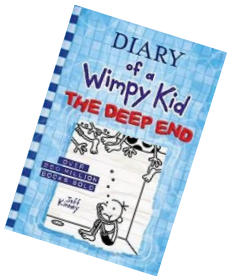




# Parent Reading Information

## Session

- What we have been doing as a school to raise the profile of Reading.
- How reading is taught in our class.
- How you can help support your child with their reading.



# **What have we been doing in school so far?**

## **Early Years & Key Stage One**

- We have purchased new colour banded phonic reading books to supplement the books that our EYFS and KS1 children take home.
- We have been revamping our classroom book areas and have a wide variety of new picture books to put in these areas for our children to enjoy.

## Key Stage Two

- We have bought sets of class library books which we hope will appeal to the interests of our children.
- We have removed the book banded colours from LIME so that all children beyond this stage will be classed as free readers.

(More information to follow on the next slide.)

# Book Bands

- As a school we have made the decision to only colour band our books to **LIME** as when children reach this band they are becoming competent and independent readers.
- We will be replacing the **BROWN**, **GREY**, **DARK BLUE**, **DARK RED** & **BLACK** bands with **free reader** stickers.
- This means that once they have gone beyond **LIME** they can select any free reader book to read.
- Once they are a free reader the choice of books available really opens up and they are able to select books that appeal to their age range and interests.

# D.E.A.R

- Every day all children in our Primary Phase have a Drop Everything & Read session.
- This is where all children are encouraged to read their own book for a set amount of time.
- All staff read at this time too as it is important that our children see adults enjoying reading.
- D.E.A.R also happens in our Secondary Phase.

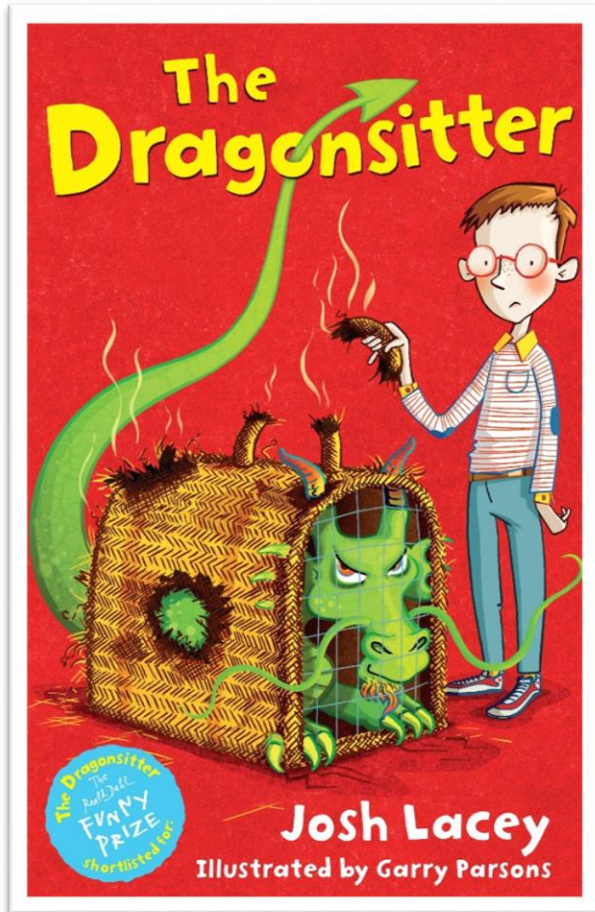
# SCHOOL LIBRARY

- Our school library has had a major revamp.
- It will be officially opened by a visiting author.
- This space will be a special haven full of exciting new books for children to borrow and a place where children can come and read for pleasure.

*'The journey of a lifetime starts with the turning of a page'*

# How we teach Reading in Year 2

In year 2 we use pathways to read. Children take part in a whole class reading session. Each session there is a mastery skill that children will develop through different activities. They also have the opportunity to consolidate these skills in group reading sessions which they have twice weekly (one session with CT/one session with LSA) This is then followed by them completing a follow on task which is completed independently.



Year 2: Spring 1  
The Dragonsitter  
by Josh Lacey





# Session 1

→ Answer and ask questions

## PREDICT

“You’d better get on a plane right now and come back here. Your dragon has eaten Jemima”

- Who does the dragon belong to?
- Who or what is Jemima?
- Who do you think has written this?

## CLARIFY VOCABULARY

- promised
- furious
- persuaded
- irritating

full of anger
causing annoyance
made someone do something
said you would definitely do something

## CLARIFY VOCABULARY

Which character do you think these words related to?

- promised
- furious
- persuaded
- irritating

Mum	Edward
Uncle Morton	Dragon

## READ AND RETRIEVE

- How long has Edward promised to look after the dragon?
- What will happen if Uncle Morton doesn't come and get the dragon?
- List the items Edward says the dragon has been eating.  
There are 6 mentioned in the text.

**Mastery focus: Retrieve**

Answer and ask questions

**Group(s):****Group(s):****Drawing on what pupils already know****Predict/summarise:**

Using the emails read so far and the character name headings again, ask pupils to note what they know about each character at this point e.g. mum is furious because the dragon keeps wrecking things

**Drawing on what pupils already know****Predict/summarise:****Strategy check/vocabulary:**

Discuss with pupils who the narrator of the story is (Edward) and how to read the pages to sound like he is talking to them.

**Strategy check/vocabulary:****Read for a range of purposes:**

Read in pairs as though talking to each other in role as Edward. During reading think about any questions they may have about what has happened so far.

Key question:

***What would you want to ask Uncle Morton or Edward?***

**Read for a range of purposes:**

Key question:

**Discuss understanding:**

Talk about what they want to find out and note down questions e.g.

*Where has Uncle Morton gone on holiday?*

*Why does Uncle Morton have a dragon?*

*What are you going to do with the dragon?*

*Why did you promise to look after the dragon?*

**Discuss understanding:****Follow on task:**

Write an email to either Uncle Morton or Edward including the questions generated in the session. Use the

## Reading Rewards

- Reading records are checked weekly (this is checked on a Tuesday when books are changed and also on a Thursday) and every child who has read 5 or more times receives a stamp in their reading record book.
- They will also be entered into a class reading raffle which will be drawn at the end of the week and a small prize given to the winner.

- At the end of each half term Reading Certificates will be given out in assembly to celebrate the children's achievement



## How you can support your child at home:

- Reading for just 10 minutes a day with your child makes a huge difference.
- We would like children to have read at least 5 times a week.
- Try and read at the same time each day so it becomes part of their everyday routine ideally in a quiet place with no distractions.
- Make sure you write in their reading record book that you have listened to them read.

- It is still important to talk to older children about their reading.
- Encourage them to talk about what they have read. Ask them to tell you about the story so far. What do they think will happen next?
- There will be occasions where your child is too tired or is particularly busy after school and doesn't feel like reading. If this happens perhaps encourage them to read a comic or you read to them.

- If you are finding it really difficult to get your child to read at home please speak to me and together we can try and find a way to engage your child with their reading.

Any questions?