

Reading Scheme

- At St George's we use the Oxford Reading Tree Scheme, and this is proven to give our children the best start to their love of reading. The scheme contains loveable characters who take the children on numerous adventures. The books are a fun way to begin a lifetime of reading.
- All of our books are colour banded which enables the children to progress through the scheme and make progress at their level which promotes a positive attitude and love towards reading, not only for learning but also for pleasure.
- The books are colour banded according to vocabulary within the books, they go from being fully decodable, which allows the children to use their phonic skills, to 'sound out the words', to more complex books, which requires the children to be able to answer more inferred questions.
- The scheme contains a varied selection of non-fiction books which the children love, covering a broad range of interests. They enjoy sharing books which are about 'real things' and experiences, such as going camping, or having a pet to look after. The children can read the book and then share their own experiences with their friends.

The aims for reading in the new curriculum are:-

'Children should be taught to read using a rigorous and structured scaffold'

- The children have access to a wide variety of texts which are interesting and exciting, yet still fully decodable so the children can begin to celebrate their own achievements in reading, with Biff, Chip and Kipper leading the way.
- Traditional tales- These are fully decodable tales from around the world.
- Songbird phonics - These offer a rich range of decodable stories which have been written by the accomplished children's author, Julia Donaldson.

'Children should be taught to read with good understanding'

- The Oxford Reading Tree stories and non-fiction books help children move on from relying upon phonics to becoming more fluent, confident 'sight' readers.

'Children should be able to discuss, elaborate and explain their understanding and ideas'

- The Oxford Reading Tree scheme offers books with intriguing topics, exciting storylines and lovable characters which fuel the children's interest. These books stimulate discussion about the story and what each character is doing may do and what any consequences may be of their actions.

'Children should develop the habit of reading widely and often, for pleasure and information'

- We have found that the extensive choice of books within the Oxford Reading Tree scheme ensures that there is something to motivate and encourage every child to read for pleasure.

'Children should appreciate our rich and varied literary heritage'

- Oxford Reading Tree books are well illustrated and have fully decodable versions of enchanting tales from around the world. They are also perfect for introducing the children to cultural traditions and well-known story themes such as 'good and evil', 'reward and punishment' etc.

Teaching Reading

At St George's we deploy a positive way of teaching reading and encourage a 'have a go' attitude. All the staff use approaches to foster confidence, independence and enjoyment in reading.

Within our reading sessions we make sure that the child has ownership of their reading book by:-

- The child handles the book.
- The child makes sure the book is the right way round to begin reading.
- The child knows which part they are going to read and which part is the picture which will help them to decode new or unfamiliar words. (we never cover up the picture)
- The child turns each page over putting them 'in charge' of the process.
- The child is reading at their own pace and this increases as their confidence grows.

PARENTS To support this at home

BE PATIENT. SMILE. OFFER ENCOURAGEMENT. ENJOY THE TIME TOGETHER

- Allow time to sound out the word; don't be too quick to tell them the word.
- Try not to interrupt the flow of their reading by correcting errors, wait till the end. Children may correct errors themselves or you could go back when they finish reading and discuss what the word actually says.
- Your child may miss a word out and read on to the end then come back and re-read this time including the word. This often happens the contextual clues mean they can now guess successfully, what that word was.
- If your child uses the wrong sound give them the chance to try 'flipping' the sound to make another sound. 'take' to 'tAk'. The children are taught that some letters have different sounds.
- Encourage them to discuss what they liked and disliked about the story. It is okay to say 'I didn't like that story because' You can introduce a positive feel to such discussions by asking them, 'how could it be improved?'
- Encourage the child to predict what might happen in the story before they have read the book and as they become more mature, ask them to justify their predictions.
- Talk about the information on the front cover, can they show you the title, the author, the illustration? These will need pointing out to children and the terms explaining when they begin reading.
- Talk about what they can see on the front cover, 'what do they think the book is about?', 'what do they think will happen?'
- Read the blurb on the back of the book; was the child's predictions about the book correct?

Don't make your child read their reading book every night from front to back, they will get fed up and it will put them off. Read other things, comics, birthday cards, envelopes etc.

There will be times when your child does not want to read their book or practise their words and this can lead to tears and everyone becoming upset and cross.

STOP

- This is not a problem; we just need to take a different approach at this moment in time. Changing the routine and reading in a different way is **GOOD FUN**.
- You read the book to the child- next day you be the child and they read to you!
- Make another set of your child's words (or ask the teacher for another set) and make a snap game, who will have the most cards at the end. (No cheating!!)
- Making sentences with your child's words.
- Highlighting some of their words in the newspaper with a highlighter pen. Play a game of 'who can spot the most familiar words'.
- Spot the word in a book. (choose a word and see who can find it on the page first - they win, choose another one)
- Set a timer and when the timers finished so has the game. /reading the book (finished or not)
- Guess the missing letter, write a word (from the word packet) miss a letter out, can the child say what the letter is? Fill it in can they read it.

Before too long your child will want to read that book and the 'hiccup' will be over. Don't stop playing the games though!

The most important thing for your child is that they become confident, fluent readers and are proud of their achievements.