

**Agenda - Parents Reading Information Meeting March
1st 2012. 3.15- 4.30p.m.**

Welcome - A picture of the history of high standards of reading at our school and an overview of my recent research reading at our school.

Powerpoint Presentation.

Reading at home booklet.

Tips for home reading handout.

Reading at Whittingham - The books we use and an opportunity to see some of the books which have just been ordered.

And hopefully ...

Oxford Owl an invaluable web based resource using our new netbooks. While you are looking at the resources there will be the opportunity to ask any questions.

Reading Parents Information Session March 2012

(Notes taken from Oxford Owl - Help your child with reading.)

You may think that your child's reading experience is simply that reading book which comes home from school, but reading is happening all the time in a classroom and in school. It is taught in specific literacy lessons, but children are practising and using their 'reading' constantly. They are reading instructions, maths language, information books, topics and signs, displays, registers, charts, games and the list goes on. They're reading on computer, TV and interactive whiteboard screens too.

A child's 'reading journey' begins with 'learning to read' and moves on into 'reading to learn'. This advice will help you to make sense of the different terminology and understand how reading is taught and developed.

Different ways to teach and practise reading-

You'll probably hear about different methods of teaching and practising reading such as:

Shared reading , Guided reading, Group reading, Individual reading,

Quiet reading, 'Buddy' reading, Story time, Read at Home/Take Home books.

Younger Readers 3-7

Reading Skills -

You'll probably hear about different methods of teaching and practising reading such as:

Phonics -Children start to learn how to read, by using [phonics](#). They also need to recognize and remember those '[tricky words](#)' that cannot be sounded out letter by letter e.g. *the* or *said*.

There are special phonic '[decodable](#)' books that help them to practise their early reading.

-Comprehension- Children also draw on their own experiences (the language and stories they know), the setting of the story and the pictures to help them understand what they are reading about. Comprehension skills are vital in making sense of what the words say and interpreting meaning.

It is vital that there is communication between you and your child's school. You should try to:

Home / School Links - What to do

- Attend curriculum meetings to hear about how the school teaches literacy and reading in particular - and how you can best help.
- Read the school prospectus or look on the website for more information about the wider curriculum. Use the reading diary to send in quick and easy messages about your child or home.
- Speak to the class teacher after school if you have a very quick query or concern.
- Book an appointment if you need a little bit more time to discuss a concern.
- Wait for open evenings or parent consultation meetings for one-to-one meetings with your child's teacher (but don't wait for this if you have urgent concerns!).
- Offer to help in the classroom or school; teachers love to have extra ears to hear children reading.

Reading at home

As parents, you can make the biggest difference to your child's success as a reader by encouraging your child to read as much and as widely as possible at home. Your child will probably have a reading bag/book bag to keep the take-home reading book in (and other homework). A short daily reading session at home can make all the difference to your child's progress. Most reading schemes have notes for parents to help you help your child. Find out more in Oxford Owl [Get reading](#) section or take a look at Oxford Owl [free eBooks](#).

Older readers 7-11 year olds

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Reading Skills

- Reading and comprehension

-Children will be reading widely: stories, plays, poetry and information. They will increasingly be using their reading for learning across a range of subjects and topics but they will be encouraged to read a range of authors and to be adventurous in their choices.

-Children continue to draw on their own reading experiences (the language and stories they know) and will start comparing these with new reading and real life experiences too. This helps them to make sense of new ideas and to understand and respond too.

-Writing and spelling, punctuation and grammar

They should be practising and gaining confidence now in using grammar and punctuation correctly most of the time, and in writing creatively and effectively for different purposes. They'll be learning about spelling patterns and rules too.

-Speaking and listening

Talk remains critically important for underpinning good reading, writing and language development. You'll notice that children use talk in lots of different ways: to discuss, to critique, to ask questions, share opinions and make presentations.

Reading books at school

- Reading schemes and wider reading

As children become more confident, they'll be selecting less from levelled reading schemes and more from the sort of books you find in high street bookshops. These both play an important part in building reading stamina and opening children up to many different styles of writing.

- Levelling
 - Even at Y4 upwards there are [levelled reading schemes](#) that are aimed at moving older readers on and giving them controlled practice in reading.
 - Levelling allows a teacher to work out what book is right for each child at each stage. Some schools will use National Curriculum levels as well as age/year groups; others might use colour coding systems such as [book bands](#) or reading scheme levels or stages. As your child reaches fluency and independence, age guidance may be more helpful as a guide to what is likely to be of interest and age appropriate.

Home/School links and homework

It is vital that there is communication between you and your child's school. It's really important to:

- Find out how you can help beyond supporting your child with homework (reading to learn) and encouraging your child to read as widely as possible for leisure.
- Attend school meetings to hear about how the school is preparing your child for the challenges of the standardised assessment tests or end of primary school assessments and for transition to secondary school.

Assessment and progress

- Children will be assessed informally throughout and this helps to inform the teachers' planning so that they can support each child in the class. In the last year of the primary school, children usually sit a more formal standardised assessment task or end of Y4 school test in order to check their [progress](#) in preparation for Middle School.
- There will be open evenings or parent-teacher consultation meetings where you will have the opportunity to talk to your child's teacher about their progress but don't wait for this if you have urgent concerns.