



Reading at Bratton Primary School



DEVELOPING A LOVE OF READING IN ALL OF OUR CHILDREN...

Reading ethos at Bratton Primary School

As we have stated previously, improving all our children's love of reading is a core focus of our school and so we are continuing to invest in and develop the library as part of our desire to make Bratton Primary an outstanding reading school, with the school timetable also being altered to better facilitate focussed guided reading being delivered consistently across the school. All of your children will now have had their individual reading re-assessed and been re-assigned a reading level/stage on the Oxford Reading Tree scheme that we use in school, with some older pupils being free readers.

In line with the national curriculum and the updated challenge within, the Oxford scheme now goes up to level 20. When reading, we are keen that children work on developing not only their independent word recognition and core reading skills, but also their comprehension and in this regard we continue to establish a twofold approach, both consolidating skills and improving comprehension, through

exposure to richer texts. As an illustration: this may mean that we assess your child as being on level 8, so they will bring a book from that level to read to you, but we may also send them home with a level 11 or 12, or equivalent, book for you to read to/with them. This means they will be consolidating their skills, at their current independent level, whilst also listening to and exploring richer texts with you, extending comprehension skills. We are also keen to stress that reading to and with an adult, then discussing books, is *essential* for reading development in *all* year groups.

This development of not only word reading, but of comprehension and interpretation skills is essential, so we are keen to emphasise that the time and support dedicated at home to the act of reading is fantastic, however, *please do try to ensure there is time set aside for discussing what has been read and for children to talk about their reading.*



Useful websites:

- <http://www.wordsforlife.org.uk/>
- <https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/>
- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/find-a-book>
- <https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/>
- <https://www.oxfordowl.co.uk/for-home/at-school/reading-at-primary-school/>
- <https://www.lovereadings4kids.co.uk/book-awards/uk8/UKLA-Book-Awards-2018.html>
- <https://libraries.wiltshire.gov.uk/web/arena>

Reading impacts all learning...

Research from the National Literacy Trust and the Institute of Education shows that children who read for pleasure are not only better at English but are also better at maths and reading for pleasure therefore develops a predisposition not just to literature, but to the sort of lifelong learning that allows for increased social mobility.

Questions that may be useful when reading with your children:

We have included some questions below as examples of starting points that may help further promote this depth of reading discussion and encourage richer, more engaged responses to what the children have been reading:

- *What did you like? ...Why/ why not?*
- *What have you found out? ...Tell me more about that!*
- *Wow! Show me...*
- *Really?!*
- *What do you think will happen?*
- *What can you find out about from that?*
- *This bit reminds me of....*
- *What do you think?*
- *How do you feel about...?*
- *Can you explain that to me?*
- *Do you agree with that opinion?*
- *Do you like the bit where...?*

- *I wonder if...?*
- *I would hate that to happen to me – would you?*
- *I wonder why the writer has done that?*
- *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.*
- *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, and happiest? 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?*

Range of reading...

All reading experiences can be enriching for children, from magazines, books, comics, graphic novels, be that on paper or in electronic eBooks. In addition, further word play opportunities can be very empowering for children, sparking discussion, but also widening their linguistic palette and exposure to new sentence structures and new ideas. Games such as those below (and many others) are a fantastic chance to explore these areas of learning in a different way:

- *I Spy with my little eye...Something beginning with...Something ending with...Something with ... in the middle!*
- *Hangman*
- *Boggle*
- *Scrabble*
- *Upwords*
- *Bananagrams*
- *Wordsearches and Crosswords (for children)*

Thank you again for your continued support and the valuable time you are putting into reading at home, as we do greatly value the link between school and home in progressing and supporting the children's learning and can see that impact in class. Improving reading is very much a shared process between school and home and the information above is not exhaustive, nor is it intended to be prescriptive or come across as didactic. If you would like any more support, advice and suggestions or would like to discuss your child's reading further then please do not hesitate to make contact with your child's class teacher.

The only thing you absolutely have to know is the location of the library – Albert Einstein

A book is not only a friend, it makes friends for you. When you have possessed a book with mind and spirit, you are enriched. But when you pass it on you are enriched threefold – Henry Miller