

At the Lantern Primary School we see reading as foundational to a child's success, both academically, and in their future life. Our aim is to encourage all our children, however difficult they find reading, to understand that it can be an enjoyable activity. However simple it may appear, we are reading and interpreting the world around us in many different ways and this can provide very quick and immediate success for a very young child.

Because reading is so important, we encourage parental involvement from the earliest stages in the child's life by reading stories and discussing what they have read with their children. It is important to mention that understanding of a heard story uses the same process that understanding of a read text does. So by listening to a story the children are developing the same skills. So reading to your child sets the stage for future developments in reading and writing.

In school, we aim to read to, and encourage the children to read, throughout the curriculum. This is done by the children:

- Reading independently
- **A class novel** - this will be slightly higher than the children's reading ability and enables them to access vocabulary that they will not access when reading on their own. It also enables the adult who is reading to model fluency, intonation and how they read the punctuation.
- **Shared reading with the teacher** - This text will be slightly above the children's ability but lower than the class novel and gives the children the opportunity to practise fluency and intonation with support.
- **Guide Reading** - the children spend time with the teacher once a week when they will read a text that is more suited to their reading level and the focus is on developing comprehension of the text.

On entering Reception, and through to Year 2, (and beyond if needed) the children will learn their phonic sounds and how to blend these to make words. Although it is accepted that this is very effective in teaching children to recognise, and sound out words, this is only one element of reading. Consequently, children may often read their books fluently but they are still developing the skills to understand the text fully. The National Curriculum states that the re-reading of books builds up 'their fluency and confidence in word reading'. It is still important that children are read to and that we continue to expand the different kinds of reading there are including: poetry, comics, adverts, posters, non-fiction books and different kinds of stories. The questions below, and the link provided, gives examples of the kinds of questions the children will be asked.

Example questions for KS 1:

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?

Where is Robinson?

What is the sky like?

What does the sand do to his toes?

What can Robinson hear on the island?

What does the forest make him feel like sometimes?

How do you think he opened the coconut?

Why does the net for fishing have to be really strong?

What makes this diary entry so exciting?

How would you feel if you were Robinson?

Which words describe what Red Riding Hood is like?

What was it like in the forest? Find two words that describe it.

Why did Red Riding Hood visit Grandmother?

What is the lemonade like?

Which word tells you what the cake is like?

Which word means 'act like' or 'make believe'?

How did the wolf pretend to be grandmother?

What did the wolf want to do?

What does 'fortunately' mean? How can you find out the answer?

How did the woodcutter save them?

Why did they live happily ever after?

How do you think Red Riding Hood felt when she first met the wolf?

Do you think Red Riding Hood is a clever girl? Why?

Can you think of one thing that changes in different versions of the story?

What is your favourite part of the story? Why?

Can you think of a different ending to the story?

Re-write the ending in your book.

Does George like looking after his grandma? Why?

Which word describes grandma's teeth?

Is grandma a polite person? How do you know?

What is grandma interested in?

Where does George live?

What is the farm like?

For further suggestions please read: http://primaryenglished.co.uk/wp-content/uploads/2014/08/2015-GR-question-prompts_KS1-1.pdf

KS2 Reading

In KS2, the children will continue to work through the differentiated reading scheme until they are completely fluent. They have a list of specific words (given by the government) that they are required to read, use correctly in their writing and spell accurately.

KS2 Questions

What is the author trying to teach you?

What is the theme of the book?

Identify words and phrases that capture the reader's interest and imagination.

How do they do this?

How does language, structure, and presentation contribute to the meaning of the text?

Would you recommend this book to a friend? Why?

Summarise that paragraph, chapter, story.

KS2 reading activities http://primaryenglished.co.uk/wp-content/uploads/2014/08/KS2_Reading-Journals_2104-National-Curriculum.pdf

In summary, reading is a life skill that can give pleasure and enjoyment. We at the Lantern School look forward to working with you to encourage your child in this area.