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 Journey

through St Aldhelm's

Reading is the magic key that takes

Reading Volunteers

The Reading Framework, a new Department for Education document, advokes 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 you child would benefit from the most.

Read 1- use of phonics	Read 2 — fluency and prosody
Stopped to sound out	Paused at the full stops.
 They read most of the words fluently 	They gave the characters different voices.
except	They knew which word to give expression
They struggled to segment and blend	because of the exclamation mark!
• Identified (a grapheme i.e. oi)	Read the book at a faster pace this time.
 Identified (a common exception word) 	Knew when to pause in the story to add
independently	effect.
Self-corrected the word	Used really good spoken expression.
 Read the whole books accurately and 	
confidently	

Read 3 - comprehension Summary comment for weekly sharing book reads We shared the book together before We had a good discussion about the events in the story. bedtime. They were able to talk about how the We talked about other books we had read characters were feeling and why. by this author. They noticed this was similar to another Retold the story in the correct order. They were able to answer lots of my story because. They predicted what might happen based questions about what was happening. on the picture on the front cover and the Able to predict what happened next. Talked about what the character was like They wanted to retell the story in their using clues (such as brave or clever) own words by looking at the illustration. Talked about how they would do things

Their favourite part was...

For children in Owls, Kingfishers and Falcons, there will be greater focus on comprehension using the VIPERS skills displayed in the front of the Reading Record but some of the comments might be based around the word reading itself such as self-correction or use of phonics for unusual words such as names as well as fluency and prosody.

Please look after our books

differently.

You will, I'm sure, be aware that budgets in school are tighter than ever. Last year, the school invested over £3000 in new phonic books to support high quality reading in our school. Sadly, we have noticed that some of our books are being damaged and therefore we will need to charge families for damaged books. We only have a few copies of each of our carefully sequenced books and if one is damaged this impacts on the flow of the children's book choices. PLEASE keep reading books in a separate book bag (or plastic wallet) and never place water bottles or snacks in with books.

