used as a noun and a verb depending on the context of the sentence.
5. Learn to spell new words which you have clarified

Inferring

1. Describe a character from what you have read so far. Use evidence from the text to support your descriptions. Remember to explain your answer by using the word because.
2. Describe the setting from what you have read so far. Use evidence from the text to support your description. Remember to explain your answer by using the word because.
3. Describe the mood. Use evidence from the text to support your answer. Remember to explain your answer by using the word because.
4. Can you explain what you think the writer's (author/poet) viewpoint is at this point in the text?
5. Choose a character. Can you explain what you think that character's viewpoint is at this point in the text?

Questioning

Using the Questioning stems, think of questions raised from the text to deepen understanding

Questioning Stems

- Who
- What
- When
- Where
- I wonder
- Why
- How
- What if
- Why do you think
- How do you think
- How do we know

Evaluating

Language

1. Choose a word/phrase what from you have read which you liked. Explain why you feel it works well. Use the word because in your explanation.
2. Has the author/poet used an example of figurative language? What was the impact of the figurative language on the reader? What images does the figurative language create in the mind of the reader?
3. Can you explain how the author could have improved upon their work? Even better if...

Organisation

1. Explain how the text is well – organised. (Non – fiction)
2. Can you explain any contrasts you have read – contrasts between characters, mood, and viewpoint?

Making Connections

Text to self:

1. How does one of the character's you read about link with another character you have read about or seen in film/television?
2. Can you explain how you can identify with one of the characters you have read about?

Text to text:

1. Can you explain what book/text this book/text is similar to. Use the word because in your explanation.
2. Can you explain how the main character is like another main character you have read about? Remember to use the word because in your explanation.

Text to world:

1. Can you explain how a character/theme/idea link to a story/film/person or event in your life? Remember to use the word because in your explanation.

Summarising

1. Write a headline (fiction) or a title (non – fiction) for the page/chapter you have just read.
2. Summarise what you have just read in 10 words.
3. Summarise what you have just read in 50 words.
4. Write a sentence explaining what the main theme of what you have just read is. Explain why you think this by using the word because and evidence from the text.
5. Write a sentence explain what the key idea of what you have just read is. Explain why you think this by using the word because and evidence from the text.

Predicting

Before reading look at the front cover.

1. Write a short description based on the cover and title about what you think this book maybe about. Can you explain why you have chosen this book to read?
2. Write a short explanation of what you think will happened in the next chapter/ next page? Use evidence from the text and the word because to support your explanation.
3. If you have chosen a non – fiction book – what do you think you will learn? Why have you chosen this topic to learn more about? What do you want to learn?