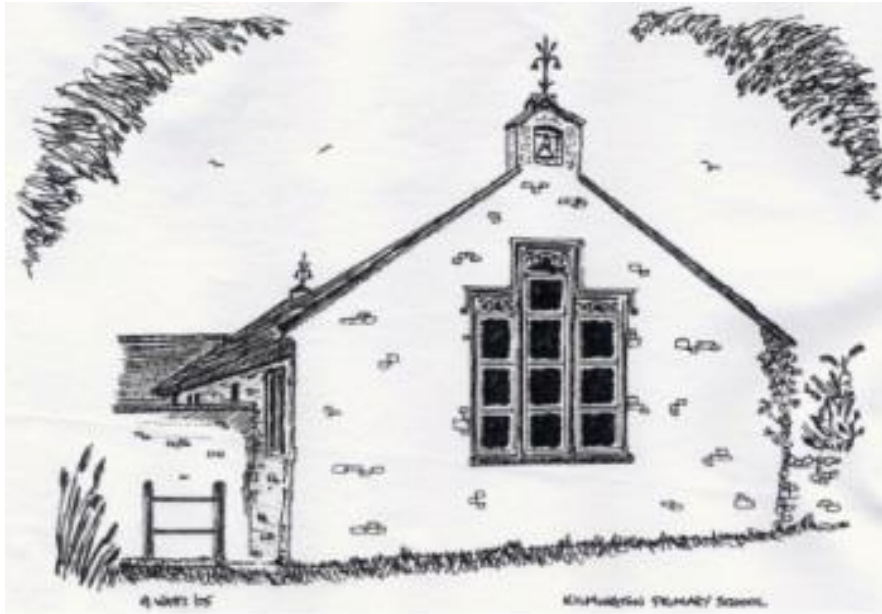


Kilmington Primary



Inspiring a love of reading

Our team at Kilmington Primary School are passionate about *'nurturing life-long learning'*. We believe that a love of reading will play a crucial role in supporting your child to become a life-long learner. Research has shown that reading for pleasure is a more powerful factor in life achievement than socio-economic background.

Sharing a book with your child can be a really lovely way to spend time together. Talking about pictures and discussing what might happen next really supports them to develop thinking skills. Even if your child is able to read independently there are still great benefits to reading and discussing stories together. Reading aloud to your child shows them that reading is a pleasure not a chore.

Audio books are also easily available online and through your local library. They can be great fun to listen to together. These books are read by brilliant performers who use dramatic expression and often create different voices for each character. At school we refer to reading with expression as 'prosody' and it is really important for supporting their comprehension of a story.

Some children may be more interested in non-fiction books, they may like to read magazines, or they might enjoy reading comics. It is important that children are encouraged to develop their own reading preferences if we want them to love reading.

Each class has received funding from the PTFA for some core texts. These are a range of 'reading for pleasure' books that their teacher has chosen specially for that age group. These will be available in the class library for your child to borrow so that you can enjoy them together at home.

Children of all ages benefit from having stories read to them. In school, the teachers read stories to the children every single day and this is a magical time. When we read aloud we can immerse them into stories that are too complex for them to read independently and we provide them with *"A passport to countless adventures."*

The Reading Journey at Kilmington

Stage 1

At the beginning of your child's reading journey they follow the Little Wandle synthetic phonics programme. They have daily lessons which build up their grapheme-phoneme correspondence. They read and spell words that contain the sounds that they have learnt, alongside tricky words which cannot yet be sounded out.

The children practise reading a book that is exactly matched to their current level in phonics with an adult in a small group. Reading practise happens three times a week: once to practise decoding; once to practise prosody (expression) and once for comprehension. The aim of having three sessions is to develop fluent reading. These books are then available for the child to read with confidence with a parent or carer in the weekly book clubs and can also be read outside school as an e-book.

Although your child may be beginning to read independently it is still really important to read aloud to your child at least once a day. Children will be encouraged to choose a book to share at home during our weekly book club. Please take time to record their reading journey in their reading record or in their core book passport. This could include the books you enjoy from home or the library too!



Stage 2

Once children have finished the phonics programme and can read decodable books independently, they will move onto our colour banded reading books. These follow on directly from the books in the Little Wandle programme. The colour banded books have been carefully written to expose the children to texts which increase in challenge. Children should be able to read these books with about 90% accuracy on their first read. If a book is too difficult it can cause frustration and will not support the child's progress.



Children will practise reading a book from their allocated colour band three times a week in school, with an adult regularly checking in to check their fluency and understanding. Children can bring their reading book home on a Friday. At this stage the children are still developing their reading fluency and they need support and guidance from an adult

These children are also able to access the class library on a Friday to choose a book to share at home – this can be reading it together or the adult reading to the child (eg at bedtime)

Stage 3

As the children start to read longer colour banded books, more of the individual reading will need to be done at home. It is still important that a child reads alongside an adult as there may still be mistakes with words and increasingly, new words that will need to have their meanings explained to the child. Children will continue to practise reading a book from their allocated colour band three times a week in school, with an adult regularly checking in to check their fluency and understanding.

These children will also be able to access the class library on a Friday and we still would highlight the importance of sharing books with an adult at home at this stage.

Stage 4

The colour banded books actually progress to a very high reading standard and it is only once we are confident that a child can fully understand these more complex texts that we will decide that they can choose their reading material independently. These reading books will be from a high quality selection that will be available in school, and will be directed by the teacher(s) to ensure that a range of styles and genres is included in each child's reading diet. Guided group reading will still take place in school, focusing on teaching particular skills. At this point we expect children to be reading independently for a minimum of twenty minutes at least four times a week, but ideally on a daily basis.



Top tips for reading aloud

- 1. All reading is good reading.** That includes books with commercial characters, comics, and nonfiction.
- 2. Find a comfortable space to read together.** The love of reading is built around our memories of sharing time together and hearing stories. Being in a cozy environment while reading will help create those loving connections.
- 3. Slow down.** It takes time to process what's happening on the page. You can pause on a page to look more closely at pictures before turning the page.
- 4. Ask and answer questions together.** If you come across a word or concept your child doesn't know, ask them what they think it means. And if you don't know, it's OK to say that! Explore unknowns together: these moments are opportunities to discuss the book and what is happening in connection to the world around us and capitalize on curiosity.
- 5. Be yourself.** You don't have to be an entertainer while you're reading a great book! This is especially true when reading one-on-one with a child. The bond already exists and the moment is special because it is your voice.
- 6. You don't have to finish a book.** Don't make reading a chore! Sometimes the best thing to do is to stop. If your audience is running around or not interested, come back to it later or ditch it entirely! You can even come back to it *much* later: revisiting stories at a later age can create an entirely new and wonderful experience.
- 7. Make reading aloud part of your routine.** This is especially valuable for our littlest ones, who crave structure for comfort and early learning. Make bedtime a good time for reading. Also, if children see *you* reading, you're modelling great reading behaviour that sets the foundation for future readership.

"Reading is the gateway for children that makes all other learning possible." – Barack Obama