

# Halifax Primary School



## **Early Years Reading at Halifax**



## Our Rationale

Reading consists of two dimensions: language comprehension and word reading. Language comprehension which is necessary for both reading and writing, starts from birth. It only develops when adults talk with children about the world around them and the books they read with them (stories and non-fiction) , and enjoy rhymes, poems and songs together. Skilled word reading which is taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. **At Halifax Primary School we strive to ensure all children become fluent and enthusiastic readers and develop a life-long passion for reading.**

## How do we do this?

### Reception

- Children undertake a 30-minute phonics session daily - which consists of 15 minutes large group teaching and 15 minutes to apply their knowledge with reading and writing in a smaller group, this is then extended to include a reading session, once the children can decode.
- Children begin by reading on a one to one basis or in a small group once week with a member of the Early Years team.
- All of the topic work is planned around a range of high-quality texts, so the children are constantly listening to stories and learning to retell them which in turn helps generate ideas for their writing
- Once the children are able to decode, shared reading is introduced and children read a text in small ability groups to answer comprehension questions.

### Year 1 & Year 2

- The children continue to be taught daily phonics lessons.
- All of the literacy is planned around a book on a two week cycle, so children spend a lot of time reading and interpreting texts.
- Children continue to take part in shared reading lessons.
- Once children can read fluently they will use the Accelerated Reader programme.

Phonics  
ee ur ow  
wh y au

## How can you help?

As soon as your child starts school we will assess their knowledge of books and once your child knows the first 6 phonic sounds, we will begin to send words home for them to practise. Once we are confident that your child can begin to sound out and blend words, we will send home books with simple words in for you to read together.

Whilst the children are developing their knowledge of phonics, we will send home wordless picture books. The aim of these books is to develop the children's comprehension by using the pictures to help them retell the story using their own language and knowledge of stories.

Reading together at home is one of the easiest, but most effective ways to help your child succeed. By sharing books on a daily basis you are helping your child consolidate and develop the skills they have learnt at school, but you are also showing them that reading is important and exposing them to a wide range of vocabulary. Research constantly highlights that children who read on a daily basis will have greater success in their school life.



## Halifax's Top Tips

- **Keep sessions short and relaxed**
- **Vary who listens to your child read - parents, siblings, grandparents**
- **Give lots of praise - reading can be tricky**
- **Talk about the book before you even read it**
- **Ask questions throughout your reading session**
- **Keep reading bedtime stories - even if your child is a confident reader**
- **Make up a story together**
- **Take it in turns to read a story**
- **Vary the text type - for example non-fiction, information books, comics magazines**

## **Some helpful websites**

Oxford Owl

<http://www.oxfordowl.co.uk>

Cbeebies Bedtime Stories

<http://www.bbc.co.uk/cbeebies/shows/bedtime-stories>

Silly Books

<http://www.sillybooks.net/>

Book Trust

<http://www.booktrust.org.uk/books/children>

## **Questions you could ask your child once they have listened to or read a story**

- Who are the main characters?
- What happened in the story?
- Look at the picture of the character what do you think they are feeling?
- Predict what you think is going to happen next.
- What makes you think that?
- What has the author used in the book to make the characters sound funny/angry/sad?
- What did you like about the story?
- What didn't you like about the story?

**Please always come and ask teaching staff if you have any questions.**