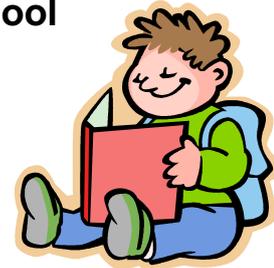


# Monk Fryston Church of England Primary School

## A Guide for Parents

### READING



At Monk Fryston Primary School each child is expected to **read at home daily**, whether that is to an adult (for developing readers) or independently, with an adult (for fluent readers).

Each child will also engage in focused teaching of reading in a small group with their teacher once a week. We call this **guided reading**. For those children who need extra support with their reading we have allocated Teaching Assistant support, use the valuable support of Parent Readers, and teachers allocate time to hear them read as necessary.

Books for home reading are selected and monitored in a range of ways across the school depending on the age and ability of the children. In Reception and KS1, children work progressively through a scheme and are monitored by the class teacher. Generally, children in KS2 select their own reading material, either from class or home. From Year 2 children are responsible for changing their own reading books, with their reading records being monitored when the child is heard to read individually (not during guided reading). In Reception and Year 1 we aim to monitor reading records daily, and change their books accordingly.

Teachers aim to hear children **read individually in addition to the focussed guided reading session**. Teachers listen to less able readers more frequently, but also make time to hear more able readers. In addition to this, most classes have parent and/or teaching assistant support for reading. **Each child is heard to read individually, and participates in focussed group teaching once a week as part of guided reading**. This is not written in their reading records, but is recorded in teacher assessment files.

We have a diverse range of books to support your child's reading within the school, and we hope this will enable your child to experience a range of authors and styles of books.

In terms of reading, we want children to be able to:

- Enjoy reading and see it as a pleasurable leisure activity, as well as a means of following instructions and finding things out.
- Have the reading skills necessary to read a range of text types for pleasure and for information.

To be confident and competent readers, children need to have access to a range of reading experiences:

### **Guided Reading**

Each class, from Reception to Year 6, engages in a Guided Reading session daily. The class teacher focuses with one small group each day, and tailors the teaching to their needs. This is an opportunity for the teacher to hear readers, and teach reading skills (either decoding or comprehension as appropriate). The other children within the class will engage in other independent learning activities, which may be reading based or linked to learning in other areas of the curriculum.

Guided reading allows the teacher an opportunity to teach reading skills in a small group situation, allowing greater focus on developing skills, rather than just 'hearing readers'.

### **Reading at Home**

At Monk Fryston Primary School we know how important it is for teachers and parents to work together to give your child the best start. Reading together at home is one of the easiest but most important ways in which you can help your child.

As you share books you are helping improve your child's reading skills and also showing them how important and enjoyable reading is.



## Supporting Reading at Home

1. Find a place to sit together that suits you both
2. Try to read for at least 5 to 10 minutes a day and once over the weekend. Encourage it as a pleasurable experience. Find some time to talk about the book as well as reading it:
  - Start with the title, look at the cover and briefly chat about what you might find inside.
  - At the bottom of each page, encourage your child to predict what might happen next.
  - If your child gets stuck, ask what word would fit best, ask them to sound it out (if appropriate), or simply supply the word yourself.
  - What happened in the story? Does this remind them of anything in their lives or anything they have read before?
  - Did they think the book was funny? Did they spot any interesting words and phrases? Did they enjoy the book?
3. Read to your child. You can help your child to understand the emphasis of particular parts of the story.
4. Encourage your child to retell the story you have just shared. This will give you an idea of how much they have understood.
5. Do not condemn the book as 'too easy' or 'too hard'. Children need a range of reading materials. Any 'easy' book helps them to relax with reading. A difficult book can be read to your child. Both are important.
6. If your child misreads a word without changing the meaning, e.g. 'Dad' for 'Father', accept it. If they hesitate, repeat a word or leave one out, say nothing provided the meaning is not lost. If they say a word which does change the meaning, or they are simply stuck, you can help them by:
  - Pointing to the picture if it is relevant

- Asking a question to remind them of the context, e.g. 'Where did they say they were going?'
- Re-reading the sentence up to the unknown word to remind them of the context
- Saying or pointing to the first letter of the word
- Telling your child the word to avoid losing momentum
- If the word can be read easily by sounding out the letters, encourage them or help them to do this

Pause, Prompt and Praise

**PAUSE** to help them work out the new words

**PROMPT** by using some of the techniques mentioned

**PRAISE** them for trying whether they are right or wrong

**It is important to use as many clues as possible to help your child when they encounter difficulty.**

### **After Reading**

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?

### **Which books are best?**

- Books your child likes.
- Books suggested by your child's teacher
- Books your child chooses from a library or bookshop that they want to read
- Never be afraid of re-reading books

### **What else can your child read?**

- Comics
- Magazines
- Travel brochures
- Instructions or recipes
- What's on television tonight

- Information books
- Manuals
- Newspapers
- Poems
- Taped/CD/Recorded stories
- Sports Reports
- Shopping lists.....

### **My child is a good reader. Can I still help?**

YES!

Although children will often want to read in their heads when they become fluent readers and you should not insist on too much reading aloud, there are still many things that you can do.

Discuss with them what they have read – about the character, about the plot, about the important parts of the story, about what they have learnt from the information, about their feelings as they read the story... For example;

- Which part of the story did you like best? Why?
- What do you think will happen next?
- Would you like X as a friend? Why?
- What do you think X should have done when..?
- How do you think the story will end?
- Was the information detailed enough?

Encourage them to think about the way the book has been written; the print, the layout and the illustrations.

Take your child to the library

Help your child to choose books

Try reading bits of a book together into a tape recorder using different voices!

### **My child won't read, no matter what I do. How can I help?**

- Read to your child as much as possible
- Don't make an issue out of it
- Talk to your child's class teacher
- Working together will help

## Helping with reading: ages 5 to 7

### How to encourage your child to read:

**Read yourself!** Set a good example by sharing your reading. Let your children see that you value books and keep them at home.

**Keep books safe.** Make your child their own special place to keep their books. Show them how to turn pages carefully.

**Point out words all around you.** Help your child to read the words around them: on food packets in the supermarket, on buses, in newspapers, in recipes.

**Visit your library** – it's free to join! All libraries have children's sections. Many also have regular storytelling sessions.

**Make time to read.** Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.

**Keep in touch with school.** Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read.

**If English is not your family's first language:** You can buy dual language books. You can talk about books and stories in any language.

### How to help with reading

**Be positive.** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

**Turn off the TV!** It's easier for your child to concentrate if there are no distractions.

**Give them time.** Let them make a guess before you tell them the word. Help them to get the first sound or try breaking the word up into smaller sections.

**Point with a finger.** Encourage them to follow the words with their finger.

**Don't make them try too hard!** It doesn't matter if you have to tell them the word sometimes.

**Let them read their favourites.** It's good practice to read the same books over and over again.

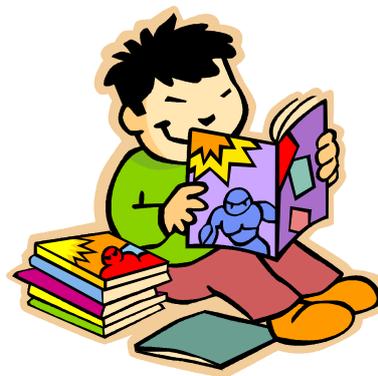
**Ask lots of questions.** Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.

**Don't read for too long.** A good fifteen minutes is better than a difficult half hour.

### **Activities to try at home**

Organise a treasure hunt around the house on a rainy day. Give your child a list of things that they can find in the house and see how quickly they can collect all the items.

Create a monster dictionary by making up names of frightening monsters that begin with different letters



## **Helping with reading: ages 7 to 11**

### **How to encourage your child to read:**

**Read yourself!** Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.

**Keep books safe.** Make your child their own special place to keep their books in their bedroom.

**Visit your library** – it's free to join! As well as taking out story books, use visits to the library as a time to find books and CD ROMs about your child's hobbies and interests.

**Make time to read.** Set aside a time for reading for the family – after school or before bedtime. Encourage independent reading but don't be afraid to still tell a bedtime story.

**Don't just read books.** Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Yellow Pages, the Internet, cookery books, etc.

**Let your child read with younger children.**  
Encourage them to read to other members of the family.

**Keep in touch with school.** Make sure your child swaps their home reading books regularly at school

**Make a regular time slot** of about 15 minutes to read with them or talk about a book.

**If English is not your family's first language:** You can buy dual language books. You can talk about books and stories in any language.

### **How to help with reading**

**Be positive!** Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

**Give them time.** Let them make a guess before you tell them the word. Let them read to the end of the line before correcting their mistakes. It doesn't matter if you have to tell them the word sometimes.

**Spot words inside words.** Help them to spot words they know within larger more complicated words.

**Let them read their favourites.** Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.

**Make the story come to life.** Encourage your child to read with expression. This will help them read more fluently.

**Ask lots of questions about the story:**

What would you have done if you were.....?  
Does this book remind you of any thing that has happened to you?  
Can you guess what is going to happen next?

**Use a dictionary.** Buy a simple dictionary and use it to check the meanings of new words.

**Activities to try at home**

Make a scrap book with your child about their favourite star, group or team. Let them cut pictures out of magazines and papers and write their own captions.

Buy a book of crosswords and wordsearches and try to solve them together. Make up your own puzzles to try out on family and friends.



## Books that have worked well with boys

Age	Title	Author
3-5	Bumpus, Jumpus, Dinosaur Rumpus	Tony Mitton
3-5	Tom and the Island of Dinosaurs	Ian Beck
4-7	Winnie the Pooh	A. A. Milne
5-8	The Giggler Treatment	Roddy Doyle
5-8	Cool	Michael Morpurgo
5-8	Horrid Henry series	Francesca Simon
5-8	Robin of Sherwood	Michael Morpurgo
5-8	Diary of a Killer Cat	Anne Fine
5-8	The Twits	Roald Dahl
7-9	Vlad the Drac series	Ann Jungman
7-9	Big Tom	Jean Ure
7-9	War Boy	Michael Foreman
7-9	Indian in the Cupboard	Lynne Reid Banks
8-12	Kensuke's Kingdom	Michael Morpurgo
8-12	Joey Pigza Swallowed the Key	Jack Gantos
8-11	Boys Rule books(Rising Stars)	Felice Arena & Phil Kettle
8-10	Measle and the Wrathment	Ian Ogilvy
8-10	The Turbulent Term Of Tyke Tyler	Gene Kemp
9-12	Krindlekrax	Philip Ridley
9-12	Lion Boy	Zizou Corder
9-12	I Am David	Anne Holm
9-12	Thief in the Village and other stories	James Berry
9-12	Artemis Fowl	Eoin Colfer
9-12	The Fire Within	Chris d'Lacey
9-12	Ice Fire	Chris d'Lacey
9-12	I Was a Rat	Philip Pullman
9-12	Clockwork	Philip Pullman
9-12	Aladdin and the Enchanted Lamp	Philip Pullman
9-12	The Adventure series – Lion Adventure; Tiger Adventure	Willard Price
9-14	Stormbreaker	Anthony Horowitz
	The Way of Danger	Ian Serrallier
	The Fib	George Layton
	Outernet Series	Steve Barlow and Skidmore
	Friend or Foe	Michael Morpurgo
	Temple of Tikal	Adam Guillain
	Buster Bayliss books	Philip Reeve

### **Useful websites for family reading**

**A Story For Bedtime** [www.astoryforbedtime.com](http://www.astoryforbedtime.com)

**BBC Parenting website** [www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)

**Booktrust** [www.booktrust.org.uk](http://www.booktrust.org.uk)

**The Child Literacy Centre** [www.childliteracy.com](http://www.childliteracy.com)

**DfES Parents Centre** [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)

**Help them read** [www.helpthemread.co.uk](http://www.helpthemread.co.uk)

**Help your child discover ...** [www.dfes.gov.uk/parents/discover/](http://www.dfes.gov.uk/parents/discover/)

**Parent Link** [www.parentlink.co.uk](http://www.parentlink.co.uk)

**Read Together** [www.readtogether.co.uk](http://www.readtogether.co.uk)

**Silly Books** [www.sillybooks.net](http://www.sillybooks.net)

### **Finding and choosing books**

Here are some useful websites and online resources to help you choose books for children, young people and adults.

You might also like to ask in your local or school library for recommendations, or check your local library websites - many of them list recommended reads.

**Ask Chris** <http://askchris.essexcc.gov.uk>

**Booktrust**

<http://www.booktrustchildrensbooks.org.uk/Recommended-Books>

**Bookheads** <http://www.bookheads.org.uk/>

**Books, Reading and Writing** [www.braw.org.uk](http://www.braw.org.uk)

**Cool Reads** [www.cool-reads.co.uk](http://www.cool-reads.co.uk)

**First Choice Books** [www.firstchoicebooks.org.uk](http://www.firstchoicebooks.org.uk)

**Guys Read** [www.guysread.com](http://www.guysread.com)

**Mrs Mad** [www.mrsmad.com](http://www.mrsmad.com)

**Reading Matters** [www.readingmatters.co.uk](http://www.readingmatters.co.uk)

**Teen Reads** [www.teenreads.com](http://www.teenreads.com)

**Love Reading** [www.lovereadings.co.uk](http://www.lovereadings.co.uk)