

Reading Home School Agreement

Why is reading so important to us and how do we make it a priority?

We want to promote a lifelong love of reading.

We want to involve parents and carers in their child's reading journey.

During the day, pupils are exposed to a wide range of different of books and reading activities. In lessons across the curriculum, pupils are encouraged to use their reading skills to support their learning and further their knowledge and understanding.

Reading books are matched to a child's word reading and comprehension level. As pupils develop further, we aim for their stages to increase, term upon term, year upon year.

We will expose children to a range of reading activities within school to motivate and enthuse their love of reading.

Who is responsible for the home-school reading books?

Pupils and parents are responsible for any books sent home. It is expected that all borrowed reading books will be returned to school once complete. If any books are damaged or lost, you will be sent a letter. It is expected that a payment will be made to the school of £5 so that a replacement can be purchased.

Which reading systems do we use?

We currently use the 'Sounds Write' scheme to support early reading and phonics.

Sounds Write is a highly structured, systematic synthetic phonics program. Sounds Write teaches students how the alphabetic code works. Fundamentally, it teaches children the key skills required to be effective readers and spellers.

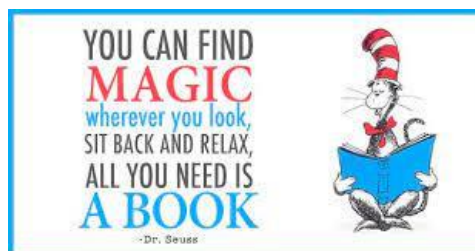
What we need to understand about learning to read is that it is not one skill; it is a complex of skills, conceptual knowledge and code knowledge. Children are biologically primed to learn the language that they speak but are not primed to learn the writing system of that language. We need to teach children the writing system *explicitly* and *systematically*.

Sounds Write starts with the skill that children learn naturally: the sounds of their own language.

Sounds Write then teaches that letters or combinations of letters are the ways in which we represent those sounds when we write.

The 3 skills Sounds Write teaches are:

1. Segmenting
2. Blending
3. Phoneme Manipulation



What am I expected to do at home to support my child?

In order to support the development of reading skills, pupils should be reading at least 5-times per week for a minimum of ten minutes. This will be monitored in school and children who have not read 5 times in a week will be invited to reading club to ensure they have met the school expectation. If a child is not reading enough at home, the class teacher will invite parents in to discuss what we can do as a school to support at home. Children will be sent home with 2 reading books every week; 1 phonics reading book and 1 other reading book. Rather than only hearing your child read, it would be very helpful if you could also ask questions about what has being read. Examples of these questions can be found below.

Questions for children when reading at home.

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



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Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



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Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? Why makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



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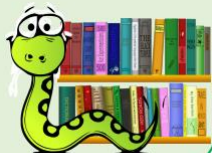
KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



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Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



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KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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Websites to support early reading

The Book Trust

<https://www.booktrust.org.uk/search/#!?type=Booklist&q=&cat=170&sortOption=Relevance&pageNo=1>

Oxford Owl

<https://home.oxfordowl.co.uk/>





Websites with recommended books for at home

<https://clpe.org.uk/books/booklists>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>

<https://schoolreadinglist.co.uk/resources/childrens-literature-awards/>

Why can't I skip my 10 minutes of reading tonight?

Student 'A' reads 20 minutes each day 3600 minutes in a school year	Student 'B' reads 10 minutes each day 1800 minutes in a school year	Student 'C' reads 5 minutes each day 900 minutes in a school year	Student 'D' reads for 1 minute each day. 180 minutes in a school year
1,800,000 words	900,000 words	282,000 words	8,000 words
			

By the end of Year 6, Student 'A' will have read for the equivalent of **60 whole school days**. Student 'C' will have read for only **12 school days**.

Which student would you expect to have a better vocabulary?

Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Parent/Carer(s)

Name(s):

Signature(s):

Date:

Thomas Eaton Primary Academy

Name: Mrs Nancy Irvine

Signature: 