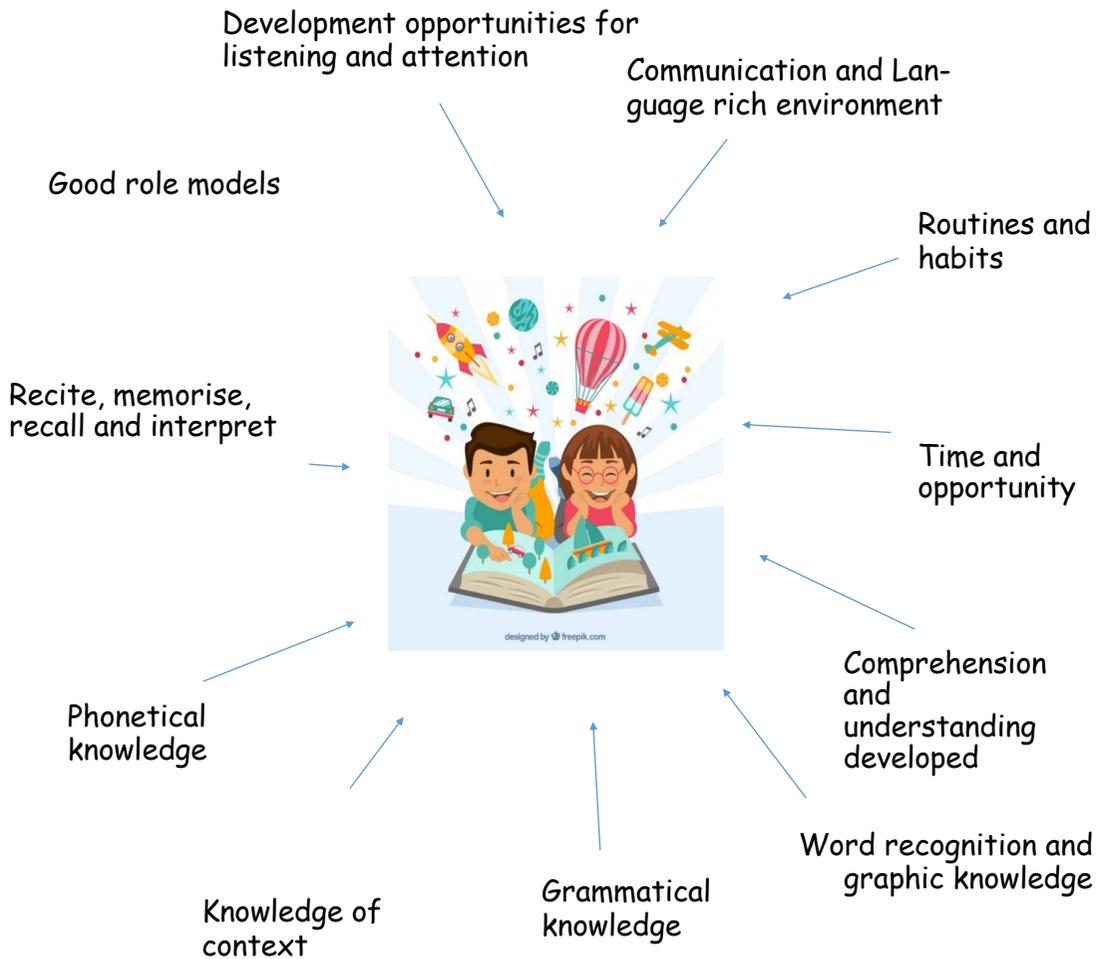


How children learn to read

Learning is complex; it begins at birth and continues throughout life. Parents are the first teachers and role models for their children, and therefore have a strong influence on their learning. Yet, studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning (DCSF, 2007).



What we do at Reedham Primary School

We model reading for pleasure

We use Little Wandle phonics scheme to support early reading

D.E.A.R (Drop Everything And Read)

—Everyday for 15 minutes children read

Paired reading scheme

—Year 1/2 & 5 children are paired in 1:1 reading sessions

Guided Reading

—teacher led group reading sessions to support skills

1:1 reading interventions

Class story books

Skills needed to achieve expected for SATS reading assessment

The SATS reading assessment includes the following kinds of questions:

Vocabulary

Retrieval

Summarising

Inference

Prediction

Compare, contrast and comment

Author choice

These questions measure the skills the children have learned throughout KS1 and KS2. We explicitly teach these skills during guided reading sessions but you can help at home by orally questioning children about the book they are reading - this is called Dialogic reading.

Top tips to encourage reluctant readers



If they don't want to read, find out why
Look for books based on movies and computer games
Don't be fussy about what they read
Try some quick reads
Model it and discuss it
Visit the library
Create cosy places to read
Regular reading routines
Be patient and persevere

PEER helps to remember the sequence:

Prompt the child to say something about the book,

Evaluate the child's response,

Expand the child's response by rephrasing and adding information to it, and

Repeat the prompt to make sure the child has learned from the expansion.

CROWD helps to remember the sorts of prompts to use:

Completion prompts—You leave a blank at the end of a sentence and get the child to fill it in. These are typically used in books with rhyme or books with repetitive phases. For example, you might say, "I think I'd be a glossy cat. A little plump but not too _____," letting the child fill in the blank with the word *fat*. Completion prompts provide children with information about the structure of language that is critical to later reading.

Recall prompts—These are questions about what happened in a book a child has already read. Recall prompts work for nearly everything except alphabet books. For example, you might say, "Can you tell me what happened to the little blue engine in this story?" Recall prompts help children in understanding story plot and in describing sequences of events. Recall prompts can be used not only at the end of a book, but also at the beginning of a book when a child has been read that book before.

Open-ended prompts - These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. For example, while looking at a page in a book that the child is familiar with, you might say, "Tell me what's happening in this picture." Open-ended prompts help children increase their expressive fluency and attend to detail.

Wh- prompts—These prompts usually begin with what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books. For example, you might say, "What's the name of this?" while pointing to an object in the book. Wh- questions teach children new vocabulary.

Distancing prompts—These ask children to relate the pictures or words in the book they are reading to experiences outside the book. For example, while looking at a book with a picture of animals on a farm, you might say something like, "Remember when we went to the animal park last week. Which of these animals did we see there?" Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.