



Reading Reading Reading!

Together we give children the roots to grow and the wings to fly

Let's 'get back on the reading track!' New Year 2022

Reading colour band progression
Brown
Light
End of Year 2 expectation
White
Gold
Purple
End of Year 1 expectation
Turquoise
Orange
Green
Blue
End of Year 1 expectation
Yellow
Red
Late pink
Beginning pink



100 reads assembly gold book-worm badge.

150 reads Reading camp

200 reads a book-prize

And lots of reading track treats along the way.

As part of our school tracking we evaluate how much each child is reading at home each half term and although thankfully many children are reading lots at home, last term was our **lowest term ever** since 2009 of our children reading at home. We pride ourselves as being exemplary in our approach to teaching children how to read. We put huge amounts of effort into training our teaching staff appropriately, we spend vast amounts of money on reading resources, we prioritise reading above everything else, and use lots of incentives to motivate the children to read. We have special books per year group that go into the book corners that are specifically chosen, we link our school values to brilliant books, we give monster stickers and chocolates when children move up book band; we even converted a double-decker bus into a library as we know how important it is to develop a passion in children for reading! Please look at 'Reading at Pinewood' document on the website for more information.

We can teach your children the skills, but they will not leave us at the end of year 2 at the right level required to access the junior school curriculum without your help practising the skills we teach at home. We do not issue weekly homework as our policy is that we would like our families to prioritise reading. **Please, please can you help us and help your child by practising reading at home as much as possible starting today.**

This morning we had an assembly on reading, looking at why it is important and how we become good readers. We celebrated the fact that many children are racing through the track and as a result have made excellent progress in reading. We also showed them that the girls are reading far more than the boys and set a reading track challenge to encourage the boys to catch up! We wouldn't normally encourage such a boy girl challenge but for one week only it is worth a go. As you know I am a mum of 2 boys and am passionate about trying to motivate boys and to ensure teachers find a way to raise their attainment in schools. If they lag behind at primary school they will find it hard to catch up-the expectations for children at every age of school life are really high these days, the pace of education is speedy to say the least! Don't worry parents of girls! We are still encouraging them as much as possible of course, we just need to make sure the boys (not all but many) 'up' their reading. Anyway, you get my drift. It is so important.

We usually ask for at least 3 weekly reads (5-10 minutes long) but we really need to ask for 5 daily reads a week at present, especially if your child is far behind on the reading track. Your child should be 50+ on the reading track at this point of the year. Children have missed some education with Covid over the last 2 years and reading practise is more important than ever. Using older siblings to help is fine too. Talk to me or your class teacher if you need help with this. I am happy to talk through how to help your child learn to read if that would help and can offer individual child incentives for those of you who struggle with motivating your child. I'll do anything I can to help. We will let you know how our new drive is going over the next 2 weeks. Thanks for all your support as always. Ms Otter xx



Our Time To Enjoy Reading

Starting in January once a week a child who has made a real good effort to read with you at home in each class will be given the special

'Otter Time' suitcase to share with you at home. It will have a school favourite book to share inside appropriate to your child's year group, a biscuit, a hot chocolate and an otter to snuggle up with.

Please help us by engaging with this incentive with your child.



We have a 'Reading Track' in each class



**The more that you read,
The more things you will know
The more that you learn,
The more places you'll go.
-Dr. Seuss**

How to help your child with reading



Before the read

Ask them to remind you of things to do if they get stuck

Look at the picture for a clue

Sound it out (this may be the whole word or only the first few letters)

Read from the beginning of the sentence

Does it look/sound right

Skip the word and read on and then go back to it

Give a brief introduction to the book

This takes the 'bugs' out of the book and allows your child to have a successful first read and builds their confidence. This should only take a couple of minutes but is a very valuable exercise

Tell them the title and author (often titles are hard)

Go through the book and talk about the story and key phrases

Use the pictures to talk through the story and discuss any clues they give you

Point out character names and any other difficult words and their meanings

Reading

Your child doesn't need to read the whole book, just enough to get the idea of the story, then talk through the rest with them.

Let them hold the book, turn pages and point to the words (if they need to) themselves. If your child gets stuck on a word don't tell them straight away but ask "What can we do to work it out?" (see 'things to do if they get stuck' above)

The reading should sound smooth like talking. If reading is slow and stilted it is tricky for your child to gain meaning, and therefore enjoyment, from the text. Model reading the sentence to them so they hear how it should sound.

Allow your child to re-read the same book to gain fluency and confidence.

At the end of the read

Give 1 or 2 praises- *When you praise what they have done they know it is something they need to keep doing.*

I loved the way you noticed you said the wrong word there and corrected it yourself

I like the way you looked at the first few sounds of the long word to help you work it out

It was good when you re-read the sentence from the beginning as it helped you work out the word

I liked it because your reading sounded like talking

Ask questions about what they have read- (you can also do this during reading). From time to time once a week it would be helpful if you encourage your child to retell the story in their own words in terms of the beginning, middle and end. You could model this for them. It is such a valuable skill and the more practise they get the better children are at this. It doesn't have to be a totally full recount but should have the main facts in the right order.

Give 1 or 2 prompts- *feedback is powerful and will help your child to progress each time they read*

When you read this sentence you said the word _____. Then ask "Does that make sense?" See if they can spot what is wrong and correct the word.

You said "then" but how do we know it can't be? (look at sounds, picture, the whole word)

You read it like this.... (model how they read the sentence) How should it sound? Can they re-read the sentence with more expression?

Thank you for your support

Ms Otter

