



Parents and Carers Guide to reading at St James C of E Academy



Why is reading so important?

Studies show that reading for pleasure makes a big difference to children's educational performance. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

In fact, reading for pleasure is a lifelong learning skill that will help all children thrive in the future, whatever they decide to do.

What difference can I make as a parent?

You can make a huge difference! Parents are the most important educators in a child's life – even more important than their teachers – and it's never too early or late to start reading together

Reading with your child

Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Top Tips for reading with your child

Read with your child no matter how old they are.

Read at different times of the day- when you have time in your family

Embrace reading the same books over again

Choose a range of texts- it can be anything!

Little and often is key to keeping children engaged

Ask questions about the characters, different parts of the story and particular aspects they have enjoyed.

Read in different locations around the house or even outside!

Use your finger, ruler piece of paper to track the words

If the amount of text is distressing your child- use a piece of paper to cover the text they have yet to read.

Reading Scheme

Our Reading Scheme, is banded using guidance from the Institute of Education. The books are grouped in colour bands based on difficulty of words, the length of the book and the appropriateness of the content. The books in each band have been carefully selected in order to provide a wide range of opportunities to practise and develop different reading skills and stamina. The books in the band differ in difficulty. Each book band contains a large variety of fiction and non-fiction books from different authors. We also encourage children to change their own books as this promotes the skills of choice and develops a love of reading. As well as their banded reading book, children can also take home library books to further enhance their interest in reading.

Book Bands

Colour	Band/ Year group
Red	Stage 2
Yellow	Stage 3
Light blue	Stage 4
Green	Stage 5
Orange	Stage 6
Turquoise	Stage 7
Purple	Stages 8/9
White	Stages 9/10
Lime	Stage 10
Brown	Stage 10/11
Silver/Grey	Year 4
Dark Blue	Year 5
Red	Year 6
Dark Red	Books from other cultures

Own choice and Library books

Children are given the opportunity to choose their own book from the library, this may be a fiction or non-fiction book. The book will be changed regularly usually on their PE day, please encourage your child to return and change this book weekly. The library book chosen may not match the reading ability of the child- it may be a book for you to read together, rather than them reading out loud. The aim of the library session is to develop a lifelong joy in reading and making a personal reading choice.

Your child's reading record

Information found in the front of the reading record.

Reading Expectations

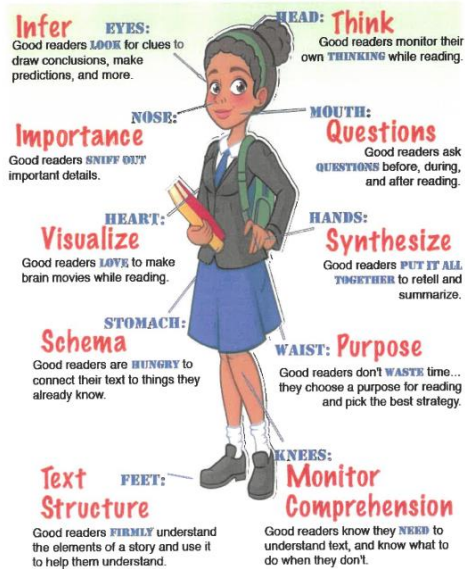
Reading at home improves fluency, expression, intonation as well as confidence. As a school we recommend reading with your child little and often. Book discussions are really important.

All children should aim to read out loud to an adult 3 times a week (even if they can read fluently) and have their reading **diary signed**. Reading 4 or more times will earn a stamp on your child's passport to help them travel around the world to collect certificates.
7 times a week earns 2 stamps.

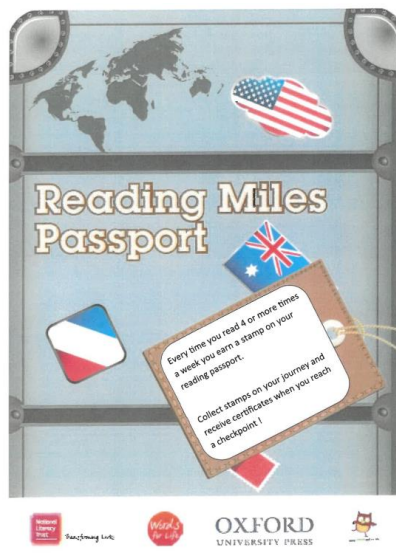
All records must be signed by an adult at home before records are handed in every **Monday**. Due to the number of reading records to check on Monday's it is impossible to back date records.

Reading books are changed only on a **Monday**. Please send in your child's reading book and record in every day, as individual readers may be heard read.

Good Readers



Information found within the reading record about good readers, and how you can support your child when reading.



Reading Passport: to encourage children to read at home. One stamp is awarded for 4 reads and 2 stamps for 7 reads a week

Weekly Reading Record			
Day	Book Title, Page numbers and Comment	Adult Signature	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
Checked by a school adult		Please read more often	
		You have read 4+ times. 1 stamp on your passport	
		You have read 7 times. 2 stamps on your passport	

A sample page from the reading record.

It is helpful to write down the book and the pages you have read together.

If your child has struggled with any words, these can be added to the comments section.

The last column is an adult signature to show you have shared those pages.

Sharing books with a range of people, including siblings, aunts, uncles, and grandparents allows children to show off their reading skills!

Types of questions you may ask

During whole class reading sessions we focus on different styles of questions. The different styles of questions are called content domains, over the different texts we ask different types of questions to cover the different content domains. Below are the different types of questions you could ask your child to support their reading at home.

2a Give / explain the meaning of words in context
• What does this ... word / phrase / sentence... tell you about the... character / setting / mood? • Highlight a key phrase or line. By writing the line in this way, what effect has the author created • The writer uses words like... to describe... what does this tell you about the character or setting? • What other words / phrases could the author have used? • How has the writer made you feel? Which words have they used in order to make you feel this way?
2b Retrieve and record information / identify key details from fiction and non-fiction
• Where does the story take place? How do you know? • When did the story take place? How do you know? • What did he / she / it look like? How do you know? • Who are the main characters in the book? How do you know?
2c Summarise the main ideas from more than one paragraph
• What is the main point from this paragraph? • Can you sum up what has happened in these 2/3/4 paragraphs? • You've only got 20 words. Sum up the whole story / poem
2d Make inferences from the text / explain and justify inferences with evidence from the text
• Which words give you that impression? • Can you explain why...? • Why did the author decide to...? • Why has the author chosen these words?
2e Predict what might happen from details stated and implied
• Looking at the front cover, what do you think the story is about? • What will happen next/ Why do you think that? • How will the story end?
2f Identify / explain how information / narrative content is related and contributes to meaning as a whole
• Explain a character's different / changing feeling throughout a story • What clues are there that a character is liked / disliked / feared / envied? • What is similar / different about two characters
2g Identify / explain how meaning is enhanced through choice of words and phrases
Question Stems
• What other words or phrases could the author have used? • What do you think the author meant by X? • Which words are the most important? Why do you think this?
2h Make comparisons within the text
• Describe different character's reactions to the same event in a story • How is it similar to...? • How is it different to...? • Which is better and why?
Reading Behaviours
Question stems
• Can you read for a sustained period of time? • Choose your own book, why have you chosen that book/ text/story