



# Walsh Memorial CE Infant School

## Reading Update

January 2018



Dear Parents

In December 2017 the Teachers of Walsh Memorial Infant School carried out a full reading audit of all children in Key Stage One and those children that have started to read independently in the Early Years Foundation Stage. This was to monitor the impact of the new requirements of the reading curriculum where the expected coloured book bands have changed and the expectation is at least a book band higher than previously and to look at ways of continuing to improve our reading provision. The new book band order is on the back of this leaflet.

During this audit, we made an unusual discovery. It appears that a large number of children are able to decode the words on the page but are not listening or thinking about what they say. We use the term 'barking at print' as a way of describing this. Decoding words is only one aspect of reading. Understanding and enjoyment are equally as important.

We therefore urgently need your support to help your child develop their reading skills and we have written this new leaflet to provide you with some guidance.

We are also looking at how we support the children in school and are ensuring that all staff are fully aware of the new expectations and are excellent at asking appropriate questions to develop your child's understanding of text.

There are a few children in each class who need to move to a previous coloured book band, just until we sort out their comprehension skills. Please do not see this as a backward step and reinforce to your child that there is no rush, there are some reading skills they have yet to grasp and that you and the Teacher are very happy to help them.

If you have any further questions please do not hesitate to write in the Home School Reading Diary initially and, if you are still concerned, please speak to your child's Class Teacher after school.

We hope you continue to read with your child daily and enjoy talking about the books more.

Many thanks for your continued support

Mrs S Cawson

Headteacher

## Strategies to help parents support their child

### to develop a depth of understanding whilst reading

- Ask questions where the answer is in the pictures. Encourage your child to search for information in pictures.
- Look at the cover and the title and predict what the story might be about. Go back at the end and talk about if the prediction was nearly right.
- Read a page and ask your child if they think the picture matches the story.
- Read one sentence and then ask a simple question e.g. what colour is the ball or what is the character wearing. If your child cannot answer the question re-read the sentence. Build this up until they can read a whole page and answer questions about the beginning sentences.
- Talk about the vocabulary on the page. Can your child substitute another word for the same meaning? (e.g. can you find one word that means worried i.e. nervous, sparkling i.e. glistening)
- Look for other reading information on the page e.g. posters, letters or signs in the pictures.
- Read the book together and then retell the main events or facts. Start by using first, then, next after that to help sequence events.
- Ask what your child thinks is going to happen next in the story.
- Ask questions beginning with where, when, who, why, what, which and how.
- Ask your child what is their favourite part of the book and why it is,
- Ask which character they would most like to meet from the book and why,
- Ask a question that your child has to answer true or false.
- Recall information from the book later in the day
- You start by re-telling the story and then the child takes over. Modelling good re-telling is really important so your child understands what the main parts of a story are.
- Say you have five fingers so you would like five parts of the story and fold your finger down when they have achieved a section.
- Focus on a character and talk about how they are feeling, facial expressions.
- Ask a question where the information cannot be lifted from the text but is inferred e.g. a character stamping his foot indicates they are not happy but the book might not say Kipper was cross.

To find out if your child really understands the book they should be able to read the book to themselves and then re-tell it to you in the right sequence and using the vocabulary without referring to the book. They should then be able to answer questions you ask. Once your child gets really good at re-telling can they be challenged to re-tell the story in three sentences - beginning, middle and end.

Other ideas to help comprehension skills:-

- Try asking some of the questions above about a television programme they have just watched
- Ask your child to re-tell their day before they go to bed.
- Discuss the book asking your child for their opinion
- Having read a fact book ask a question where your child has to skim or scan for information.

# New Expectations for End of Year

Pink	
Red	
Yellow	Early Years End of Year Expectation
Blue	
Green	
Orange	
Turquoise	Year One End of Year Expectation
Purple	
Gold	
White	Year Two End of Year Expectation
Lime	

We will provide some further questions later in the term.

Happy Reading