

## Home Reading

Alongside the reading opportunities provided within school, reading at home plays a vital part in the development of a child's reading skills.

The texts that your child brings home are matched to their ability to apply both their word reading and their comprehension skills, and they will progress to the next level (book band) when their skills in both areas are secure.

The table to the right shows the progression through the book bands for a child that is meeting the expectations for their year group. It is important to note, however, that progression through the book bands is a journey, not a race. Every child is individual and teachers will move them through the bands at a pace that will allow them to deeply embed their skills before moving on. The book bands increase in difficulty with regards to their themes and ideas, as well as the words, therefore it can be detrimental to move a pupil to a higher book band before they are ready.

### How can I support my child with their reading at home?

- Find a quiet, relaxing place to read, away from distractions.
- Read for about 15 minutes; a regular short time of quality is better than a long session which happens only occasionally.
- Ask them why they chose the book. Talk about the cover, title, author, and make links to other books that are similar/different.
- Help them identify letters or groups of letters within words so that they can 'sound out' and blend unfamiliar words.
- Help them recognise words that they know and can read straight away by sight (without 'sounding out').
- Encourage them to reread and self correct when their reading does not make sense.
- Question them about the meanings of words. Don't assume that just because they can read a word that they also understand it.
- Encourage expressive reading by drawing attention to punctuation.
- Ask them questions relating to the 12 comprehension skills taught in school (please see separate sheet of suggested questions).
- Whenever you question them, encourage them to give reasons for their answers and opinions, and to find evidence in the text to support what they are saying.
- Remain positive and supportive at all times. Give lots of praise!

Book Band	Year Group
Lilac	Reception
Pink	
Red	
Yellow	Reception/ Year 1
Blue	Year 1
Green	
Orange	Year 1/ Year 2
Turquoise	Year 2
Purple	
Gold	
White	
Lime	Year 2/ Year 3
Copper	Year 3
Topaz	
Ruby	Year 4
Emerald	
Sapphire	
Free Reader	Year 5

# Reading at KCEPS



## A Guide For Parents



## The Reading Curriculum

The teaching of reading at KCEPS consists of 2 dimensions:

- word reading
- comprehension

Word reading involves both the 'sounding out' of unfamiliar words (decoding) and the speedy recognition of familiar words (sight recognition). These skills are taught through daily phonics sessions in Reception, Year 1 and Year 2. For more information on the teaching of phonics at KCEPS, please visit the school website.



Comprehension is the process by which words, sentences and the text as a whole are interpreted and understood, and connections made with prior knowledge. Through reading and discussing a range of stories, poems and non-fiction, pupils at KCEPS are taught 12 comprehension skills:

- 1) Understanding Words:** Working out what words mean in different sentences.
- 2) Finding Information:** Reading and searching text to find information.
- 3) Predicting:** Thinking about and deciding what will happen next.
- 4) Inferring:** Deciding what is most likely to be true, based on information in the text.
- 5) Concluding:** Making a decision (conclusion) about the meaning of information in a text.
- 6) Sequencing:** Putting things in the order in which they happened.
- 7) The Main Idea:** The one idea that links all other ideas together.
- 8) Summarising:** Presenting only the main idea and the most important points.
- 9) Fact or Opinion:** Deciding if what has been written is true or simply what the writer believes.
- 10) Similarities and Differences:** Looking for things that are alike or different and comparing them.
- 11) Point of View and Purpose:** The opinion expressed by a writer in a text and why it was written.
- 12) Cause and Effect:** Working out which event resulted in which consequence.

## How is reading taught at KCEPS?

We have recently developed the way that we teach reading at KCEPS to ensure that all pupils deeply embed the necessary word reading and comprehension skills. Reading is taught through:

### **Daily Phonics Sessions** (Reception—Year 2)

Sessions which focus on teaching the correspondence between the **phonemes** (sounds) of spoken language and the **graphemes** (letters) of written language.

### **English Units of Work** (Reception—Year 6)

Whole class shared reading and follow up reading/writing activities based around a focus text/genre. A range of comprehension skills may be covered during a unit of work.

### **Discrete Comprehension Lessons** (Year 1 Spring Term—Year 6)

A whole class session on a Monday whereby the comprehension 'skill of the week' is introduced, taught and practised.

### **Small Group Reading/Guided Reading Sessions** (Year 1 Spring Term—Year 6)

Group reading/discussion sessions with the class teacher or TA that involve no more than 6 pupils of similar reading ability. These sessions encourage further application of the comprehension skill of the week (and/or word reading skills where necessary) and happen once a week for every child; replacing 1-1 reading once a pupil's basic word reading skills are secure.

### **1-1 Reading** (All pupils in Reception/Year 1. Some pupils in Years 2–6)

With the class teacher or TA. 1-1 reading happens at least once a week for every child in Reception/Year 1 to support them with applying their word reading skills. 1-1 reading will continue in subsequent year groups if word reading skills are not secure by the end of Year 1.

### **Other Subjects** (Reception—Year 6)

Where reading and interpreting texts is used as a tool for the teaching and learning of other curriculum subjects.

### **Independent Reading** (Reception—Year 6)

Opportunities for pupils to select their own choice of text and read for pleasure and enjoyment.

### **Storytime/Class Text** (Reception—Year 6)

An opportunity for the class to hear, discuss and enjoy a text that is read aloud by the class teacher.