



Reading at Botley Primary School

How do we teach reading at Botley Primary School?

At Botley School, we combine daily phonics teaching with group, 1:1 and whole class reading, with time for the children to independently apply skills they have learnt.

We teach comprehension skills across a variety of texts, including our writing driver texts. For example, we might retell the story, make predictions about a character or plot, talk about the effect of vocabulary on the reader and compare characters/settings etc. to other texts we have read.

We assess the children continually in reading. You child will move up the book band colours at their own pace. We recognise that each child is an individual and therefore not all children will be reading at the same level. It is not helpful to compare your child's book band to another child. Please also be aware that moving up a book band is not based purely on whether the child can accurately read the words. There are many other aspects taken into consideration when assessing a child's book band colour. For example:

- Fluency
- Expression
- Tricky word recognition
- Phonic sound recognition
- Self-correction
- Understanding and comprehension of what has been read

Please trust your child's teacher – they know your child and their ability in reading well! If the teacher has any concerns, they will raise them with you.

What is your role as the parent?

We expect reading learning to be carried on at home. Take time to sit and read with your child! This only needs to be 5 -10 minutes per day but should be quiet, quality time where possible. We would encourage children to be reading every day, but ideally at least 4 x per week. It is important for your child to read to you, but also for you to read to your child. When they are being read to, children can see good reading behaviours modelled to them (for example, how to hold the book correctly, how to read fluently). We also encourage you to talk to your child about what you are reading together, help them build their confidence and most importantly, be positive!

When you are reading with your child, they will be practising and applying the skills they are learning in school. Some strategies you may see them employing are:

- Looking at the picture for clues (perfectly acceptable and a good visual clue!)
- Sounding it out (using segmenting and blending of phonics sounds (e.g. ch – a – t)
- Chunking it up (splitting word into smaller sections to make it easier to sound out (e.g. m-i-d/n-igh-t)
- Try a different vowel sound (e.g. 'i' in 'find')
- Checking for sense (actually listening to what they are reading and realising when it doesn't sound quite right) and self-correcting

Ideas for Comments to Write in Reading Records

Listed below are some comments which may help you when writing in your child's reading record to describe how your child has read to you at home. The statements below are just a guide; please feel free to alter the wording and write what best suits your experiences.

Word skills	Comprehension skills	Attitude and interest
<ul style="list-style-type: none"> • Read all the words correctly. • Read familiar words independently • Found some words difficult. • Tried hard to work out new words. • Worked out new words by sounding them out and blending. • Needs to practice again to reinforce the words. • Was able to work out new words using the pictures to help. • Used the picture cues and the first sound of a word to work out words • Self-corrected own errors independently. • Read the book fluently. • Reading is sounding robotic and stilted. • He/she made a number of errors because he/she was not looking carefully enough. • Able to read the book with lots of help. 	<ul style="list-style-type: none"> • Understood the story well. • Good discussion about events in the story. • Retold the story in detail. • Able to predict what might happen next. • Could talk about the story confidently. • Could identify the characters in the book. • Answered questions about the content of the book. • Needs to read again to improve understanding. • Used the pictures to help with their understanding. • Needed lots of help to understand the main events. • Did not understand what they read. 	<ul style="list-style-type: none"> • Was excited and motivated to read. • Enjoyed the story because • Fantastic expression. • Would benefit from reading the book again to improve fluency. • Has learnt all about..... and could explain in own words. • Struggled to concentrate. • Was reluctant to read tonight. • Found the book too hard to read.

If reading becomes difficult at home:

Reading must be enjoyed to gain maximum benefit. It is important that your child reads every day, but if they are reluctant to do so:

- Avoid confrontation.
- Offer alternative reading material e.g. internet access, magazines that the children have an interest in (non-fiction sometimes appeals more than fiction), an old and familiar book.
- Encourage reading at different times of the day or week.
- Borrow audiobooks from the library or listen online to encourage a love of language e.g. listen to audiobooks on journeys, at bedtime
- etc.
- Share reading activities and interact with the text together e.g. work together on the internet to explore a football team website etc.