

## Reading

Becoming a fluent reader is a key skill, which enables children to access learning to a far greater degree than they would be able to as a non-reader. To maximise learning or indeed enjoyment from a text, children must make use of a variety of cues which work together to form a range of strategies for understanding what is read. Children are expected to 'decode' the text itself using their:

- phonic ability to blend the words from individual phonemes or units of sound - there are 44 of these in English - which can be represented by one or more graphemes or written letters eg 'h-o-p', 'p-l-ay', 'ch-ur-ch', 'c-ough', 's-p-r-i-ng',
- bank of words they recognise immediately (sight vocabulary)
- knowledge of grammar (syntax) or how the language is usually constructed.

This decoding must be set against their own knowledge of the use of language and also the context of the text - its genre (eg novel, play script, report, letter, debate, poem etc) and the content.

## Teaching Reading at Loddon

At Loddon, Reading is taught through the following:

**Shared Reading** - where all children read the same text perhaps as a group or in class - eg class reader, information text for input, preparation for guided reading

**Guided Reading** - a teacher/teaching assistant-led session with a small group of children reading at the same instructional level, focusing on specific reading strategies and skills

**Independent reading** - at comfort level - for pleasure, for research, to practise skills - as when the child reads alone or at home/in school to a supportive adult

**Activities/Games** - fun opportunities to practise specific Reading skills

**Phonics** - teaches the skills children need to decode the words

We aim to make your child a reader for life and in order to do this we must help children to develop the full range of Reading skills across all genres. Learning to read is not a race; we expect children to develop at different rates and in different ways. Your child's teacher will use his/her professional judgement to decide when to move your child on to more challenging texts and whether your child needs to remain at a certain level of text difficulty to consolidate the use of skills learned, perhaps across a range of contexts.

It is very important to match the text level to both the child and the situation. Levels of text can be described in the following ways:-

### **Independent Level**

<b>Decoding Accuracy</b>	<b>98 - 100%</b>
<b>Total Comprehension</b>	<b>90% or more of text</b>

### **Instructional Level**

<b>Decoding Accuracy</b>	<b>95 - 97%</b>
<b>Total Comprehension</b>	<b>70 - 80% of text</b>

### **Frustration Level**

<b>Decoding Accuracy</b>	<b>less than 90%</b>
<b>Total Comprehension</b>	<b>50% or less</b>

A text at Independent Level allows a child total access to the text for a range of purposes, which builds confidence and consolidates expertise. This is the level which a child should bring home to read with parents and older siblings.

A text at Instructional Level provides opportunities for 'scaffolded' learning of new reading skills whilst still retaining the sense and message of the text. Its use should be supported by a trained adult.

A text at Frustration Level can be very destructive for the developing reader but can be ideal for reading aloud to your child.

The most focused teaching of reading is during guided reading sessions, which generally happen once a week in KS2 and twice a week in KS1.

Guided Reading enables **children** to:

- use their reading skills in a supportive setting;
- compare their interpretations of the text with others;
- practise strategies for making meaning at Word, Sentence and Text levels;
- read silently and think critically in a cooperative environment;
- receive support as they monitor their own reading.

Guided Reading enables **teachers** to :

- explicitly support children in their application of comprehension strategies;
- monitor the comprehension of individuals;
- model how effective readers monitor and manage their comprehension;
- explicitly support children in their application of word identification strategies;
- monitor which word identification strategies a child is using and how effectively they are being used;
- model the use of word identification strategies that are not well understood or applied.

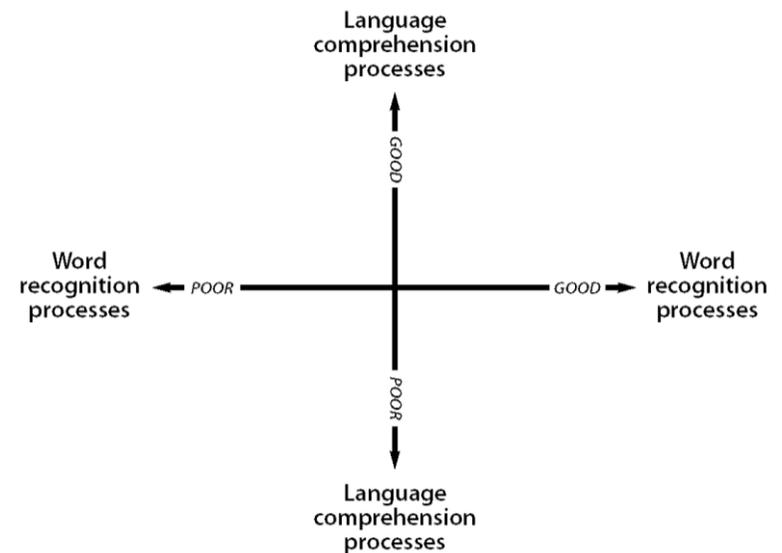
When reading at home with your child, allow them to show you how well they can read their independent text by themselves. Use the pointers from your child's Reading Record to help build confidence and self-belief in their ability. It is more important to focus on progress than attainment.

If you would like further information or guidance about supporting your child with Reading, please speak to your child's teacher.

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# Loddon Primary School Parent Information Booklet

## Reading



*Reading involves 'processes by which the words on the page can be recognised and understood, and also, continuing to develop the language comprehension processes that underlie both spoken and written language comprehension. Both sets of processes are necessary for reading, but neither is sufficient on its own.'*

DfES 2006