



Reading Partnership: Burlington School and Your Child.

Our aim

To foster a love of books and reading, ensuring every child reaches their potential as an independent reader, preparing them for their onward journey in education and life.

To achieve this involves a 3-way partnership between school, yourselves and your child.

What to expect from us:

When in school your child will:

Class 1 (Nursery – Year 1)

- Be exposed to a wide range of books, freely accessible within the classroom environment. Time will be given daily for pupils to enjoy these books alone, together and with staff. They will be encouraged to handle books with enthusiasm and respect; talking about the illustrations, book cover and the content of the book.
- Be read to on a daily basis in groups or as a whole class using a range of texts chosen carefully to develop enjoyment and build a repertoire of known stories and poems.
- Read a book either 1:1 **or** as part of a guided reading group on a weekly basis.
- Be taught the skills and mechanics of reading in structured phonics and English lessons on a daily basis. Their progress will be tracked throughout the year as part of our whole school monitoring and tracking system.

Class 2 and 3 (Year 2 –Year 6)

- Read independently in class for a minimum of 15 minutes per day (Usually at 9.00am and 1.00pm).
- Be exposed to a wide range of books including poetry, non-fiction and fiction, freely accessible within the classroom.
- Read to an adult as part of a guided reading group on a weekly basis. Guided reading begins once your child is reading at a more independent level and replaces the 1:1 reading approach reserved for reading in the early years. As a guide this is usually introduced during Year 1. Pupils having any identified difficulty with reading or who are not suited to reading as part of a group will continue to read 1:1 with an adult. Please see the further notes in FAQ section at the end of this booklet.
- Be assessed using the Accelerated Reader Program to ensure a good level of progress and that books are well matched to their ability. They will take regular (weekly/fortnightly) book quizzes to monitor comprehension and half-termly tests to check their advised ZPD reading range.
- Be read to by an adult at least 3 days per week from a text chosen to engage and enthuse their love of books, whilst building their repertoire of story-telling language and develop their understanding of increasingly sophisticated plot and poetic form.

What we expect from Parents/Carers:

- Share books regularly with your child: Let them read to you but also make time to read to them.

- Support your child in completing the required reading at home. We ask that they read 5 times per week at home.
- Complete an entry in your child's reading record at least once per week. A short comment will suffice.

What we expect from your child:

- They take their reading book and reading record book home each day and return it to school each day.
- They read at home at least 5 times per week.
- From Year 2 onwards they write in their own reading records – book titles, pages read and from Year 3 they begin to put a comment in response to their reading.
- From Year 2 to Year 6 they ensure that they select books within their ZPD and quiz accordingly.

Frequently asked questions:

What is a ZPD range and how does it work?

ZPD stands for Zone of Proximal Development. It replaces the method of coloured bands on books and provides a more accurate and sophisticated method of grading the level of difficulty of a book. Once a child has moved from a beginning reader into a developing reader (ie some level of fluency and range of sight words) then they will complete a Star Reader test on our Accelerated Reader system. This will set them a ZPD range allowing them to freely choose their own reading books within this numerical range (displayed via a sticker on the book spine). For example if your child's ZPD range is 2.1-2.7 then they can pick books within that range according to their own interest. We expect pupils to complete a comprehension quiz on some of their books once they have finished reading it.

How often should my child complete a book quiz?

Once per week unless it is a longer chapter book in which case we allow two weeks between quizzes. If your child is on lower ZPD books and reading more than one book per week then they still only need to complete one quiz per week. Children who are just getting started on the book quiz system are supported until they can administer their own tests confidently.

Teachers have immediate access to children's quiz scores so can offer feedback, praise and support as required. This system has been running in school for approximately 4 years now and we have found that children really enjoy using the system and have high level of independence with it. They get regular feedback from the system itself as well as from the class teacher. Any difficulties are picked up promptly and dealt with in a timely manner to ensure pupils stay motivated and happy with their efforts.

Does my child read to their teacher often enough?

We aim to hear your child read at least once per week .

Gone are the days when a teacher would listen to every child in class on a 1:1 basis. Even with a small class of 15-20 children this would be at least 3 hours of the school week when the class teacher was unavailable to teach the rest of the class. (At least 5 hours for larger classes!).

Children still get regular opportunities to read aloud in class to an adult. This is done primarily through guided reading sessions. Guided reading involves a group of 4-6 pupils of a similar reading ability reading together with a member of staff. This may be the class teacher or a teaching assistant. The sessions are focused, purposeful and enjoyable. Pupil progress is found to be good in these sessions as they benefit from

the group dynamics –they can discuss and share ideas, listen to the thoughts of others and delve into the meaning of texts in a way which is more difficult to achieve in a 1:1 session.

Guided reading sessions take place on at least a once per week basis. This will be recorded briefly in your child's reading record –providing that they have it with them on the day.

In addition to this there are frequent opportunities for the class teacher to check in on your child's reading during the school day during various lessons. Your child may be asked to read out part of their work or part of a piece of text during say for example a science lesson. These will not be recorded but are all part of the teaching, learning and assessment process involved in your child learning to read. So please be assured that your child's exposure to reading and to the teaching input and support from staff is a high priority and regular occurrence.

We understand that you may look in your child's reading record and feel that they have been missed being read with. However, this is unlikely to be the case. Reading records can and do go missing or are forgotten occasionally. It is highly likely that your child will still have read in class even if it hasn't been recorded in their book.

The above details of how we support your child's journey in learning to read hopefully gives a fuller picture of the many processes involved. The teaching of reading has always been a high priority at Burlington School and we are proud of the progress made by our children during their time with us.

I am concerned about my child's reading –what should I do?

Come and talk to us. Your child's class teacher is your first port of call and we are all happy for you to just pop in and have a quick chat or make an appointment to discuss things in more detail. Further support can be found from Vicky Atkinson our English Subject Leader and Sarah Powell our SEND Coordinator – both of whom are happy to provide advice on supporting your child at home or their progress in school.