

A spotlight on Reading at St Aldhelm's

It has been wonderful to see so many families joining us for our Welcome Meetings and Reading Learning Showcase.

We have been updating the reading section of our website and so if you would like any more information then please click on the image to take you straight to the webpage.



Reading Volunteers

The Reading Framework, a new Department for Education document, advocates the importance of children reading lots, reading widely across all areas of the curriculum and in all lessons. The framework calls this, "putting in the reading miles" and also recognises that it is experience that will lead to proficiency in reading - as vocabulary and background knowledge improve, so does comprehension. These are all principles that we fully embrace at St Aldhelm's and one of the ways that we support children to put in the reading miles is through our wonderful reading volunteers hearing children read. This is a very valuable role and one that the children and staff at St Aldhelm's really appreciate. If you, or a family relative, are able to offer an hour or even an afternoon to support reading in our school, then please speak to Mrs Phillips or let the school office know.



As well as our reading in school to build fluency and comprehension, another of the ways that children put in the reading miles is with our school expectation that children should read and respond at least four times a week at home, with children in Robins, Nightingales and Magpies also enjoying a sharing book with an adult.

What should I write in my child's reading record?

For children in Robins, Nightingales and Magpies who are reading phonic books, over the course of the 4 reads you could work on different skills and comment on these. A suggested format might be:

Read 1: comment on the use of phonics

Read 2: comment on the fluency and prosody (expression)

Read 3: comment on the comprehension skills which show understanding of the book

With the fourth read, working on whichever skill your child would benefit from the most.

Read 1- use of phonics	Read 2 - fluency and prosody
<ul style="list-style-type: none"> Stopped to sound out... They read most of the words fluently except... They struggled to segment and blend... Identified (a grapheme i.e. oi) Identified (a common exception word) independently Self-corrected the word... Read the whole books accurately and confidently 	<ul style="list-style-type: none"> Paused at the full stops. They gave the characters different voices. They knew which word to give expression because of the exclamation mark! Read the book at a faster pace this time. Knew when to pause in the story to add effect. Used really good spoken expression.

