

Reading Strategies

Decoding difficult words:



Cut the words into syllables
e.g. en-joy-able



Sound it out



Cover up the word and keep reading. Then, go back and work out what it could be.



Use the pictures to help me.



Look at the first letter for a clue.



Use cumulative blending

Understanding new words:



Spot a word inside a word to help.
e.g. 'enjoyable' – joy – happiness



Cover up the word and keep reading to work out what it could be.



Use the pictures to help me.



If it has a capital letter, I don't need to know what it means because it is a name.

Improving Understanding:

Reread: Good readers will reread a piece several times until they're satisfied they really understand it.

Make connections: Does the book relate to another you've read? Do they remind you of other characters? Have you ever felt the way a character does?

Summarise: What were the main ideas in this chapter? Can you describe what happened in just a few sentences?

Predict: What will happen next? Why do you think this? What parts of the text made you think this might happen?

Visualise: Close your eyes and describe the setting you've just read about.

Ask questions: Ask questions about anything that confuses you or doesn't make sense.

Above all, discuss the books together, share ideas and enjoy the conversation.



Mill Rythe
JUNIOR SCHOOL

Learning – Laughing – Achieving



How to support your child's
learning at home

Reading

What are the expectations for reading at home?

We set high expectations for the amount of reading we would like children to do at home as it supports the reading that takes place at school.

All pupils are expected to read 5 times a week for at least 15 minutes a time. This is to be recorded in your child's Reading Star Journal with your initials. 30 minutes or more requires two initials from an adult. Children can read to an adult or, if they prefer, they can read by themselves but it would be good to have a follow up discussion with them to talk about what they have read.

Children will either bring home a staged reading book or a library book. Children may also read their own books at home but these must be challenging and age appropriate. If a child struggles to read more than 5 words per page, then the book could be too hard for them. You can still keep the challenging book, just read it with your child so they can still enjoy the story.

What does reading look like at school?

Reading is so important is an essential skill – it is highly valued at Mill Rythe. We have a weekly 'Reading for Pleasure' slot, a 'Class Reader' slot, and daily opportunities for reading for both pleasure and information.

Children have guided reading sessions which develop skills such as comprehension, understanding character actions and motives, and word decoding.

All children have a reading book in school and all classes have extensive class libraries as well as access to our well-stocked school library.

Each year group has 8 'Must Reads' which have been carefully chosen. These can be read both in school or at home and it is expected that children will have read all eight by the end of the school year. These are closely monitored by the class teachers. A list of these books can be found in your child's Reading Star Journal.

How can I support my child with their reading?

- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in: maybe dragons, insects, cookery or sport. Newspapers and Magazines count too!
- Make sure that children's books are easily accessible in different rooms around the house.
- Make reading fun and enjoyable – read in different places e.g. outside, the beach, in the bath...
- Use reward stickers and charts if your child is lacking motivation
- If your child is struggling to read a word, use some of the strategies overleaf and repeat the word until they're confident.
- Access our Ebooks and Audiobooks online through our Eplatform library; if you need your log in to be resent, please ask at Reception.