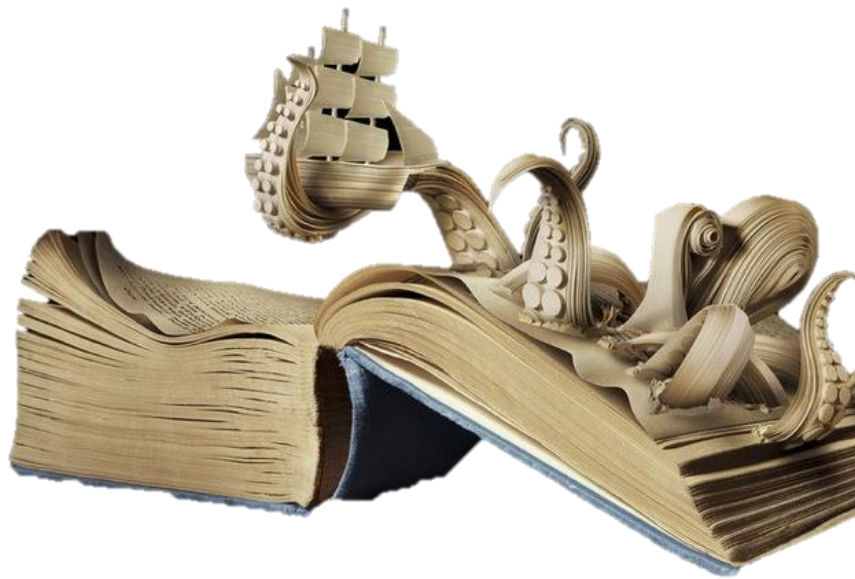


West Derby School



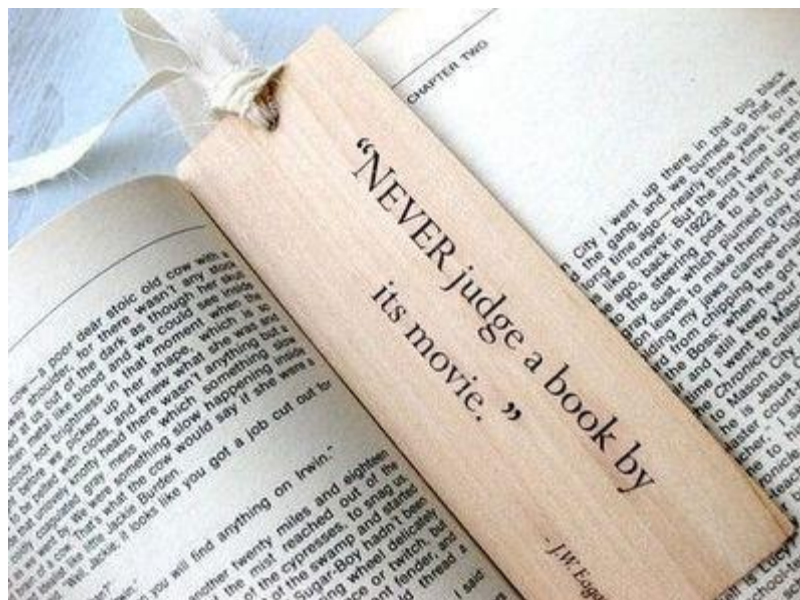
Parent Reading Scheme



Tweet what you are reading: @wdliteracy

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The Aim

West Derby School aims to encourage pupils to read widely; to improve their reading skills and to make reading an enjoyable activity.

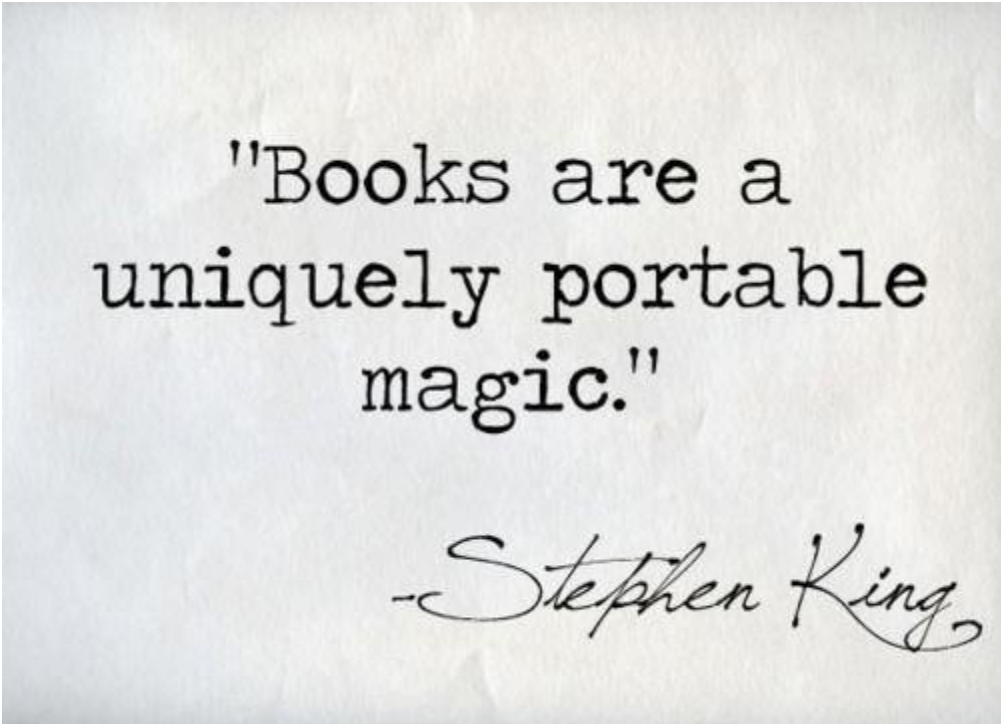
This booklet is designed to give you the opportunity to help you son to improve his reading skills at home. Every subject requires basic literacy skills and the school dedicates one form-time a week to private reading. The reading scheme will enable pupils to extend their reading outside of school.

As far as possible, the pupils can choose what they want to read. For example:

Fiction - Action, Sci-fi, romance, adventure, poetry, mystery, humour, classic, short story, horror.

Non-fiction - newspapers, blogs, magazines, reviews.

Anything that captures their imagination and extends their horizons.



"Books are a
uniquely portable
magic."

- Stephen King

Why have a Home Reading Scheme?

This year, we would be very grateful if someone at home could find the time to join in the process and help out. We would like you to spend a few minutes each week listening to your son reading and then fill in a brief Home Reading Record Sheet. (This Record Sheet is explained in more detail elsewhere in the booklet.)

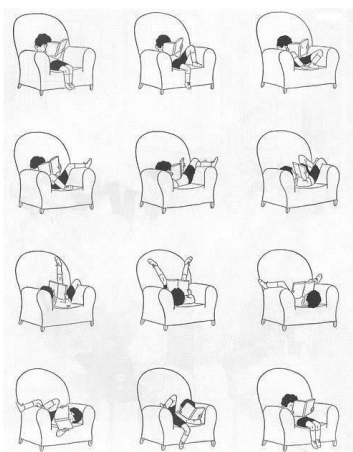
Whether your son is a brilliant reader or someone who really finds it tough going, your being involved can produce lots of benefits...

For your son:

- Genuine help, encouragement and enjoyment
- The chance to discuss books and ideas
- The opportunity to improve reading skills

For the adult:

- Greater involvement in your son's education
- Training and advice on helping your son to read
- The enjoyment of reading together



How to do it

This section explains how the HOME READING RECORD sheet works and offers general advice, for those who feel they need it, on how to help your son with their reading. Below, you will find a very basic list of procedures. More detailed guidance follows.

Basic Procedures:

1. Sit with your son, decide how much is to be read or how long is to be spent reading.
2. If your son has already started a book, ask him to give you a summary of the main events so far. If it's a new book, ask why it was chosen.
3. Listen to the reading, offering prompts and help where necessary.
4. When your son has finished, have a chat about what was read and how it was read. They try to agree marks and fill in the Home Reading Record Sheet together. Feel free to raise issues with the form tutor.

How to fill in the Home Reading Record Sheet

1. Agree at the start how many pages will be read (or how long you will be reading).
2. When reading is underway, the adult should have the Record Sheet and consider marks out of 5 for each of the following:

Fluency - how flowing and confident is the reading is (& use of rhythm in the case of poetry).

Clarity - how clear it is in pronunciation and delivery.

Intonation - how successful the reader is in varying the tone of voice and creating the right mood.

Volume - whether it is loud enough.

Use of punctuation - how successfully the reader uses the way the writing is punctuated, to make meaning clear.

Understanding - knowing what individual words mean and the pages read as a whole.

The Mark Scale should be interpreted as follows:

1. Absolutely excellent
2. Good
3. Solid, but one or two things could be improved.
4. An area of concern.
5. Considerable difficulties.

Readers and Parents should try to agree the mark in each category and then fill in the chart.

3. Comments

In this section, anyone can make a comment. It's not compulsory, but it's worthwhile.

Pupils might want to comment on: the book itself, the things they found easy or difficult and aspects of reading they should work on for next time.

Parents might want to set targets and suggest skills to focus on next time.

Form tutors will discuss with pupils in lesson about the progress they have made in their reading record. Any problems identified will be shared with the pupil's English Teacher.

Guidelines for hearing your son read

1. Sit next to your son, in a position where you can observe the page comfortably.
2. Encourage Word Attack Skills, for example:
"What letter does the word begin with?"
"What letter does the word end with?"
"Can the word be split into parts?"
"What sound is in the middle of the word?"
"When I cover up part of the word, what sound is left?"
3. Occasionally suggest rereading of a passage, for fluency and rhythm
4. Always ask one or two questions at the end of the task, to test understanding.

You could ask about:

- The meanings of words
 - Events that have happened
 - What characters do, say and feel
 - The way the mood and atmosphere are created
 - The words the writer has chosen
5. Feel free to read part of the passage yourself, to show how improvements could be made. This is especially helpful when you are reading poetry together.
 6. Always find something to praise. Always finish on a positive note.

Don't provide the answer straight away. Let your son try to succeed first. If all else fails - cheerfully tell him what the word is. Don't wait so long that it spoils the flow.

What to ask your son about their books...

It is very important to check that your son understands what he is reading.

Here is a simple checklist to help you:

- Is he enjoying the story?
- Can he explain what has happened so far?
- Can he answer simple questions about the story?
- Can he predict what will happen next?

- Can he discuss the characters in the story?
- Can he discuss the mood and atmosphere?

If you wish to ask more complex, challenging questions, you might like to consider the three pages that follow. They are taken from a National Literacy Strategy document, and they provide much more detailed prompting and guidance.

Prompts for question in shared and guided reading

Typical text level questions to ask:

- What is my purpose in reading this?
- What can I immediately begin to understand?
- Before I even begin reading, what do I know and what do I expect?
- Does it have any relation to previous texts I have read?
- Can I work out the purpose of this text, and the intended effect on the audience?
- What genre or text type am I reading?
- How should I tackle reading this text?
- What sorts of clues allow me to recognise the characteristics of this text?
- Have I received any sort of help to make it easier for me to make sense of it?
- What sort of support might help me read it more independently?
- Can I predict what is likely to take place in the short/medium/long term from what I have already read?
- What am I expected to do as a result of this reading activity?
- Do I enjoy reading this sort of material? Would I read on voluntarily?
- What do I like and dislike in this text?
- Are there any interesting patterns or links?
- What do I know about these characters, about what happens to them and how they change?
- What have I learned about this subject? In what ways have I altered my views and thoughts?
- What do I need to re-read?

- How far were my original ideas borne out by the text? What surprises were there? Did I learn anything new?

Typical sentence level question to ask:

- What is immediately noticeable about the layout/presentation of this text, and what might this information tell me about the meaning?
- How dense/straightforward is this text? Does it use metaphorical/difficult/accessible language?
- What is the average length? Do the sentence lengths vary, or are they consistent?
- What do these facts help me to understand? What effects do they create?
- Are most of the sentences statements, or are other sentence types also regularly used? How and why?
- Are there any special effects in the language the author uses for particular purposes?
- Is the language use typical of known text types or genres?
- Does the writer break any conventions and what is the effect?
- Are there any recognisable patterns or structures in the language?
- Who is the narrator/teller of this text?
- What is the tone or approach of this text? Is it consistent or does it change for special reasons?
- How does the style influence my reading, understanding and appreciation?
-

Typical word level questions to ask:

- Is the vocabulary of this text mostly familiar, or are some words unfamiliar?
- Is the vocabulary consistent or do changes occur at different times?
- Is it possible to establish the intended audience from the sorts of words being used?
- Are the language and the choice of words essential to the meaning?
- Are certain words/phrases/ideas highlighted or emphasised for special reasons?
- Are words used in unusual ways?

- Do the sounds of the words matter (e.g. are words 'hard' or 'soft')?
- Are the words of our time or from other periods?
- Are puns, irony or other forms of humour evident?

These questions provide a way to comprehending what is taking place in texts, and should be used to help pupils - of all abilities - to approach texts, of whatever nature, with greater confidence. They urge pupils to tussle in a focused way.

All readers will be motivated to continue their reading engagements if they have strands to follow and puzzles to solve. If pupils' insights into texts, particularly fiction texts, is supported at regular stages of the reading, they have more established reasons for reading on.

Pupils need to see how they can interact with texts, and build relations in terms of:

- Their contents: plot, characters, the manner of conveying information, etc.
- Their contexts: for study, for pleasure, for learning about texts, for information, etc.
- Their language: word (morphology) and sentence (syntax) level

Good readers:

- See images
- Hear a reading voice
- Predict what will happen next
- Speculate
- Ask questions - tease at puzzles
- Pass comments
- Feel
- Empathise
- Rationalise what is happening
- Reread
- Reinterpret
- Interpret patterns
- Relate to own experience
- Pass judgements - likes, dislikes
- Relate to previous reading experience
- Establish a relationship with the narrator.

West Derby School Home Reading Record Sheet

Name: _____ Date: _____

Book Title:

Genre of Book: Humour Horror Adventure Classic
 Mystery Romance Poetry Sci-fi
 Biography Non-fiction Other

(Circle the Genre)

The Mark Scale should be interpreted as follows:

1. Absolutely excellent
2. Good
3. Solid, but one or two things could be improved.
4. An area of concern.
5. Considerable difficulties.

Summary: 1 2 3 4 5

Pages Read: from _____ to _____

Reading Skills:

Fluency	1	2	3	4	5
Clarity	1	2	3	4	5
Intonation	1	2	3	4	5
Volume	1	2	3	4	5
Use of Punctuation	1	2	3	4	5
Understanding	1	2	3	4	5

Comments: *(Parent and/or Pupil)*

Return to Miss Foster Q6