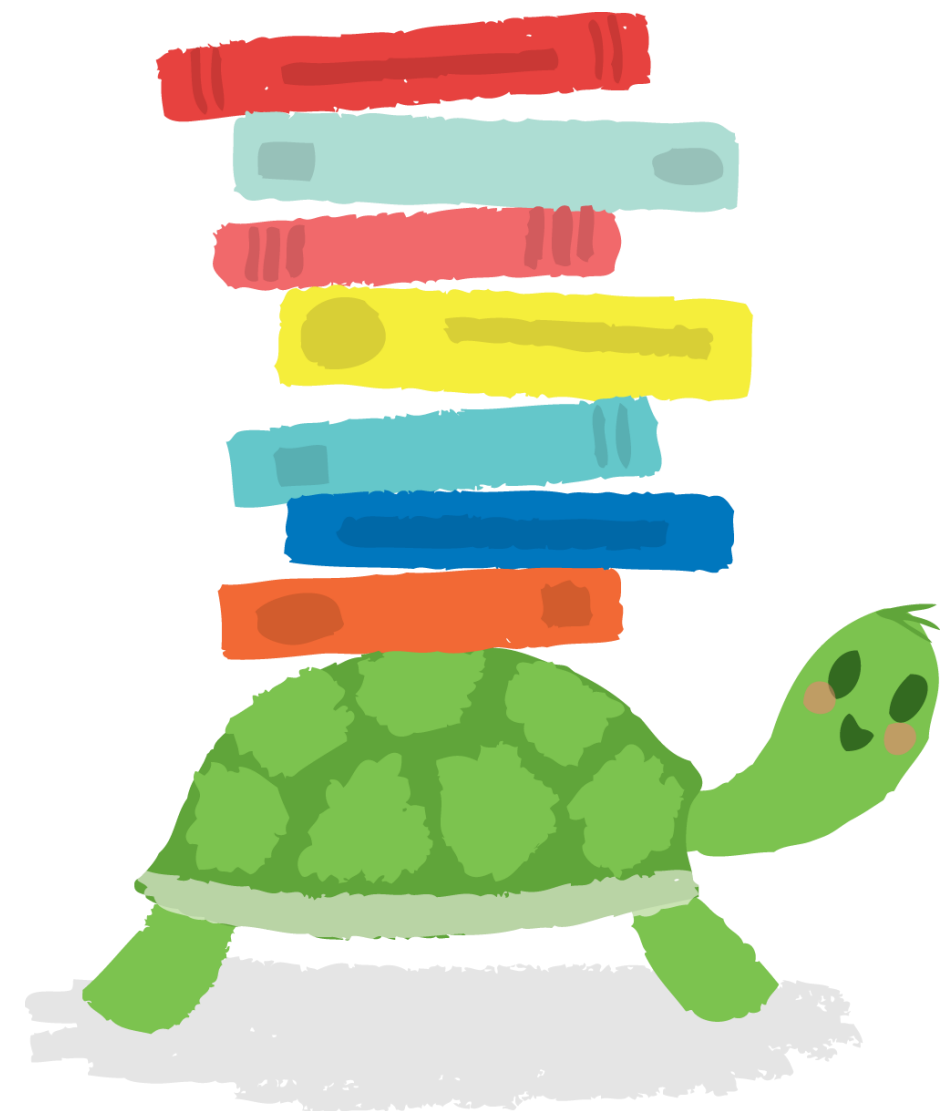




Reading at St. John's Priory School



We believe that a close partnership between home and school is essential for children to benefit most from their time at St John’s Priory School. The purpose of this booklet is to inform you of the school’s reading policy and to provide you with information which will enable you to support your child at home.

THE EARLY YEARS

READING IN THE EARLY YEARS

Listening to stories is an essential ingredient to our success in our Early Years department and it is one which is enjoyed by all of the children. Early reading skills begin as soon as the children enter into the Nursery. Through well-structured and planned communication, language and literacy activities, the children take part in a wide range of speaking and listening activities. These may be instigated by the teacher using a picture or prop as a prompt or through story sessions.

The children also have access to role play areas which encourage them to use the language heard through stories. The children begin using traditional story openings such as ‘once upon a time’ and begin to act out the stories they have heard.

PHONICS

The children at SJP are taught to read using the Jolly Phonics programme. Before even learning letter sounds and names, children are encouraged to recognise differences in musical sounds, rhythm, alliteration and rhyme. The Jolly Phonics approach is a child-centred, synthetic phonics approach which teaches the children the 5 key skills for reading and writing. The programme continues through school enabling the teaching of essential grammar, spelling and punctuation skills.

THE FIVE SKILLS TAUGHT THROUGH JOLLY PHONICS

- 1. **LEARNING THE LETTER SOUNDS:** Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.
- 2. **LEARNING LETTER FORMATION:** Using different multi-sensory methods, children learn how to form and write the letters.
- 3. **BLENDING:** Children are taught how to blend the sounds together to read and write new words.
- 4. **IDENTIFYING THE SOUNDS IN WORDS (SEGMENTING):** Listening for the sounds in words gives children the best start for improving spelling.
- 5. **TRICKY WORDS:** Tricky words have irregular spellings and children learn these separately.

Once the children are reading to begin Jolly Phonics, they will be introduced to two new sounds a week. The children quickly build their knowledge of sounds to enable them to begin reading and writing simple CVC words, for example, *sat, tip, sit, pin*

round	such	under	across	between	following
inside	near	outside	right	where	without
along	both	through	together	around	also
baby	balloon	great	sure	birthday	children
garden	happy	something	those	work	word
clothes	brother	heard	head	whole	eyes
father	friends	important	light	money	mother
paper	sister	small	white	sound	window

were	may	must	night	once	over
should	some	these	too	water	what
would	more	name	now	our	people
sister	take	took	very	way	where
your	Monday	Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday	day	week	January	February
March	April	May	June	July	August
September	October	November	December	month	year
one	two	three	four	five	six
seven	eight	nine	ten	eleven	twelve
thirteen	fourteen	fifteen	sixteen	seventeen	eighteen
nineteen	twenty	number	red	orange	green
blue	black	white	brown	pink	purple
grey					

Year 3 and 4

asked	began	being	can't	didn't	don't
found	gone	show	brought	change	does
goes	heard	told	used	might	think
coming	I'm	jumped	leave	opened	started
thought	watch	knew	know	stopped	tries
turned	walked	write	woken	ask	almost
before	during	every	first	morning	number
often	still	until	always	any	better
half	much	never	only	second	today
sometimes	suddenly	upon	while	year	young
above	below	different	high	other	place

PHONICS LESSONS IN THE EARLY YEARS

Phonics lessons follow a prescribed format in the Early Years. Children begin each lesson by revising the sounds they already know or have covered in previous sessions. They then move onto the teach section of the session where they learn a new sound. They will then begin to practice the sound by saying it aloud and writing it onto a whiteboard. Finally, they will apply their knowledge through blending and segmenting activities. In Reception, children will write dictated sentences onto whiteboards.

The phonics teaching will be consolidated through the child initiated and adult led activities in the classroom and the children will be encouraged to use their phonic knowledge independently when accessing the areas in the classroom.

STORY SACKS

Children receive a story sack each Tuesday to bring home. Story sacks include a book to share with your child and a range of activities and props for your child to complete at home.

WORD BOXES

Your child will be provided with a word box when they are beginning to develop their phonic knowledge. The word boxes provide the stepping stones between letters, words and books. The main function of the word boxes is to achieve greater fluency and provide practice in blending letters before the introduction of reading books.

We are encouraging the children to develop the skill of working out words, some children, with good visual memory, will be to read the words without saying the sounds.

Please encourage your child to **independently** sound out the word, once the words are read with confidence your child will be given the next set of words.

HIGH-FREQUENCY WORDS

Research shows that learning just 13 of the most frequently used words will enable children to read 25% of any text. Learning 100 high frequency words gives a beginner reader access to 50% of any text, whether a children's book or a newspaper report. Through Jolly Phonics, children are introduced to high frequency words and these, coupled with their developing phonic knowledge, allows their reading to progress. The list of keywords that your child will learn are listed at the back of this guide and are available from your child's teacher.

READING BOOKS

When your child is ready, they will begin to bring home reading books. Initially, these will be picture books for you to share with your child and discuss. The books will include prompt cards which will give you example questions to ask your child. The purpose of the picture books is to encourage discussion around the text.

They will then move onto books that they can read. These will contain words made up of sounds that should be familiar to them through their Jolly Phonics knowledge.

We suggest spending around 10 minutes a day reading with your child. It is best to choose a time when your child is not too tired from their day at school and a place where it is quiet and comfortable.



THE PREP SCHOOL

READING BOOKS

In the prep school, your child will continue to bring home reading books for you to share at home. The books are banded based on the difficulty of the words. The children will move through the bands as their reading progresses and we ensure children experience ‘breadth not depth’ within a band. It is important for the children to read a wide range of texts within a band to ensure they are reading fluently and have a good level of comprehension.

The reading bands used at SJP are as follows:

Book Band Colour	Equivalent National Curriculum Level
Pink	Working towards Level 1
Red	Working towards Level 1
Yellow	Working within Level 1
Blue	Working within Level 1
Green	Working towards Level 2
Orange	Working towards Level 2
Turquoise	Working within Level 2
Purple	Working within Level 2
Gold	Working towards Level 3
White	Working towards Level 3
Free Readers	Working within Level 3 and above

WHEN WILL BAND? MY CHILD MOVE UP A

For a child to be an effective reader, they need to not only read the words on the page, but also to understand what they have read. For this to happen, they need to read with 98% accuracy (that is 2 errors in every 100 words). They must be able to demonstrate secure use of the reading skills that have been taught and practised within each colour band. At SJP we will carefully monitor each child’s reading progress to ensure that they are being challenged at an appropriate level. We will use our professional judgement to decide when your child is ready to move to the next level of reading books.

High Frequency Words

Children should be able to read and spell the following words by the end of the school year.

Reception

I	go	come	want	up
you	day	was	look	are
the	of	we	this	dog
me	like	going	big	she
and	they	my	see	on
away	mum	at	it	play
no	yes	for	a	dad
can	he	am	all	is
cat	get	said	to	in



Year 1 and Year 2

has	had	an	as	bed	but
did	from	got	school	him	his
if	jump	not	of	want	one
little	there	do	off	could	put
than	that	them	then	us	when
low	new	about	another	because	by
can’t	down	half	home	just	live
after	back	been	called	first	have
house	last	made	again	ball	brother
came	don’t	good	her	how	laugh
make	many	much	next	old	out
seen	so	their	time	tree	who

QUESTIONS TO ASK YOUR CHILD WHEN READING AT HOME

Year 3-6

Before reading the book:

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book? What does the blurb tell us?

Whilst reading the book:

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text which supports your view.

At the end of the book:



- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

Website Recommendations

www.lovereadings4kids.co.uk

(book suggestions by age range)

www.oxfordowl.co.uk

(helpful tips and activities to do with your child at home. 250 free tablet-friendly eBooks to download)

www.booktrust.org.uk

(sign up to the children's book club to write book reviews and read recommendations)

READING AT SCHOOL

Your child will be listened on a 1:1 basis by an adult in school at least once a week. The adult who hears them read will make a comment in their reading journal so you know how they have got on. Reading books will be changed on a regular basis to ensure children are being continually challenged. Children have opportunities throughout the day to read independently and are encouraged to share their thoughts on books they have read during lessons. Year 1 and 2 will have a story read to them everyday and in Year 3-6 the children will have a class novel that will last for a number of weeks. This will allow children to discuss, predict and analyse one text over a period of weeks.

GUIDED READING

Guided reading sessions happen from Year 1-6 on a weekly basis. This is an opportunity for teachers to work with a small group of children to analyse a text in detail, making sure each child is reading fluently and has good understanding of what is happening in a text. The teacher will choose a text which is appropriate to the level the group of children is at. Teachers work with the children to retrieve information from the text. Children are encouraged to develop:

- **Inference:** This is sometimes called 'reading between the lines'. Children are encouraged to make a judgement about a character or a situation by looking at the language used. For example: *what makes you think the man on the boat is a sinister character?*
- **Deduction:** This is sometimes called 'reading beyond the lines.' This means using the information you have read to come to your own conclusions. For example: *Think about the man on the boat. What job do you think he does? Who do you think he is? What do you think he is doing?*
- **Prediction:** This is encouraging the child to think about what might happen next based on what they have already read.

READING RECORDS

We aim to work in partnership with parents in teaching children to read. Your child has a reading journal which is provided by school. When you read with you child, it is helpful for you to make a comment in the journal on the book read, the number of pages read and how well they got on with the book. As the children move through the prep school (by Year 4), they begin to take ownership of their own reading journal and make their own comments about the books they read. These are monitored on a weekly basis by their teacher to ensure they are reading frequently at home and reflecting upon this. Children in the prep school may be set reading journal activities to complete. Activities are designed to encourage the children to engage more deeply and creatively with the texts they read and may include: drawing a timeline of the events in the story; writing a newspaper report of the story; designing a new front cover for the book or writing an alternative ending.



READING AT HOME

Reading is life skill and it is something that children should be encouraged to do at home as well as at school. Experts in child literary are unanimous in their belief that parents should read with their children at home. The power of a parent-child bond has a positive effect on a child’s attitude towards reading and their ability to read. Try the suggestions below to help make reading with your child both a pleasure *and* a learning experience.

Use sound strategies to tackle a new word

- Ask your child to sound out an unknown word using their phonic knowledge. Look at the letters in a difficult word and have your child pronounce each sound, or phoneme. Then see if they can blend the sounds together to pronounce the word.
- Help them memorise irregular words. Explain that words like *where*, *hour*, or *sign* are hard to sound out since they don't follow normal sound patterns. Point these words out when you're reading to help your child learn to recognise them on their own.
- Use suffixes, prefixes, and root words. If your child knows the word *day*, guide them to define new words like *yesterday* or *daily*. Similarly, if they knows what *pre-* means, it's easy to learn new words like *prepare* or *preschool*.

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Use the story to help your child learn

- Ask your child what word or idea would make sense in the plot of the story when they get stuck on an unfamiliar word.
- Encourage your child to look at illustrations, pictures, titles, or graphs to figure out the meaning of new words.
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Give support and encouragement

- Challenge your child to figure out new words, but always supply the word before they become frustrated.
- After your child has read a story, reread it aloud yourself so that they can enjoy it without interruption.

Be a good role model Let your child see you reading and share your excitement when you enjoy a great book of your own.

Make reading a priority Whether it's 10 minutes every night before bed or an hour every Sunday morning, it helps to set aside a specific time for reading. This kind of special "together time" can go a long way toward getting your child interested in books.

Create the right atmosphere Find a quiet comfortable place to listen to your child read. While you don't need to build a special reading space, it helps to ensure that, even in a busy home, there's a quiet place for reading.

Make reading fun Children may not get excited about the idea of quiet time spent curled up on the couch. Why not make it fun by turning reading sessions into impromptu theatre performances? Play around with funny voices to impersonate animals or unusual characters in stories. Your child will learn to think of reading as fun rather than work.

Keep reading aloud to your child Don't stop reading aloud to your child once they learn to read by themselves. When you read to your child, you let your child enjoy books that are beyond their independent reading level and build their vocabulary by exposing them to new words. Reading aloud is also a chance for you to model reading smoothly and with expression.

Introduce new books It may sometimes seem like your child is only interested in reading books by particular authors or specific genres. While it may seem like these are the only books your child wants to read, it's important to remember that there are millions of books that will suit your child's interests and capture their imagination.

Vary the text types It is important that your child is accessing a varied diet of text types. This may be through newspapers, magazines, non-fiction books, letters, instructions, charts, signs...this list goes on!



QUESTIONS TO ASK YOUR CHILD WHEN READING AT HOME

EARLY YEARS

Before reading the book:

- Can you point to the title?
- What do you think this story will be about? What might happen in the story?
- Who is in the story?

Whilst reading the book:

- What is happening here?
- What is _____ doing?
- What might happen next?
- How do you think the story will end?
- Is _____ nice/friendly/mean?
- What does _____ mean? (to check understanding of words)

At the end of the book:

- Did you like the book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did the character do _____? (give an event from the story)
- Can you tell me what happened in the story?



YEAR 1 AND YEAR 2

Before reading the book:

- Can you point to the title?
- What do you think this story will be about? What might happen in the story?
- What do we call the writing on the back of the book? What does the blurb tell us?

Whilst reading the book:

- What is happening in the pictures?
- What has happened so far? Is it what you expected to happen?
- What might happen next? How do you think the story might end?
- What _____ nice/friendly/mean ? What sort of character is _____?

At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was _____?
- Why did that character do _____(give a situation/ event from the story)?
- What happened in the story?

