



Reading at Home

At Raglan we want to ensure that your child becomes a fluent, confident and enthusiastic reader by providing opportunities to read a range of texts that develop their word reading and comprehension skills, as well as, promoting reading for pleasure.

We ask that your child reads at home **at least three times a week** but please try to read with your child most days.

All of the children have a Home Reading Journal and we ask that you record the date, title of the book read, pages read and comment and/or sign to show when you have read with them at home. Please ensure that your child brings their Home Reading Journal and reading book into school every day. We will also record when we have read with your child in school in their Home Reading Journal.

Your child will be able to change their reading book when their Home Reading Journal has been signed. However, we do encourage re-reading books to support the children's fluency and confidence.

Please encourage your child to sound out and blend any words they do not know and give your child time to self-correct any mistakes.

Before, during and after reading, ask your child questions to support their understanding. Encourage your child to use information from the text to answer questions and discuss what they have read. Please see the examples questions for each of our key reading comprehension skills on the following page.

Every child has the opportunity to choose a book from either their class library or the school library to promote reading for pleasure. Please read and enjoy these books with your child. You can support your child to develop a love of reading by ensuring that they see you reading and enjoying books too.

EYFS

Each week, the children choose a book from the Class Library to promote reading for pleasure. Please read and enjoy this book with your child, talking about the main events, the characters and their feelings, the settings, how they think the story will end and their favourite part.

The children in Reception will choose a colour banded reading book to read at home. At first, the children will read Lilac books, which are wordless books where the reader uses the pictures to create their own story, in their own words. These books support the children to develop important skills such as holding the book correctly and describing characters, events and settings. They will then move onto books with text. These books are closely matched to their developing phonic knowledge and support the children to develop both their word reading and comprehension skills.

KS1

The children in KS1 will choose a colour banded reading book to read at home. These books are closely matched to their developing phonic knowledge, developing both their word reading and comprehension skills.

To continue to develop a love of reading, the children will also have the opportunity to visit the school library to choose a book for you to enjoy and discuss together at home.

KS2

In KS2, there are Brown, Grey, Dark Blue and Dark Red colour banded books. These are extended levels which continue to support reading progression, offering books that match the children's reading ability and provide challenge, as well as adding variety and breadth to the children's reading. The children will alternate between choosing a colour banded book and a 'free choice' reading book.

The children in KS2 will also have the opportunity to visit the school library to select a book they would like to read, continuing to promote reading for pleasure.

Here are some examples of questions you can ask your child when reading both their colour banded reading book and 'real' books they have chosen to read for pleasure. They are linked to our key reading comprehension skills: VIPERS.

Key Reading Skill	Questions to support this:
Vocabulary	<ul style="list-style-type: none"> ★ What might ... mean? ★ Do you know another word which has the same meaning? ★ Which word tells you that...? ★ Can you think of any other words that the author could have used to describe...? ★ What does the word... suggest about the character/ setting/mood?
Infer	<ul style="list-style-type: none"> ★ Why do you think they did that? ★ Why do you think they said ...? ★ How do you think... is feeling? Why do you think that? ★ What do you think ... was thinking when ...?
Predict	<ul style="list-style-type: none"> ★ From the cover what do you think this text is going to be about? ★ What might happen next? Why do you think that? ★ What would happen if...? ★ What do you think happened before this?
Explain	<ul style="list-style-type: none"> ★ Did you enjoy the text? Why/why not? ★ Which part/character/setting do you like the best and why? ★ Which part/character/setting didn't you like and why? ★ Who would you recommend this to and why? ★ Is that a story or non-fiction text? How do you know? ★ What genre is the text? How do you know? ★ Why did the author choose these words? ★ Did it have an effective ending? ★ Would you like to live in this setting? Why/why not?
Retrieve	<ul style="list-style-type: none"> ★ What does the main character look like? ★ When/ where did the story take place? ★ What happened to...? ★ What does... do? ★ Who is...? ★ Who did...? ★ What can you learn from this section?
Sequence (KS1)	<ul style="list-style-type: none"> ★ How does the story begin? ★ What happened after that? ★ What order did these events happen in? ★ What happened in the beginning/middle/end of the story? ★ Prompt using adverbs of time (once upon a time, then, next, after that, finally)
Summarise (KS2)	<ul style="list-style-type: none"> ★ What happened in the chapter/story? ★ When do...? ★ What was the first thing that happened in the story? ★ How did the story end? ★ Can you summarise in a sentence the opening/middle/end of a story?

