



A caring learning community

## **Malvern Way Infant and Nursery School**

### **Independent Reading – What is the expectation?**

#### **A Quick Guide for Parents and Carers - October 2017**

We strongly believe that teaching children to read is one of the most important skills that they will ever learn. You as a parent/carer play an important role in supporting this process by ensuring your child has the opportunity to practise the skills they are taught in school on a daily basis by reading at home. This will ensure your child learns to apply their phonics and recognise their keywords more quickly. It will also support their understanding of what they read, and support them in moving from 'learning to read' to 'reading to learn.' When children are learning to read, the first time they read a book they will be focusing their skills on decoding words. **It is therefore vital that they read books more than once to gain meaning and understanding.**

Below is a guide that will meet the needs of most children. However, your child's class teacher may ask you to do something different with your child to support their reading development. Included is a guide to which book level is expected in terms of attainment for each year group. It is always important to remember that children must find their home reading easy. They should be reading these books at approximately 95% accuracy. If you have any concerns or questions about how you can support your child's progress in reading please speak to your child's class teacher or Mrs Linfield.

Please do not forget that your teacher and teaching assistant carry out 'Guided Reading' every day (in Year 1 and Year 2.) This means that they are both hearing your child read at least once every week. Reading is also taught during every other lesson of the day, but particularly in English and Phonics lessons.

Your teacher or teaching assistant will hear your child read their independent reading books approximately every fortnight in Reception and Year 1, and every three weeks in Year 2. They will make a brief comment in their Reading Record with notes to help you know what to work on next with your child.

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| <p><b><u>Lilac</u></b><br/>(picture books)<br/>1 book every 2 days<br/><b>RECEPTION</b></p>                         | <p>Share the book with your child, you may want to tell the story the first time that you read the book. The second time ask your child to tell the story, but you may need to add bits of description or action, or connecting words and phrases, such as “Later that day, Suddenly”</p>   |
| <p><b><u>Pink</u></b><br/>1 book every 2 days<br/><b>RECEPTION</b></p>  | <p>Ask your child to look through the book first. Talk about what is happening in the pictures or images. Ask your child to read to you, sounding out words and blending them together as necessary.<br/><b>Each book must be read at least twice.</b></p>  |
| <p><b><u>Red, Yellow</u></b><br/>1 book every 2 days<br/><b>RECEPTION</b></p>                                       | <p>Ask your child to look through the book first. Talk about what is happening in the pictures or images. Ask your child to read to you, sounding out words and blending them together as necessary. Your child will begin to recognise their keywords more readily.<br/><b>Each book must be read at least twice.</b></p>  |
| <p><b><u>Blue, Green, Orange.</u></b><br/>1 book every 2 days<br/><b>YEAR 1</b></p>                                 | <p>Your child should still look through a book first to see what it is about. Your child should read to you and be able to read with some fluency, recognising keywords and reading unknown words more quickly using a range of strategies.<br/><b>Each book must be read at least twice.</b></p>   |
| <p><b><u>Turquoise, Purple</u></b><br/>1 book every 2 days.<br/><br/><b>YEAR 1</b></p>                              | <p>Your child should still look through a book first to see what it is about. Your child should read to you and be able to read with fluency and expression, recognising keywords and reading unknown words more quickly using a range of strategies.<br/>As books become longer they may not be able to read a whole book in a session, but should recap what has been read before continuing the next day. Read each book once, unless your child wishes to read it again, <b>or has found it a more challenging read.</b><br/>Reading with your child should include lots of talking about what is happening, why and how, or what information is being learned.</p> |
| <p><b><u>Gold, White, Lime.</u></b><br/>15-20 minutes daily<br/>1 or 2 books every week.<br/><br/><b>YEAR 2</b></p> | <p>Children should read the blurb on the back of the book first to find out what the book is about.<br/>Reading with your child should include lots of talking about what is happening, why and how, or what information is being learned.<br/>Children will not be able to complete books so frequently and may only need to change books weekly.</p>  |

Strategies to use for reading:

- Phonics first (sound it out) – e.g. “d-ow-n” = “down”
- Break the word into chunks – e.g. play – ground = playground.
- Looking for words within words
- Miss the unknown word out and read to the end of the sentence, then go back to the unknown word.
- Use picture clues

It is always important to remember to encourage your child to listen to themselves and check that what they have read makes sense.

**Please write a comment and date in your Reading Record each time you read with your child.**