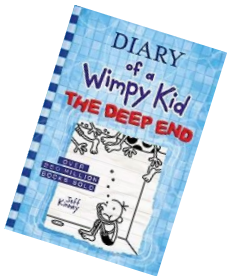




Parent Reading Information

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 3



Pathways to Read

Illustrated Atlas of Britain and Ireland

by Struan Reid and Megan Cullis



Year 3 *Pathways to Read*: Summer 1

Additional texts:

Up by Disney Pixar

Pathways to Read teaching sequence

→ **Predict**

Predict what might happen from details stated and implied (2e)

→ **Clarify vocabulary**

Explore the meaning of words in context (2a)

→ **Read and retrieve**

Retrieve, record and present information (2b)

→ **Read and explain: Mastery focus**

Retrieve and record information from non-fiction (2b)

- Use dictionaries to check the meaning of words that they have read (2b)
- Ask questions to improve understanding (2b)

Identify main ideas drawn from more than one paragraph and summarise (2c)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d)

- Identify themes and conventions in a wide range of books (2d)

Identify how language, structure and presentation contribute to meaning (2f)

Discuss words and phrases that capture the reader's interest and imagination (2g)

visibility, unlimited, altitude, log-book, ascends, aloft

distance
upward; height

the ability to be
seen

to move, climb
or go upward

high up, far
above the
ground

boundless,
infinite, vast
(not limited)

an official record of
events during the voyage
of a ship or aircraft



How many clues can you find that Carl wants to be an explorer?

How can you tell that Carl is not brave?

Put the clues in order that Carl is not a good or brave explorer.

Ellie has to push him to get his balloon.

His goggles are wonky.

He falls at 'Mount Everest' even though it is small.

He falls through the ceiling.

He jumps away from Ellie and doesn't shake her hand.

Reading Rewards

- Reading records are checked weekly, every Friday, 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?