



Reading with your child: Expectations

Reading is, without doubt, one of the most important skills that pupils will be acquiring and perfecting over their time in Whitehill. The ability to read fluently provides access to the rest of the curriculum, so has an impact on success in every subject.

The expectations outlined are given as the best case scenario and meeting them will maximise the chances of your child making good progress with their reading. They are especially important if your child is working below age-related expectations. However, given how busy life is, we understand that it will not always possible to stick to them. If you have difficulty in supporting your child's reading, for whatever reason, please let us know and we will do our best to help.

Mrs Bailey & Mrs Burniston

English Leads

Pupils on graded reading scheme & for the first 6 weeks after coming off the reading scheme

- Read daily for at least 20 minutes (approximately 60% of time reading and 40% of time discussing what has been read).
- You will both need to see the text, so that any incorrect or missing words can be identified. Please take care to point out punctuation and talk about how it helps with understanding. If your child is reading each word correctly, but not making sense of the whole sentence, it is worth taking time to review the overall meaning before continuing to read. Quality is far better than quantity.
- Please be particularly vigilant when your child has just moved up a level – their new books will contain more unknown/trickier words and they might need extra support for their reading to be fluent/make sense.
- After reading with your child, please note (in their Reading Record) the book title; pages read; and make any relevant comments.
- Reading Records will be reviewed regularly in school. If you are making a note that requires immediate attention, please ask your child to show it to their teacher.

Pupils who are free readers

- *Independent daily reading*
- *Read & discuss what has been read with an adult at least once a week. Please note in Reading Record.*
- *NB Even confident readers often need support with using punctuation when reading aloud. They would certainly benefit from high quality “book chat” about what they have read.*

Pupils in Years 5 and 6 will take increasing ownership of their Reading Record. They will make a note of what they are reading and complete the comments section at least twice a week. Pupils can use this as a “reading diary” for example to:

- *begin a critical evaluation of what they have read: e.g. what they enjoyed & why; how characters are portrayed; what they think about the plot*
- *note down things that have puzzled them: e.g. unknown/tricky words (& record their definition); inconsistencies in plot/character (why did Goldilocks go to sleep in a house she knew belonged to three bears?)*
- *predict what might happen next.*

Prompts/Questions to ask:

- *Tell me about what you have read so far.*
- *What do you think might happen next?*
- *What is the purpose of this book? What do you notice about the way the text/illustrations are presented?*
- *Who is your favourite character? Why? Which character do you like least? Why?*
- *Do you think the author intended you to like / dislike this character? How do you know?*
- *Does this book remind you of anything else? How?*
- *Would you like to read another book by this author? Why/ why not?*