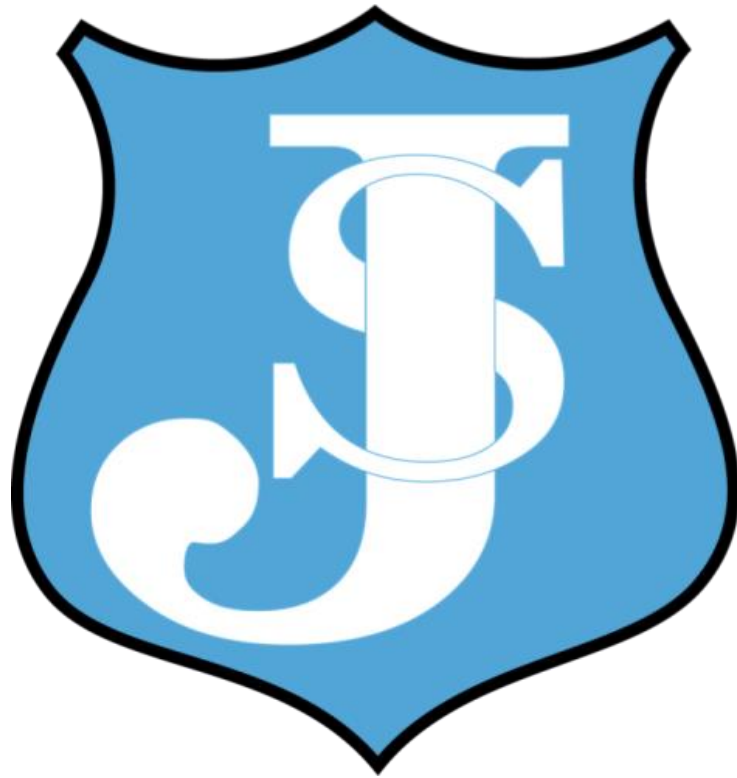


**ST JOHN'S CE
PRIMARY SCHOOL**








**'HIGH STANDARDS THROUGH
A CARING COMMUNITY'**

**Our Reading
Agreement**

READING MATTERS

At St John's we think reading is vital to your child's development. Regular practise is essential to gain fluency, understanding and confidence, all of which are necessary to support a love for reading. By working as a partnership between home and school, we will develop the reading skills of all children, enabling them to reach their true potential.

Benefits of regular reading:

-  On average, teenagers whose parents had helped with reading at the beginning of school were six months ahead in reading levels at the age of 15. (OECD 2011)
-  Reading with children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e., language and literacy, numeracy and cognition) later in life. (University of Melbourne 2012)
-  Reading with children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older. Reading with them 6-7 days per week has the same effect as being almost 12 months older.
-  Children who read for pleasure made more progress in maths, vocabulary and spelling between the ages of 10 and 16 than those who rarely read (IOE 2013)
-  "Parents who spend time reading to their children create nurturing relationships, which is important for a child's cognitive, language and social-emotional development," (American Academy of Paediatrics)

OUR PROMISE TO YOU

- 🛡️ We will support parents in gaining the skills to understand reading development.
- 🛡️ We will regularly monitor the children's progress and feedback to parents.
- 🛡️ We will provide children with a breadth and depth of genres and authors.
- 🛡️ Teach children key reading skills such as inference, decoding and authorial intent.
- 🛡️ Provide additional support to those who require it.

OUR EXPECTATIONS OF YOU

- 🛡️ **At home, we would ask that children read to an adult daily, but 4 times a week as a minimum.**
- 🛡️ Discuss what your child has read, talking about their understanding and response to the text.
- 🛡️ Reading diaries should be completed each time your child reads.
- 🛡️ Practise any sounds or high frequency words that are sent home.

Class teachers will discuss any issues related to regular reading with parents, to ensure all children have the same opportunity to make progress.

READING SKILLS

Decoding:

This is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall:

Early readers need to develop this skill in order to locate important information and to retell their stories and describe events.

Inference:

Reading between the lines. Encouraging children to make inferences based on clues in the text.

Structure and organisation:

As children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, and the author's reason for organising the text in this way, will support children's development in this area.

Language:

Think about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint:

Who is the narrator? What does the writer of this biography feel about his/her subject? Children need to understand that authors write for a purpose, and to be able to recognise that this will have an impact on the way the text is written. Newspapers and advertisements are perfect examples of this.