

Reading At The Bishops' C of E and RC Primary School



A guide to developing fluency,
comprehension and a love of reading
in
Foundation Stage and Key Stage 1

“Extensive research proves that children who read for pleasure will gain advantages that last their whole lives.”

Michael Rosen

At the Bishops' we value reading for pleasure as well as purpose. Books provide us all with a chance to escape into a different world, grow our understanding of a particular interest and rest from other pressures. As such we encourage children on occasions to read for pleasure and NOT be questioned every time they read to or with an adult.

Reading to your child

All children love being read to! Keep reading to your child as they get older and develop as a reader – they will always enjoy this! This time spent 1:1 with children doesn't have to be long but is highly beneficial to developing many different skills. Many of our children rate it as one of their favourite things to do with their parents/carers. Research shows that children enjoy being cosy and comfortable when reading.

Reading to your child allows you to share more challenging texts and develop their vocabulary and understanding.

Bedtime stories are so important and children really do value this special time – the benefits are endless!

Comprehension

Understanding what we have read is essential to our enjoyment of reading along with developing our understanding of the world around us and the vocabulary people use. We are committed to developing comprehension alongside fluency. We have provided you with some questions (see below) that aim to assist you in developing your child's understanding, and engagement with, the text.

Pictures

Pictures help all children to learn to read - they are crucial for developing reading skills and comprehension. They also help children to love books! Pictures should be seen as an integral part to developing discussion and understanding of text. Don't cover up pictures – embrace them! A fantastic way of using pictures is to get children to re-tell a story using only the pictures.

Questions to develop comprehension:

This is by no means an exhaustive list. When listening to your child read you could select some of these to focus on. This focus can then be reflected in your comment in the reading record.

Ensure that your child is willing to read. Don't force them to read – reading should be enjoyable.

Before reading:

- Looking at the title, cover, illustrations what do you think this book is about? What will happen in this book? How do you know?
- Why did you choose this book?
- Can you find the author/illustrator? What does the author/illustrator do?
- Which characters can you see on the cover? What kind of character are they?
- Are you looking forward to reading this book? Why?

During reading:

- How is the character feeling? How can you tell?
- Why is the character feeling like that?
- What do you think is happening here?
- Look closely at the picture – what can you see?
- What is the contents page/index used for? Can you use it to find....?
- What do you think will happen next?
- Where is the story set? Have you ever been there?
- What does _____ mean? (Develop vocabulary)
- Why did the author use a question mark/exclamation mark/capital letters/commas? What effect does this have?
- What kind of voice is the character using?
- Has this ever happened to you – when/why?

After reading:

- Were your predictions correct?

- What kind of book was this? (eg. genre - funny, action etc)
- If there was a problem, was it solved? How did the character try to solve it?
- Did you enjoy the book? Why?
- Why was the book called...?
- Which was your favourite part and why? (use evidence from the book)
- If you could change one part of the story what would you change and why?
- Who would you recommend this book to? Why?
- Does this book remind you of another book you have read? How are they similar/different?
- Can you re-tell the story using your own words?

Writing in the Reading Record

The reading record provides a useful link between school and home, enabling us all – including your child – to celebrate successes with their reading, share the areas discussed in each reading session and see the variety of material your child is reading. You may like to add the books you have read together as well.

Below, you will find some examples of comments you could write in the reading record. These are only examples – you do not need to use them.

- Lucy enjoyed this story and was able to say her favourite part.
- Mark showed good comprehension by answering all the questions that I asked.
- Peter used the front cover of the book to predict what would happen in the story and find the author's name.
- Sam was able to talk about the characters within the story and changed her voice when reading the speech bubbles.
- Kate talked about where the story was set (eg. the circus) and told me about when she went to the circus.
- Daniel used the contents page to find the page he wanted.
- Rebecca used her phonics to sound out the words chip, shop and feet – she put her finger on the digraphs within each word.
- Thomas found an exclamation mark – we discussed what this was and why the author used it.
- Ben muddled 'b' and 'd' today – we will have another practise tomorrow!
- Liz used the pictures to help her re-tell the story.
- Anna predicted the end of the story correctly.
- Peter found this a challenging read so we told the story using the pictures.
- Janet learnt some new words when reading this book. We looked up these new words in the dictionary too.

A healthy reading diet

Everybody has their favourite author or genre but it is important that children have a varied reading diet to develop as rounded readers. We try to encourage children to read broadly and may suggest books if they are struggling to find something different to read.

All children should be reading a variety of:

- Poetry
- Non-fiction
- Using encyclopaedias, dictionaries, thesaurus'
- A range of fiction:
 - Classic books
 - Fantasy/Science fiction
 - Stories set in other countries or different time periods
 - Stories from everyday settings
 - Myths/legends
 - Traditional stories/Fairy tales
- Newspapers (E.g. First News, Newsround website), magazines, comics
- Audio books are a fantastic resource and open up a world of books to reluctant readers or those who would struggle to read the book independently.

Below, you will find a few reading suggestions for different year groups (please note these are suggestions and not a list to be worked through!):

The following website may also be helpful in finding a new title:
<http://www.booktrust.org.uk/books/children/#/d/books/bookfinder/>

Foundation Stage/Year 1:

Where's My Teddy	Jez Alborough
The Gruffalo	Julia Donaldson
A Squash and a Squeeze	Julia Donaldson
The Owl and the Pussy Cat	Edward Lear
Amazing Grace	Mary Hoffman
The Very Hungry Caterpillar	Eric Carle
The Tale of Peter Rabbit	Beatrix Potter
We're Going on a Bear Hunt	Helen Oxenbury
Owl Babies	Martin Waddell and Patrick Benson
Where the Wild Things Are	Maurice Sendak
There Was an Old Lady Who Swallowed a Fly	Pam Adams
Handa's Surprise	Eileen Browne
I Will Never Eat a Tomato	Lauren Child
The Owl Who Was Afraid of the Dark	Jill Tomlinson
The Rainbow Fish	Marcus Pfister
The Princess and the Pea	Minnie Grey
The Gigantic Turnip	Aleksei Tolstoy
Funnybones	Allan Ahlberg
The True Story of the Three Little Pigs	Jin Scieszka
The Jolly Postman	Allan Ahlberg

Year 2:

The Car Who Lost His Purr	Michelle Coxon
Mr Wolf's Pancakes	Jan Fearnley
The Adventures of Captain Underpants	Dav Pilkey
George's Marvellous Medicine	Roald Dahl
Peter and the Wolf	Ian Beck
Horrid Henry's Underpants	Francesca Simon
Princess Smartypants	Barbara Cole
Oops	Colin McNaughton
Funny Frank	Dick King Smith
The Magic Finger	Roald Dahl

“Reading opens up new worlds of imagination, knowledge and fun!”

Mr Waters