

The Wider Context...

" Children should be taught to read with fluency, accuracy, understanding and enjoyment and be taught to use a range of strategies to make sense of what they read"

At Gotham we maximise on every opportunity to develop reading skills by exposing our pupils to an abundance of texts within their learning environments. These include labels, messages, notices and worksheets.

We introduce them to a wide range of texts - both fictional and non-fictional- in a variety of styles and formats.

We believe that reading should be a pleasurable and rewarding experience. Reading can provide an escape into worlds of fantasy, adventure and mystery, whilst fuelling the imagination and enriching and extending the child's vocabulary.

Obviously reading has a high profile at school, but we hope that children will extend their enjoyment of books in the home environment too.



*An escape into worlds of
fantasy, adventure and
mystery...*

Our primary aim in producing this booklet is to provide a useful and practical aid to parents.

Obviously reading is the most important educational priority that a school can have, since it is through reading that much learning takes place.

Reading is the 'key' with which knowledge in all curriculum areas can be accessed.

Reading is a complex skill in which the reader aims to understand the meaning of the text. Some of this depends on an automatic recognition of words and elements within those words.

The reader simultaneously synthesises information from several sources - previous experiences, knowledge about grammar and meaning and the interpretation of visual and phonic elements.

This is theoretical framework on which we base our teaching. We systematically teach the sub-skills critical to the acquisition of reading.

We employ a variety of approaches to ensure that all children make progress in this vital area.

Staff will be happy to discuss any queries that you may have with regard to the teaching of reading at Gotham Primary.

G O T H A M P R I M A R Y



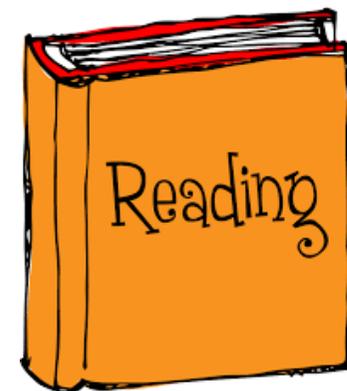
Kegworth Road
Gotham
Nottinghamshire
NG11 0JS

Head Teacher
Mrs Sue Lymn-Brewin

Phone: 0115 9149751

Supporting Reading at Home

Let's Read!



A Guide for Parents
and Carers

G O T H A M P R I M A R Y

Reading At Home

Children starting school already have very clear ideas about what reading is all about! They will have been read stories and taught rhymes as well as observing adults engaged in reading activity.

They may already be aware that the print as well as the pictures in their books carries meaning. They will understand that books are a source of understanding and pleasure.

We hope that you will extend the skills being taught at school by reading regularly with your child at home. Reading should be a relaxed and happy experience which will be easy for you to arrange in the familiar surroundings of your home.

Obviously you will need to choose your moment - it is best not to insist on a reading session with a child who is busy with another rewarding activity, or feeling under the weather or who is just too tired!

Continue to read books to your child to allow them to enjoy more complex stories and texts.



A favourite place for reading is on a parent's knee....

Sharing books with your child will provide an ideal opportunity for a cosy cuddle - a favourite place for reading is on a parent's knee!

Effective Reading Strategies

- **Share lots of different books and stories.** Talk about the pictures and refer to the text. Put your finger on the words and track across the page as you read them. This will help to establish the key concepts that print carries meaning and that text generally moves from left to right across the page.
- **Encourage your child to retell stories from memory.** This activity does not require complete accuracy. It is more important that the general sequence of events in the story is recalled using the pictures as clues.
- **Develop a reading vocabulary.** Refer to the top, bottom, beginning and end of pages and books. Note examples of punctuation - name the question and exclamation marks and talk about why they are present in the text. Notice examples of changes in text style for emphasis. Discuss the use of word balloons to denote spoken dialogue.



When sharing a book at home the following may help...

- **The best reading strategy to adopt is 'little and often'.** It is far more effective to read with your child for five or ten minutes every day than to try and sustain the activity for an hour once a week.
- **Try to establish a 'reading routine'.** Find a time each day when you can both concentrate without distractions. Some people find it useful to read at the same time each day.
- **Share the responsibility for supervising reading activity with others.** Grandparents and older siblings will appreciate the opportunity to become involved.
- **The first reading of a new book should be done by the adult.** This will allow the story to be read at a normal pace and with suitable intonation to emphasise and enhance the story. At this point you should point out 'difficult' words and discuss them.
- **The second reading should be done together, followed by the third reading done by the child alone.** This method allows the child to become familiar with the text before attempting to decode it alone. Your modelling of the reading in this way will have a marked effect on your child's ability to read with expression.
- **Always prompt quickly when your child encounters a difficult or unknown word.** This allows the flow of the story to continue without interruption and provides important support for your child.
- **In the early stages of learning to read don't try and 'test' your child on words out of context.** At this stage they will rely heavily on memory and picture clues to support their reading. Later they will begin to develop a sight vocabulary and be taught phonic skills at school. You can help them to try to sound out words with regular spellings, but the English language contains many spelling rules which do not allow this strategy to be appropriate for many words. Another useful strategy for teaching reading is to look for words within words.