

# Shared Reading Booklet



# Ightham Primary School



# Contents

Introduction

Beginning Reading

In the Reception Class

Things to do

Things not to do

The Developing Reader

The Struggling Reader

The Fluent Reader

Reading Schemes

Using the Library

# Introduction

For simplicity, the pupil is referred to as he/his and the teacher referred to as she/her throughout this booklet.

This booklet has been designed to offer advice and guidance when sharing stories with children.

## Remember - Reading is Fun!

Sharing stories is essential to a young child's reading development/

A shared reading activity gives the child an opportunity to enjoy uninterrupted time with an adult. Children regard this time as very special because they have the personal attention of the adult, whether it be the parent, the teacher, the teaching assistant, or classroom helper.



## Beginning reading



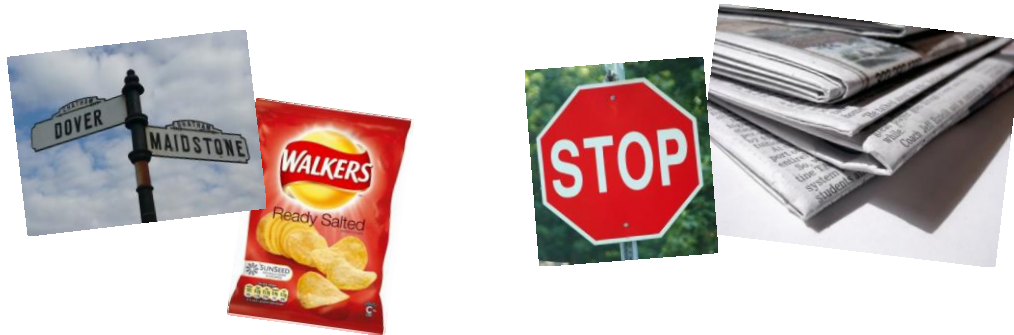
It is important that children possess some books of their own. These should include favourite stories alongside information books to encourage children to extend their own interests.

Let your child see **YOU** reading. Let him see your pleasure and the importance you attach to reading.

Sharing stories with very young children is very rewarding. They love to hear favourite stories over and over again. They enjoy looking through picture books and reciting favourite nursery rhymes.



Young children should be encouraged to notice print in their environment - street signs, shop names, food packages, maps, newspapers, television programme titles etc.



Questioning children as you share stories gives a useful insight into their book knowledge. You should talk about the pictures and the story.

You should ask questions like:

- What do you think will happen next?
- How do you think the boy/girl in the story feels?
- What would you do if you were that boy/girl in the story?



It is useful for children to follow the text with their finger. This gives the opportunity to learn important concepts about print:

- that print conveys meaning
- that reading goes from left to right
- that reading goes from top to bottom
- that words have to be in a certain order to make sense
- that the words are always in the same order every time you share the story.

Most children come to school with some knowledge about books. We build on that knowledge and see the reading process develop.

Parents play an important part in promoting interest in books. Parents can draw children into the world of printed matter through books, lists, even TV listings! Children who have been read to an enormous amount at home will be enthusiastic about books. Playing games about letters and sounds of letters can work extremely well. Parents must set an example and be seen to be reading themselves - **BE ENTHUSIASTIC ABOUT READING**

If a pre-school child wants to read - GREAT! This means that when he comes into school he will be ready to begin using the variety of books available in the classroom.

If a pre-school child does not want to read - it would be unhelpful to push too early and would be best to let his interest grow naturally.



# In the Foundation Stage

CHILD

a  
partnership  
approach

TEACHER

PARENT

Each day has a quiet time for listening to a story, often related to a theme or topic. There is a range of fiction and non-fiction in the class to cater for all interests.

## Phonics

Phonics is about the sounds that each letter or groups of letters make.

Children need to know the letter sounds before they know the letter names.

Does your child know the sounds in his name?



Children are encouraged to look at books and take part in the reading activity. In school we encourage and develop pre-reading skills so that children are ready to read. The children will have met rhythm and rhyme in many of the stories read to them at home or in Nursery.

Your child will bring books home for you to share with him. These stories are taken home inside their **BOOK BAG**, along with a **READING RECORD BOOK**. The Reading Record Book is an important link between home and school. Comments are made in this book about your child's reading development.

Teachers, Teaching Assistants and classroom helpers may all make comments in this book, but

**PARENT COMMENTS ARE VERY IMPORTANT!**

Each time you share the story sent home in the Book Bag, you need to make a comment in the Reading Record Book. It is important that you tell your child what you have written because this gives your child some positive comments which will help to encourage him develop his interest in reading.

***We must encourage a positive approach to reading and make your child feel a success in his reading development.***

In the Reading Record Book you are welcome to add comments about your child's reading which you have noticed. Such as:

- he is able to read some parts of the story without any help
- he is able to point to words at random
- he enjoyed listening to this story
- he liked this story more than the last one!

**PRAISE WHAT HE CAN DO!**

# THINGS TO DO

- **DO** encourage your child to use the **PICTURE CLUES**
- **DO** read the story **TO** your child if he is unwilling or unable to read it to you. In this way he is still participating in the reading activity.
- **DO** encourage you child to **POINT** to the words, moving his finger under the words as he says them. This will give him the concept on **ONE TO ONE CORRESPONDENCE**.
- **DO** encourage you child to **HAVE A GO** at unknown words.

- **DO** encourage your child to use **LETTER SOUNDS**.
- **DO** encourage your child to **GUESS** the unknown word by reading the sentence and thinking of a word that will fit in. In this way he will be using the **CONTEXTUAL CLUES**.
- **DO** praise your child when he **SELF CORRECTS** his own mistakes.
- **DO** remember that all you do at home is enriching and building upon the reading done at school.
- **DO** try to listen to your child read **every day** for around 5 or 10 minutes.

***Your contribution is invaluable to your child's reading development.***

## THINGS NOT TO DO

- **DON'T EXPECT** your child to know all the words in the story. You must provide words he doesn't know so that the meaning of the story is not lost.
- **DON'T DEMAND** that your child reads individual words by isolating words from the story.
- **DON'T WORRY** that your child is memorising the story. This is an inevitable stage that all children go through. It shows that he is sequencing the text and is beginning to understand that those words will remain the same each time he opens that books.
- **DON'T COVER THE PICTURES** and ask your child to read the story using the text alone. Many books place equal emphasis on the picture and the written word.
- **DON'T EXPECT** your child to read the whole book in one sitting. It is better to listen to them read a few pages and it be a good quality read, than for them to struggle through the whole book at once.

# THE DEVELOPING READER

Once your child has begun to read independently he will still require your support.

Reading times at home must continue so that you can praise him and offer him encouragement.

Allow your child to correct his own mistakes wherever possible. This means giving him time before offering to correct the mistake for him.

Accept that he will still need your help when he is faced with more challenging text.

At this stage, your child may not be pointing underneath the words as he reads them. He may now be scanning the text and speeding up his reading. Pointing at the words now would only slow this process down! Using a Book Mark to cover up the next line of text would also slow this process down!

## THE STRUGGLING READER

If your child is struggling with a particular story:

- **SUGGEST** that you read alternate pages with him.
- **ASK** if your child dislikes this story and value his reply.
- **TALK** to your child's teacher who is carefully monitoring and assessing his reading progress.
- **GIVE HIM TIME** to think about the text.
- **SUGGEST** that he uses the **PICTURE CLUES**.

- **SUGGEST** that he read the whole sentence and **PREDICT** the word.
- **SUGGEST** that he looks at the **INITIAL LETTER SOUND** and “have a go.”
- **SUGGEST** that you supply the word he needs and move on with the story.

**Understanding and enjoying the story is most important - so give your child all the support he needs.**



# THE FLUENT READER

**READING ALONE** - your child will now be more willing to read alone and doesn't need to "be heard read aloud" if this detracts from his pleasure in reading.

**SHARED READING** - in school, he will still have regular opportunities to share reading activities with teachers, Learning Support Assistants, classroom helpers and other children.

**PARENTAL SUPPORT** - your contribution at this stage is just as important as before. You need to show your child that you are interested in his reading and will need to encourage him to discuss his reading and ask him questions about the text.

**EXTEND HIS READING RANGE** - encourage him to use the library to extend his reading skills. Let him ask the Librarian to recommend good books.

# READING SCHEMES

The Oxford Reading Scheme is used in our school.

- the scheme is a whole book approach which means that each book has a complete story, with a beginning, middle and end.
- some stories have no text at all and these stories help children to look for picture clues to make sense of the book.
- books in the early Stages have one simple sentence on each page to help build up your child's sight vocabulary of small, commonly used words like *the, it, he, went, and, said*.
- some stories are fictional whilst others are information books or poetry books.
- the main characters in the books are Biff, Chip and Kipper.



- Kipper is four years old and his real name is Christopher. As a baby, he was unable to say Christopher but could say Kipper - so Kipper is his nickname!



- Kipper has an older brother and sister who are twins. As a baby, Kipper was unable to say Barbara and David but could say Biff and Chip - Biff and Chip are their nicknames!



- When your child reaches Stage 13 of the scheme he/she will be able to tackle a wider variety of reading material and will be guided towards appropriate “free reader” books and stories by the class teacher.

Within the Oxford Reading Scheme we have an excellent range of fiction and non-fiction to help widen your child’s book experience.

## USING THE LIBRARY

The School Library offers children an excellent range of reading material at all levels of their reading development.



Each class is allocated time to use the Library Area.

Children are encouraged to take stories home from the Library Area to share with their families.

It is strongly recommended that you join your child at the local Library and that you take him regularly to visit. Local libraries offer an enormous wealth of text that will help your child develop his own areas of interest.