



Whole School Reading
A Guide for Parents/
Carers

Reading Book Band Chart

Year	Suggested Term	Read Write Inc.
Reception	Term 1	Read single-letter Set 1 sounds
	Term 2	Read all Set 1 sounds; blend sounds into words orally
	Term 3	Blend sounds to read words; read short Ditty stories
	Term 4	Read Red Storybooks
	Term 5	Read Green Storybooks; read some Set 2 sounds
	Term 6	Read Green or Purple Storybooks
Year 1	Term 1	Read Purple Storybooks; read some Set 2 sounds
	Term 2	Read Pink Storybooks; read all Set 2 sounds
	Term 3	Read Orange Storybooks; read some Set 3 sounds
	Term 4	Read Yellow Storybooks
	Term 5	Read Yellow Storybooks; read all of Set 3 sounds
	Term 6	Read Blue Storybooks
Year 2	Term 1	Read Blue Storybooks
	Term 2	Read Blue Storybooks with increasing fluency and comprehension
	Term 3	Read Grey Storybooks
	Term 4	Read Grey Storybooks with fluency and comprehension
	Term 5	Assessment checkpoint for Accelerated Reader
	Term 6	Children will continue to work on the Read Write Inc. scheme until they are ready to move onto Accelerated Reader.

How we support your child in school

From the Foundation Stage onwards children read and are read to regularly in the classroom. We support children to become fluent and confident readers using an accredited scheme called Read Write Inc. From the foundation stage this provides pupils with daily opportunities to read and learn the skills required to read fluently. This programme of learning supports our children on their journey to independent reading. With our large selection of quality books, children are provided with the opportunity and guidance to become confident, fluent readers; who share a love of reading.

Every child will read with an adult at least once a week, this may be in a group or reading individually.

Your child's reading will be regularly assessed by the class teacher and they will make the decision as to whether your child is ready to move on to the next set of books.

Your child's scheme reading book will be changed approximately once per week.

As early as Year 1, some children may work towards moving onto our Accelerated Reader Scheme. This scheme is for fluent readers who are ready to demonstrate their understanding of what has been read.

When your child is ready for this, you will receive a letter from the class teacher. Your child's book will then be changed once they have completed a quiz on their previous book.

How to help at home

There are lots of ways you can help your child with reading in Reception and Year 1.

Here are our top ideas.

1. Play rhyming games

Say 'into the pot goes' while pretending to place objects that rhyme into a pot (for example, a *bat*, a *hat*, a *cat*, a *mat*). Do this with your child and then see if they can do it independently.

You can turn this into a game by throwing in words that *don't* rhyme, and asking your child to catch these ones out. For example, a *cat*, a *hat*, a *bird* – this last word shouldn't go in the pot!

2. Play phonics word games

Play simple phonics word games based on the sounds your child is learning and has learned at school.

Start off using just the speech sounds and then immediately say the word. For example, you could say, 'At the shop I will buy a /m/ /a/ /p/ – *map*, a /b/ /e/ /d/ – *bed*, a /d/ /u/ /ck/ – *duck*.' Then, trying just saying the sounds and asking your child to work out and say the whole word.

3. Say the sounds right

In all games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible – for example, the letter *m* has a short /m/ sound, not a continuous /mmmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).

4. Listen to your child read

In Reception, your child will probably start bringing home books to read. Try to find time to hear them read every day. It could be snuggled up on the sofa, at bedtime, or before school. Be sure to be patient and don't forget to be impressed!

If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on.

5. Read to your child

Learning to read can be hard work for many children, so it's important to keep enjoying books together. Your child will also benefit from listening to books and stories that they can't read themselves yet. This might include non-fiction books about things they are interested in or longer stories with more adventurous vocabulary.

A Guide to Accelerated Reader

Used from Y2-Y6

This guide will give you information about the program. If you have further questions, please contact your child's teacher or visit the AR website at www.renlearn.com to find out more.

What is Accelerated Reader?

AR is part of the Renaissance Reading software package recently adopted by the school to encourage and improve reading, measure growth of the individual reader and to provide quality reading for all. It allows for personalised learning targets to be set up and for progress to be easily monitored. This short guide will help you to understand the system better so that you can support your child with their reading.

Your child will choose a book at their own level and read it at their own pace. When finished, they will take a short quiz on the computer. Passing the quiz is an indication that your child has understood the book.

AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

AR is used as part of a comprehensive reading programme at Chantry Community Primary School. While we continue to teach the skills of reading in class through guided reading texts and whole class texts, the AR books chosen by your child will provide them with the opportunity to apply the knowledge and skills they have developed.

Pupils using AR are encouraged to progress at their own pace and they have personalised targets based on their reading ability. The aim of AR is for all children to succeed in achieving their targets.

What are STAR Reading Tests?

Every child taking part in AR will complete a STAR reading test at the beginning of the year and at the end of each half-term. It is a twenty minute multiple choice reading assessment completed individually on the computer. Questions continually adjust to your child's responses so if their response is correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced.

The STAR reading test, along with teacher judgement assists us in identifying a child's ZPD (Zone of Proximal Development) range.

What is a Zone of Proximal Development (ZPD)?

After your child takes a STAR reading test, the teacher will assess the results and give them a ZPD reading range. This is in place of the old 'benchmarking system'. The range aims to challenge a child without causing frustration or loss of motivation. Children who are reading below their age range will have support in place to help them to achieve the best they can.

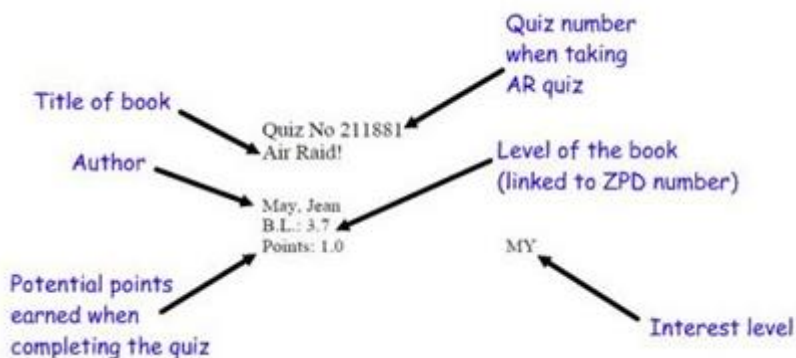
How do I know which books my child can read?

Your child will know their range and the books they should be choosing. A ZPD can change throughout the year, based on STAR reading tests, professional judgement and quiz results.

To ensure children experience success from the outset, they begin each year by taking books at the lower end of their ZPD range.

Children will have labels stuck onto their reading bookmarks which will include their ZPD range.

Each book in school has a personalised label on the inside cover which shows important information. This is an example of a book label.



B.L. = book level. A child uses their ZPD range to decide which books are appropriate for them to read. A child with a ZPD range of 2.8 – 4.0 would be able to read 'Air Raid' (example label) and it will be slightly challenging for them as it is towards the top end of their ZPD range.

Points = points value based on the difficulty of the book and the number of words.

LY/MY/UY = Lower Years, Middle years, Upper Years interest level

Lower Years – books for children aged 5 – 8 years old

Middle Years – books for children aged 9 – 13 years old

Upper Years – books for children aged 14 and above.

Just because your child can read the words in a book does not mean the content is appropriate. The interest level of the material must be considered.

What are the AR Quizzes?

When your child has finished reading a book they will be given time to take a quiz independently on the computer. We aim for all quizzes to be taken within 48 hours of finishing a book.

There are two main types of quizzes your child will take:

- **Reading Practice Quizzes.** These are the most common type of assessment. The purpose is to determine whether your child has read a book, measure your child's literal comprehension of the book and provide immediate feedback. Each quiz consists of 3, 5, 10 or 20 multiple-choice questions depending on the book level and length.

- **Vocabulary Practice Quizzes.** These measure a child's command or vocabulary words encountered while reading. They are designed to reinforce vocabulary acquisition, assist with individualising vocabulary instruction and generate your child's interest in words through authentic, in-context literature experiences. Quizzes include 5, 10 or 15 words from a particular book as well as review words from previously read books.

Depending on the book level the quiz will take around 5-10 minutes to complete. The results are calculated and shown to the child instantly.

Children earn points, or a portion of the book's points, depending on how well they do on the Reading Practice quiz. For example, a child who takes a 5-question quiz on a book worth 1 point will earn 1 point for 5 correct answers (100%), 0.8 point for 4 correct answers (80%) etc. A child who reads a book worth 5 points and takes a 10-question quiz will earn the full 5 points for 10 correct answers (100%), 4.5 points for 9 correct answers (90%) etc. For quizzes with 3, 5 or 10 questions, a child needs to pass a quiz with a score of 60% or higher to earn points. For quizzes with 20 questions, a child needs to pass with a score of 70% or higher to earn points.

If your child struggles on a quiz, they may be encouraged to choose a book that is more suitable for them. You can help by asking questions about the book as your child reads it at home.

The number of quizzes continues to grow as new books are added to AR. Your child can take a quiz when:

- they have read a book independently;
- a teacher has read a book to them, e.g. class novel;
- they have read a book with someone, e.g. parent, teaching assistant.

Your child can bring in books from home or the local library to read as part of AR if their teacher feels they are suitable. To conduct a simple book search to see if a book is on Accelerated Reader go to www.arbookfind.co.uk

How are targets set?

The AR program generates personalised targets for each child. These targets are based on how many AR points a child should be able to earn depending on how much time they read and their reading level. The more books your child reads, and the better they do on the quizzes, the more points they will earn. Prizes are earned as and when your child fills out their reading bookmark provided by the class teacher.

How much will my child read during the school day?

According to research, children who read at least 20 minutes a day with a 90% success rate on AR quizzes see the greatest gains.

At Chantry Community Primary School we aim to set aside at least 20 minutes for independent reading each day. In KS1 children will read their books with a teacher 1-2 times a week.

How will I know how my child is doing?

Simply enter your child's user name and password (when your child begins AR you will be given this) and you will be able to:

- review results on AR quizzes taken in school
- view the number of books read, words read and quizzes passed
- see a virtual bookshelf showing the books your child has read

How can I help?

As with anything, performance improves with practice. We provide lots of opportunities for reading in school but you can help by encouraging reading at home too.

Encourage your child to read with you and/or discuss what they have read. A child may be able to decode and read the words but may not have understood it, so asking questions about the book is important. Reading with your child, no matter what the age, is an important part of developing good reading skills and a lifelong love of reading.

Reading at Chantry in Key Stage 2

At Chantry, children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. Children will be given a range of opportunities to read in school including: independently, with peers and during whole class reading sessions.

Children are taught key reading skills using the VIPERS approach during their whole class reading sessions:

V ocabulary	Find and explain the meaning of words in context.
I nfer	Make and justify interpretations about characters and events using evidence from the text.
P redict	Predict what might happen from the details given and implied in a text.
E xplain	Explain preferences, thoughts and opinions about a text. Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
R etrieve	Retrieve and record key information/details from fiction and non-fiction texts.
S equence (KS1)	Order the key events of a story in the correct sequence.
S ummarise (KS2)	Summarise main ideas from more than one paragraph

How you can help your child with reading at home:

Daily reading practise will help develop children's decoding and comprehension skills although it is not expected that they will read a whole book every night. Children may only read 3 or 4 pages of their book but will spend longer discussing their understanding of what they have read in order to progress in developing their comprehension skills.

We would encourage children to read a variety of texts on a regular basis, even taking the opportunities to note and read texts in their environment such as road signs, leaflets, information posters, newspapers etc. Please feel free to share these reading experiences in their home reading record and encourage them to share their opinions about the texts they have read.

How you can support your child at home

1) Choose a quiet time

Set aside a quiet time with no distractions. 10 to 15 minutes is usually long enough.

2) Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3) Maintain the flow

If your child mispronounces a word do not interrupt immediately. Allow your child to self-correct Using their phonics skills. You can always discuss mispronounced words at the end of your reading time.

4) Regular practice

Try to read with your child every day. Little and often is best.

5) Talk about the books

There is more to being a good reader than just being able to read the words accurately. Being able to understand what has been read is just as important. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, and their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

6) Variety is important

Remember that children need to experience a variety of reading materials eg. picture books, hardbacks, comics, magazines, poems, recipes, instructions and information books.

Below you will find some question stems, in the VIPERS style we use in school that you can use to question your child when reading together at home.

V ocabulary	<ul style="list-style-type: none">• What do the words and suggest about the character, setting and mood?• Which word tells you that....?• Which keyword tells you about the character/setting/mood?• Find one word in the text which means.....• Find and highlight the word that is closest in meaning to.....• Find a word or phrase which shows/suggests that.....
I nfer	<ul style="list-style-type: none">• Find and copy a group of words which show that...• How do these words make the reader feel? How does this paragraph suggest this?• How do the descriptions of show that they are• How can you tell that.....• What impression of do you get from these paragraphs?• What voice might these characters use?• What was thinking when.....• Who is telling the story?
P redict	<ul style="list-style-type: none">• From the cover what do you think this text is going to be about?• What is happening now? What happened before this? What will happen after?• What does this paragraph suggest will happen next? What makes you think this?• Do you think the choice of setting will influence how the plot develops?• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
E xplain	<ul style="list-style-type: none">• Why is the text arranged in this way?• What structures has the author used?• What is the purpose of this text feature?• Is the use of effective?• The mood of the character changes throughout the text. Find and copy the phrases which show this.• What is the author's point of view?• What affect does have on the audience?• How does the author engage the reader here?• Which words and phrases did effectively?• Which section was the most interesting/exciting part?• How are these sections linked?
R etrieve	<ul style="list-style-type: none">• How would you describe this story/text? What genre is it? How do you know?

	<ul style="list-style-type: none"> • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
Summarise (KS2)	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?