



Supporting reading at home & how we will use our new Big Cat books

Cheddington Combined School



Key objectives for reading at Cheddington Combined School

- To love books and enjoy listening to stories, poems and rhymes
 - Comprehend and articulate what they read using and developing a wide ranging vocabulary
 - Read and write letter sound blends quickly
 - Read with fluency, understanding and expression
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Reading into writing

- ▶ A love of language and books, will help children develop into successful writers
- ▶ Pictures are hugely valuable discussion points for children of all ages; developing vocabulary and language through clear articulation of opinions, prediction and inference
- ▶ Studies show that children with a limited vocabulary make slower progress with reading and writing – increasing your child`s vocabulary is something that every parent can help to do and the benefits are lifelong.
- ▶ Ofsted noted a weakness in writing. This can be supported through reading.



Importance of “talking”

Regular conversations with your child is a powerful way to improve their vocabulary. Take your lead from what is around you:

- ▶ Eating together – try to eat and talk together with no distractions or screens
- ▶ On the go – car journeys are a chance to talk
- ▶ TV talk – watch a programme together and use it as a springboard to talk
- ▶ Talk about the news – discuss and ask their opinion
- ▶ Did you know.....? Share an anecdote
- ▶ Sharing advice – ask their opinion or seek their advice on a situation



Phonics



- Teaching phonics in a consistent, progressive and structured way is a key focus for our developing readers and writers.
- All children in Reception and KS1 receive daily phonic sessions
- Phonic sessions are progressively structured to ensure children can identify and then say the sound the letters make, blending them to make words
- Their phonic ability is closely monitored and tracked – continuing into KS2 where necessary.
- Phonic workshop will take place after Easter.



Reading at Reception and Key Stage 1

There are two main parts to reading; teaching the mechanics of reading and comprehension

- ▶ 10 minutes a day! Or 3 times a week.
- ▶ Through Reception and KS1 pupils have a school reading book which is linked to the phonic sounds that they have been taught. (My Letters & Sounds) The expectation is that they can apply the phonics they have been taught to the reading.
- ▶ In Reception, guided reading will take place using the My Letters & Sounds books with an adult. These books are decodable and will reinforce the phonics learning taking place in class. Children will take home a Big Cat decodable book.
- ▶ Pupils are also heard and taught to read by the teacher/TA with the school scheme book Big Cat and My Letters and Sounds book – this is monitored and tracked in school. It is important that books are read and reread in order to develop fluency and confidence, particularly in the early stages when the children are having to sound out and blend every letter and word. These books are to be read to an adult only. They will be changed once they have been read and there is a record of this in the Reading Record.
- ▶ Pupils have a home reading log/journal to record and track the books read and to encourage reading a wide range of texts. This Reading Record is monitored by teachers and support staff.
- ▶ Book marks are given at each level. These have 'I can ...' statements which will help you to ask the children questions about the book they have just read.
- ▶ Children will still bring home a library book on a weekly basis.
- ▶ In Reception & KS1 children 'learn to read'.



Reading in Key Stage 2

- ▶ In KS2 children 'read to learn'.
- ▶ As the children move into KS2 their reading is also tracked to ensure that they are making progress with both fluency and comprehension. As in KS1, all Big Cat books must be read to an adult.
- ▶ When an adult at home signs the planner to indicate that they have heard their child/ren read, the book will be changed in school.
- ▶ Children will be heard read by an adult in the school. Some children will be heard daily others weekly. This will be the teacher's decision.
- ▶ Children will be encouraged to read a wide range of texts including: fiction, non-fiction, poetry and playscripts.
- ▶ Teachers will assess the reading level of each child on a half termly basis.
- ▶ Levelled book marks are given at each level. These will help you to ask the children questions about the book they have just read.
- ▶ Books from the school library and class libraries will continue as normal.



Looking after our beautiful books

- ▶ Each book has been lovingly covered to lengthen its life. We have 2 copies of the complete range of Big Cat books in school.
- ▶ We have also bought the 'Progress' set of books which are dual banded.
- ▶ The books will be sent home in a plastic folder for added security.
- ▶ Please look after our books at home so they can be enjoyed by lots and lots of children.
- ▶ If a book is 'lost' whilst in your care, we ask that you replace the copy.



Encourage reading for pleasure

- ▶ Book talk – talk about your own reading – it's really powerful for your child to see you engage with books, newspapers etc and genuinely read for pleasure
- ▶ Borrow books – make regular trips to the library and take advantage of everything including magazines, newspapers, DVDs and audiobooks
- ▶ Share ideas with other parents
- ▶ Seek out inspiration – stay up to date through reviews, Twitter, bookshops etc
- ▶ Graphic novels – all reading is good reading
- ▶ Non-fiction – just as important for vocabulary development
- ▶ Reading aloud – continue whatever their age – include news stories and magazines
- ▶ Spoken word – listen to audiobooks, podcasts or radio together and discuss



Share a curiosity about words

- ▶ Play games as a family – *Scrabble, Boggle and Pictionary*
- ▶ Tall tales – on car or train journeys play games such as “*Just a minute*” (talking for a minute on a subject without hesitating, repeating or deviating) or tell a story.
- ▶ Top words – talk about your favourite words or unusual words that you encounter
- ▶ Word workouts – show your child that adults often have to check the meaning of a word. Support your child using online or paper dictionaries. Play word games or crosswords together.



Support a language rich environment, full of talk and reading for pleasure.

- ▶ As far back as the 1970s, evidence was emerging suggesting that 'reading for pleasure' had a powerful influence on children's cognitive development, especially in terms of their vocabulary
- ▶ Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background.
- ▶ The more children take part in conversations, the more they will understand once they are reading and the more vocabulary and ideas they will have when they are writing
- ▶ Spoken language runs through the NC for English and all seven areas of the revised EYFS framework.