



Hello and Happy New School Year! Let's hope it's a happy and safe one for all of us. Here is an update on how reading is taught at Great Crosby.

How the lending of books works:

Phonetically decodable books. An adult in school will read a phonetically decodable reading book with your child approximately three times a week. The book will be placed in your child's school bag/ book wallet on a Tuesday and must be put back in their book bag every day, so class teachers can read it with them in school. You can keep the book until Monday, when it will be collected in by school. The reading session will focus on a different skill each time— session one, decoding; session two, fluency and expression; session three, comprehension.

Class libraries. In the classroom, we have well stocked class libraries. These provide a range of books— non-fiction, fiction, rhyme and poetry. The children choose their own book from this library and take them in and out of school each day. The element of choice is a really important part of the reading process, allowing children to develop preferences. This book should be shared with your child each night. By sharing, we mean that an adult, or an older sibling, should read the book to the child and involve them in the book by asking questions, looking at the pictures etc, not necessarily the child reading it independently. Sharing a book with an adult is also an essential part of the reading process and allows a child to understand intonation, fluency, stopping at punctuation, characterisation, plot etc. The class libraries have been designed to encourage children to read a range of texts and a range of different authors, so we really would encourage children to choose books from school. THE BOOK WALLET/SCHOOL BAG, WITH ALL SCHOOL BOOKS IN IT, SHOULD COME IN AND OUT OF SCHOOL EACH DAY.

Reading mastery. Reading Mastery is an essential part of the reading process at Great Crosby. Reading Mastery starts in year one in the Summer term. This is where children share the same extract or text for a week and study important reading skills such as summarising, prediction, using what they know already about a subject or a setting (prior knowledge), retrieving information (where the answer can be found in the text) and inferring meaning (where the children have to think about what they know about the text in order to answer questions, because the answer isn't directly there.)

Home school reading diary. Your child will have a reading diary in their book wallet. This is so that we can keep track of what your child is reading, and how they are reading, at home. Please write a comment in the reading diary when your child has read. Your child is also very welcome to write a comment as well. Your child's class teacher will read what you've written will occasionally tick or comment.

Reading for pleasure. A whole host of things come in to this. At the start of every school year, we try really hard to set up an environment which encourages children to want to read, choose books and develop preferences. Older children may have a book they have at home that they would like to read in school. This is absolutely fine, and should be brought in and out of school on a daily basis. We encourage children to explore the new authors in our class libraries though, as the books have been carefully selected to introduce children to new material.

The Department for Education have issued some support for parents when reading with their children. Some of the ideas apply to older, more confident readers as well as early readers. Please find the advice attached below. We've added some advice of our own to the suggestions too:

How to read a story to your child -If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child. On the first reading:

- Make reading aloud feel like a treat. Make it a special, quiet time and cuddle up so you can both see the book. Set a routine for when to read.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story, or chapter if it's a longer book, the first time without stopping too much. Use different voices and intonation. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't either. Read favourite stories over and over again.
- Read your own book, magazine, newspaper etc in front of your child. This shows that you get pleasure from reading. Talk about what you've been reading, to your child.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.