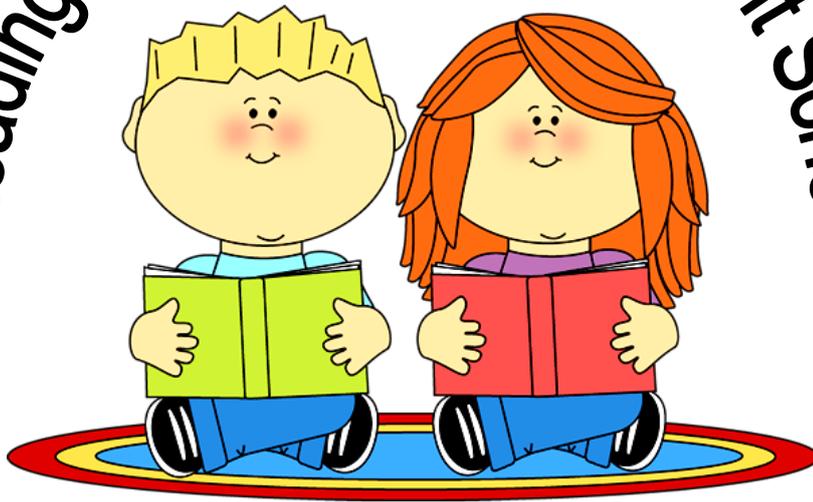




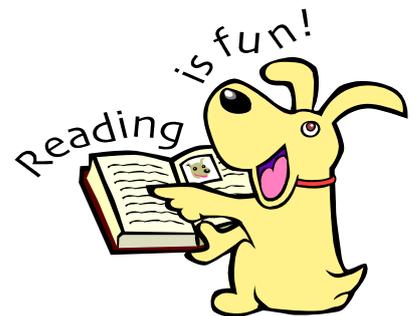
HATFIELD PEVEREL INFANT SCHOOL
Love Learning, investigate ideas, have fun!

Reading at Hatfield Peverel Infant School



Reading Guidance for Parents

Working In Partnership: Details about the teaching of reading at school and what you can do to help at home.



At our school we want the children to become well-rounded readers who are confident, skilful and who most importantly love books of all kinds!

This booklet explains how we organise reading at our school and provides some guidance as to the key skills the children will be developing as they become successful readers.



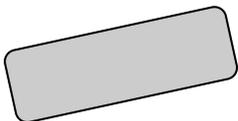
Each time your child progresses to a new Colour Band we will send home a simple Target Sheet so that you know the range of new skills you can support with at home. These will also be available at Parents' Evenings.

However, please remember, if you have any questions, just make an appointment to see your child's class teacher !

Our Reading Scheme:

We have graded our reading scheme according to a range of colour bands that gradually become more challenging as your child progresses with their reading skills. We also use a range of publishers so that there is lots of choice for your child. There will be a range of difficulty within each of the colour levels because just like us, children will sometimes want an 'easy read' and sometimes something more challenging. Please do not worry if they find favourites they want to read again and again; it may drive you crazy but this is a normal part of reading development and greatly helps children develop their reading confidence!

The teachers will make sure you know which is the appropriate colour band for your child at any given time. Please note that a child must be able to independently read 90% of a range of texts, and understand the content of the books at that colour band before a teacher will consider moving them on to another level. It is much better for your child to practise the new skills being introduced within a 'comfortable' reading band rather than try and do this with texts that are challenging their comprehension too.



We loan both coloured 'sticker' books at your child's level (i.e. from our reading scheme) and 'star' books which are similar to library loans for you to share with your child, perhaps at bedtime (fiction and nonfiction). The skills being taught will vary depending on the stage your child is at, but they will all be using their phonic knowledge (letters and sounds), their sight vocabulary (words known off by heart such as Buzz Words), as well as common spelling, rhyming words and picture clue knowledge.

What can I do to help my child with 'sticker' books?

 In the early stages, as the adult you will model reading the book to your child before they have a turn. Ask them simple questions about what they can see in the pictures, what they think might happen next and give them prompts to use the skills you know they have.

-  Encourage your child to join in with re-reading alongside you; if you pause at a word or sound you know your child already knows then that gives them a chance to recall or decode the word using their skills which you can then praise!
-  Your child may be ready to use some of the reading strategies they have been learning in school. They may also try and make sensible guesses at words they do not know using the above skills or the context of the story and pictures.

What can I do to help my child with 'star' books?

-  In the early stages, as the adult you will read the book to your child, asking them simple questions about what they can see from the pictures, what they think might happen next and giving them lots of chances to enjoy the text. You are modelling being a 'good reader'.
-  Your child will want to talk about the story, discuss the characters and context, and point out their favourite pictures and sections of the text.
-  Gradually your child will start to join in with the reading alongside you, especially if it is a well loved book, and they may begin to recall memorable parts of the story.
-  Your child may soon become ready to use some of the basic reading strategies they have been learning in school, such as use of picture clues, letters and sounds (phonics) and words they know by sight. The context of the story will also help them make sensible guesses.

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1. The teachers read every week with every child in small groups; this is called Group Guided Reading and it is when the key skills of word recognition and comprehension are taught.
 2. An individual reading assessment takes place once each half term to see how well your child is progressing.
 3. Individual assessments of phonics and Buzz Words take place on a half termly rota within each class.

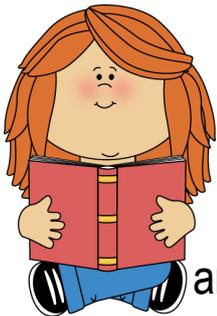
Please note, it is your child's responsibility to change their books although the teachers will give them occasional reminders.

Book Bands Guidance for Parents

Reception Level:

- I can locate the title and open the front cover, turning pages in the right order.
- I know that we read print from left to right in English.
- I can use the pictures to help me work out what a book is about.
- I can suggest how a story might end before we get to the end of the book.
- I can follow along with a story using my finger accurately.
- I can retell a simple story from memory.
- I can find familiar words and use them to check my own reading. (Buzz Words).
- I can use my 'letters and sounds' to try out new words when I read.

Lilac



Books with no words. These books practise the skills of having the book the right way round, turning the pages one at a time and knowing that the pages go in sequence. They also promote and develop language skills, creativity, thinking skills, story telling and introduce new vocabulary.



Pink

Books with 2 or 3 common words.

These practise skills of left to right direction, matching spoken and written words, predicting and talking about the story and characters.

Red

Books with common words and patterned sentences. These practise the skills of locating the title, looking for known words such as Buzz Words, use of finger pointing, making sure reading makes sense.



Year 1 Level:

- I can read a range of sight words.
- I can use initial and final sounds to work out new words.
- I can use some digraphs and vowels to work out new words too.
- I can point to each word I am reading without an adult reminding me.
- I can spot and use full stops to take a pause when I am reading.
- I can use the picture and meaning of the story to help me read.
- I understand what I am reading and I can answer simple questions about the text.
- I can self-correct when I make a simple mistake and the text does not make sense.
- I can read more fluently now using simple punctuation to help me.



Yellow

Books with repetitive sentences and some variation. These practise the skills of using a finger only when

stuck, starting to sound out unknown words, recognising 'tricky' words (Buzz Words) from their phonics lessons.



Blue

Books with longer text. These practise the skills of recognising capitals and full stops; children start to correct themselves if they make a mistake, discuss the story and characters.

Green

These develop a wider variety of language through different types of book. They also practise the skills of using basic grammar, splitting words into parts to help them read new words, showing some fluency in reading.

Orange

Books with more complex text. Practise skills of reading using expression, less use of pictures now, reading longer and more complex sentences.

Turquoise

Books with some challenging words and different layouts. Practise skills of using expression, sustaining reading for longer periods, growing in fluency.

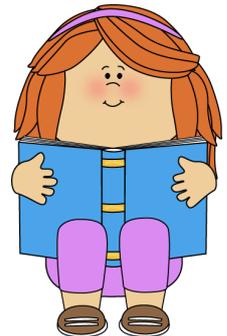
Year 2 Level:

- I can read ahead to get more clues and make a good guess at words I do not know.
- I can use my voice to make my reading sound more interesting.
- I can tell when a sentence sounds wrong and re-read it to try and make sense.
- I can blend sounds to read words containing vowel digraphs.
- I can use different ways to help work out a new word.
- I can read a larger range of words by sight.
- I can use a contents and index page in an information book.
- I can say how characters in a story relate to each other and how they may be feeling.
- I can spot and use a range of simple punctuation including full stops & speech marks.
- I know that stories are organised into a beginning, middle and end.



Purple

A wide variety of books with longer sentences. Practise skills of reading silently at a rapid pace, solving most unfamiliar words.



Gold

A wide range of more complex texts. Practice skills of discussion on the text, vocabulary and unknown words.

White

Books with chapters. Practise skills of comparing books, reading silently whilst maintaining interest level, express opinions on books, search for and find information in a text.



Advanced Year 2:

- I think about how my reading sounds to the listener when I am reading aloud.
- I am starting to scan texts for key information and ideas.
- I understand the difference between facts and what an author thinks.
- I can re-read something I have not understood to get the meaning clear.
- I choose to read books that are interesting and challenging.
- I know that I need to read different texts in different ways for different purposes.
- I understand how texts might be used to persuade me.
- I read with fluency, understanding and expression.
- I make connections between texts e.g. similarities in plot, books by the same author or the same character.

Lime and Free Readers

Books with chapters. Practise skills of comparing books, reading silently whilst maintaining interest level, express opinions on books, search for and find information in a text as before. More complex vocabulary and ideas appear in these texts.



Your role is vital in giving the children the chance to rehearse their reading strategies at home using the books we loan on a daily basis. In Reception your child will have a Reading Log for you to note the books you have shared together; there is also a chance for your child to earn stickers and rewards the more they read at home!

In Year 1 and Year 2 the children have a Reading Trail which provides extra guidance and ideas as well as further rewards to encourage them to read regularly at home with you.

Children who read regularly at home make more progress than those who do not.

Your support will make all the difference in the world!