



Oughtibridge Primary School

Individual Reading

Information for Parents and Carers (FS2 and KS1)

All children who are accessing the Read Write Inc. programme will be given a Read Write Inc. book bag book (or sound book) and a book for enjoyment.

Purpose

The Read Write Inc. book will enable children to practise **decoding** and should be read independently to an adult at home and in school. The book will include sounds they have been taught in Read Write Inc. sessions in school. The reading for enjoyment book should be shared with an adult at home and the adult will read most of the book to the child. The purpose is to promote **excitement** and **a love of reading**.

Once a child has completed the **Read Write Inc.** programme and passed the **Phonics Screening Check...**

Children will be given a Book Band 8 book and will progress through to Book Band 9 and 10. Children will also be given a book for enjoyment.

Purpose

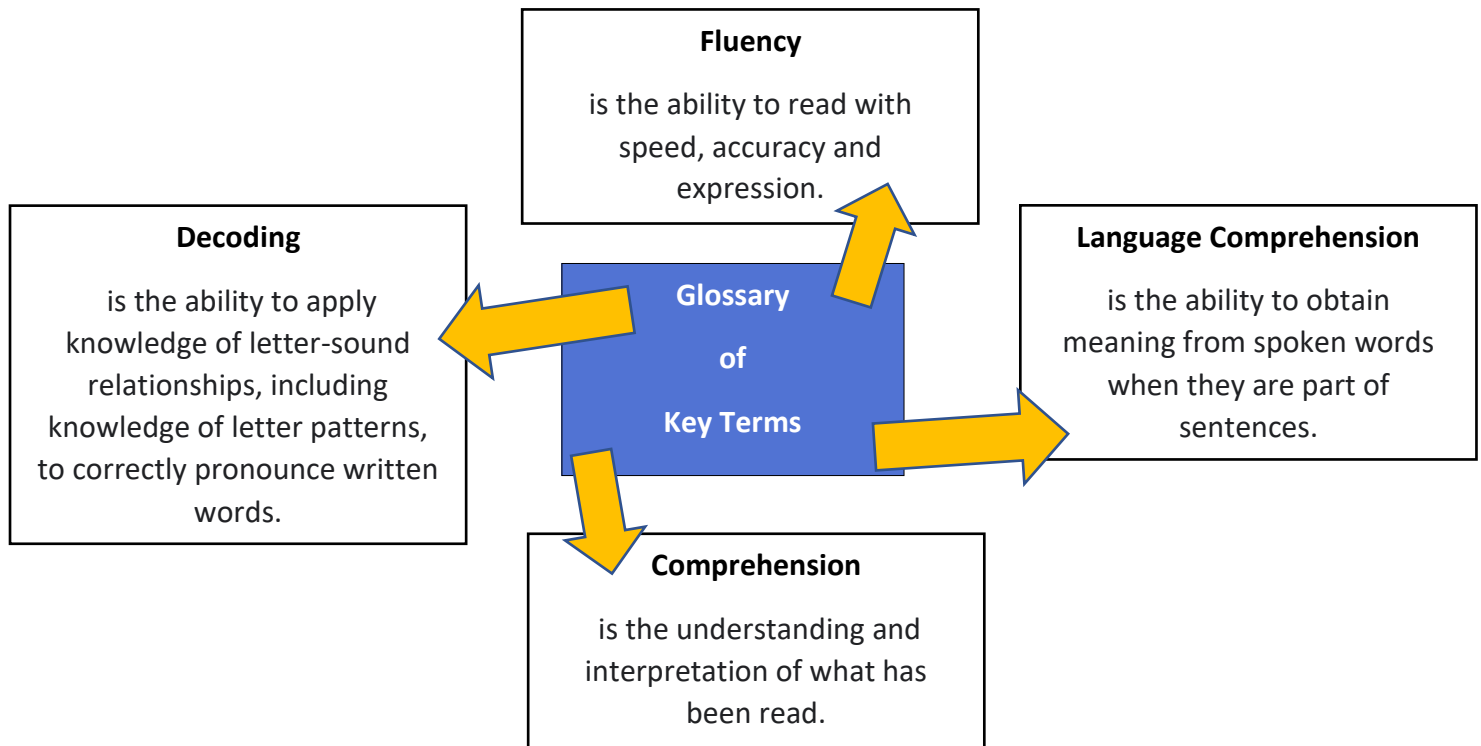
The Book Band book will enable children to practise **fluency** and **comprehension skills** and should be read independently to an adult at home and in school. The reading for enjoyment book should be shared with an adult at home but can be read by the child if they are able to. The genres should include fiction, non-fiction and poetry. The focus is to develop **fluency, language comprehension** and **enjoyment**.

Once a child has completed **Book Band 10** and is a fluent reader...

Children will be given a book for enjoyment.

Purpose

The reading for enjoyment book should be shared with an adult but can be read by the child. The genres should include fiction, non-fiction and poetry. The focus is to develop **fluency, language comprehension** and **enjoyment**.



When learning to read, the key terms above each have a purpose and play a vitally important role in becoming a successful reader. Children practise **decoding**, **fluency** and **language comprehension** in order to be able to understand and interpret what has been read.

Reading for Enjoyment Books

These books are to promote children's **love of reading**. We promote a variety of fiction, non-fiction and poetry books. We have an Oughtibridge Reading Spine within school which ensures a variety of different texts are used throughout the school.

When children are early into their reading journey and are sharing their reading for enjoyment book with an adult, the adult can read the book to the child to promote excitement and a love of reading.

As children become more fluent readers, the book for enjoyment can be read by the child with a focus on developing **fluency**, **language comprehension** and **enjoyment**.

Examples of Books for Enjoyment

These books can be picture books for early readers (e.g. The Gruffalo) and can progress into longer texts for more fluent readers (e.g. Matilda).

Reading for Enjoyment Activities

These are some suggested activities to do with your child.

Puppets: create puppets of the characters to retell the story.



Comic Strip: draw a section of the story as a comic strip using speech bubbles and thought bubbles to explain the story.



Through the Keyhole: choose a section of the chapter or book. Imagine you are peeping through a keyhole and catch a glimpse of what is going on. Draw a picture of what you see and label the picture with keywords from the book.



Write your Own: Write your own story using ideas from the book you have read, changing one of the characters or the problem or where the story is set.



Hot-seating: Dress up as a character or pretend to be the character and ask or answer questions about the story.



Collage: Create a picture of a character from the book using collage.



Reading Comprehension

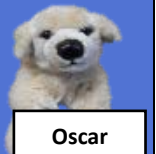
To support children's **understanding** and ability **to interpret what they have read**, a variety of question types are used. These are placed into groups (Content Domains) which children will be assessed against. The information below gives examples of the different types of questions and may be useful when reading and discussing a book with your child. The questions are grouped using the Oughti Reading Family characters. Each character has a different focus in reading.

1a: Draw on knowledge of vocabulary to understand texts.



- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The author uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The author uses ...words/phrases...to describe ... How does this make you feel?
- How has the author made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.



- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts.



Oscar

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text.
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story.
- Make a table/chart to show what happens in different parts of the story.
- Why does the main character do in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text.



Oswald

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the author intended?
- I wonder why the author decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far.



Oswald

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that affect what happens next?
- How is character 'x' like someone you know? Do you think they will react in the same way?