

Buckland Primary School

Children Reading at school and home – agreed principles

Reading is a skill we continue to develop throughout our lives, but starting this process as early as possible has significant benefits for our continued success as readers. This is why, as parents and carers, you play a vital role in supporting your child in becoming a fluent reader who is confidently able to apply their reading skills across all areas of their lives.



The teaching of reading and reading comprehension within the classroom is only part of a child's learning, and the value that is given to reading at home is equally important. **Research suggests that children who read regularly outside of school perform significantly better in school assessments** and so your support at home is essential in ensuring that your child makes the progress they are capable of.

You can help your child to achieve their full potential by:

- Listening to them read daily (for about 10/15 minutes)
- Reading regular bedtime stories and by encouraging them to enjoy reading and sharing books together
- Reading widely and often

All of these approaches will help develop your child's vocabulary, which in turn will make them more confident when reading more challenging books.

Giving your child a choice over what they read is an important factor in boosting their enthusiasm for reading and children are more likely to be interested in books they have selected for themselves. Your local library is an incredibly useful resource in providing regular reading material for your child and best of all – **it's free!** <https://www.surreycc.gov.uk/libraries>

To help us track how much reading your child is doing at home, **it is important that you sign their reading record every time you have listened to them read, along with a brief comment.** (When children are reading with confidence and fluency, they should/can be keeping their own daily records, which should be signed by parents/carers).

Your support with reading at home is essential and only by working together can we ensure your child achieves their potential as a reader. If you require any further guidance regarding reading, please speak to your child's class teacher.

As a school, we also have a key role in supporting your child's reading progress. Alongside children reading daily at home, we will:

| Phase | In school procedures | Parent expectations | Communication with parents |
|---|--|---|---|
| Y1 to Y6 daily assemblies using books to inspire, engage and share key vocabulary and knowledge (linked to school values and key themes) | | | |
| EYFS and KS1 | <ul style="list-style-type: none"> • Daily phonics, guided reading/fluency and understanding (comprehension) lessons • EYFS: Word Aware sessions • Regularly reading in school with an adult • Comment to families in reading journal every Friday • Daily reading of class books | <p style="color: red;">Daily reading with child – older children can also read to themselves</p> <p style="color: red;">Recorded in reading journal/diary</p> <p style="color: red;">Parent/Carer signature to say their child has read</p> | <ul style="list-style-type: none"> • Comments in reading journal • Regular messages via Marvellous me |
| LKS2 | <ul style="list-style-type: none"> • 3x guided reading, fluency and understanding (comprehension) lessons • Regular reading with an adult • daily checking of diaries • Comments written in diaries • daily reading of class books • | | <ul style="list-style-type: none"> • Comments in diaries • Regular messages via Marvellous Me |
| UKS2 | <ul style="list-style-type: none"> • 3x guided reading lessons including focus on fluency and understanding (comprehension) • Daily checking of diaries • Daily reading of class books • Regular reading with an adult | | <ul style="list-style-type: none"> • Diaries signed sometimes with a comment • Regular messages via Marvellous Me |

Research shows that 'Poor vocabulary is the primary cause of academic failure.' [Becker 1977].

Aside from the direct teaching of vocabulary, which we undertake at school, reading is the most valuable way in which we can develop children's spoken and written vocabulary. This vital vocabulary development starts at an early age, in the years before children even begin primary school.

The following statistics demonstrate how important reading is to children's early development:

- By the age of two, children learn a new word every two hours. This means that by the time they start school, they should be familiar with over 10,000 words.
- Children who do well in primary school have over 7,000 root words, whereas those who are unable to meet age-related expectations have only about 3,000 root words.
- There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.
- A child with weak language skills at age five is much less likely to be a strong reader at the age of 11 than a five-year-old with strong language skills.
- Children who often read books at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.



Thank you for your continued support and happy reading!

Best wishes,
Rebecca Hutton
Headteacher

Pete De Leonardis
Deputy Headteacher & Literacy Lead

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'