



Reading

At Saint John's we immerse children in a rich reading environment and give them the opportunity to explore a wide range of quality texts. Developing a love of books and reading for pleasure is central to our ethos.

Reading in Reception class, Year 1 and Year 2, is taught using the Letters and Sounds document in conjunction with other resources such as Mr Mc, Geraldine the Giraffe, Phonics Play and Jolly Phonics.



Oxford Reading Tree, which has systematic phonics at its heart, is our main reading scheme and gives children the very best opportunity to use and build their phonic skills. This has been supplemented by 'real chapter books' chosen to cover a wide range of reading abilities, including high-interest themes, a diversity of genres and imaginative characters to encourage all pupils to develop a love of reading. The children choose their own books from colour coded bands, progressing at the correct pace for them individually.

As well as the teaching of phonics, there is also a big focus on comprehension and reading for enjoyment.



Reading Vipers

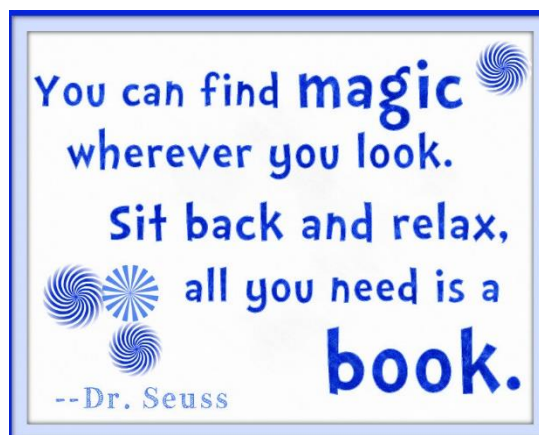
Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Whole Class Reading and Guided Reading

Every class from year 1 upwards has a reading session every day, mainly as a whole class session but sometimes in a carousel. Reading sessions will focus on: Vocabulary—Inference—Evidence and teachers may use VIPERS as a basis for checking comprehension.

Children are also heard read regularly and assessments made frequently. Targeted children are also heard read every day and interventions are monitored and evaluated regularly.





Reading for Pleasure

Children are given the opportunity to select books from the wide variety of fiction/non fiction that is available in every classroom and in the School Hall.

Within each class there is an excellent range of books that are carefully chosen to be age, interest and ability appropriate. Children are encouraged to read these for enjoyment both in school and at home.

Websites:

<https://www.lovereadings4kids.co.uk/> give book recommendations that are sorted by age group with enough of a blurb to help you make informed choices. There are many different categories: reluctant readers, children's classics, books for boys, books reviewed by children and, 'If they like... They'll love' which is designed to help children discover new authors.

1. If they like Michael Morpurgo they'll love Megan Rix and Nick Garlick
2. If they like David Walliams they'll love William Sutcliffe
3. If they like Jacqueline Wilson they'll love Anne Booth and Dawn McNiff
4. If they like Alex Rider they'll love Urban Outlaws

The website is constantly updated and you can see the top 10 bestselling children's books for each week.

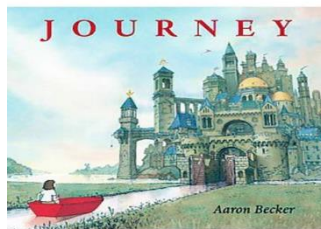
<https://www.booktrust.org.uk/books-and-reading/>

There are plenty of book recommendations, again usefully sorted by age, genre and interest but children can also read books online, listen and read along and take part in quizzes and competitions.



<http://www.wordsforlife.org.uk/>

A website set up by the National Literacy Trust which is set out in age bands from birth to 11 years. As well as the book recommendations, there's guidance to help parents recognise key milestones in children's development as readers and fun ideas and activities for parents and children do together. There are also helpful videos to support with both decoding and comprehension. Together with a video on understanding phonics with guidance on pronunciation, parents can watch Michael Rosen's top tips for reading bedtime stories.



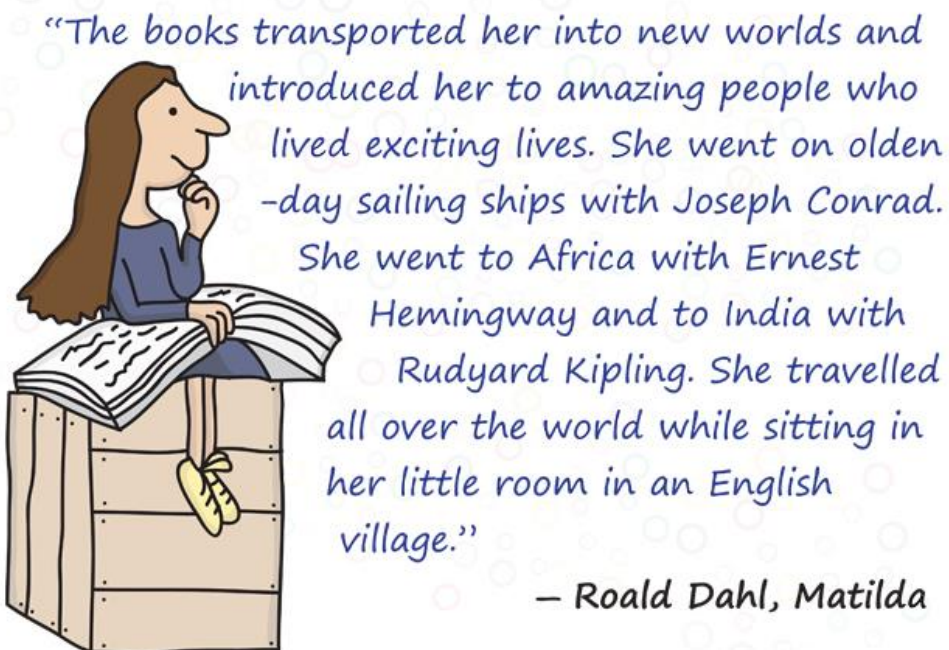
Whole Class Work

Reading and using quality texts is at the heart of our Literacy lessons. Throughout Y1 to Y6 children read and study whole texts together as a class. Much of the work in Literacy is now based around exciting novels, poems and information texts. We also hold several whole school events where we all spend time studying the same book.



Using the following link, you can find the 'Reading in the New Curriculum' document which will detail what your child will learn year by year.

<http://www.st-johns-pri.gloucs.sch.uk/reading.html>



"The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden-day sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village."

— Roald Dahl, *Matilda*



Supporting your child's reading at home

As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience.

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the key



Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to visit the public library regularly.

7. Regular practice

Try to read with your child everyday. 'Little and often' is best.

8. Communicate

Your child will have a reading diary from school. Feed back regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book, about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.



Using the following link, you can find some printable bookmarks in the 'Printable Bookmark' document, which you may like to use to help with discussions and questions when with your child.

<http://www.st-johns-pri.gloucs.sch.uk/reading.html>

Useful Websites:

Super movers - <https://www.bbc.co.uk/teach/supermovers/ks1-english-collection/zjsghbk>

Top marks - <http://www.topmarks.co.uk/Search.aspx?Subject=9>

Woodlands Junior - <http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm>

Oxford Owl - <http://www.oxfordowl.co.uk/>

Crickweb - <http://www.crickweb.co.uk/>

BBC Literacy - http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml