



Broughton Hall Catholic High School

Parent Reading Scheme

'here at Broughton, literacy matters'

Good readers...

See images

Relate to previous
reading experience

Hear a
reading voice

FEEL

Relate to own
experience

Ask questions

**Rationalise what is
happening**

**Predict what
will happen next**

Reread

Establish a relationship
with the narrator

Respect - Responsibility - Relationships - Achieve

Our Aim

At Broughton Hall Catholic High School we aim to encourage pupils to read widely; to improve their reading skills and to make reading an enjoyable activity. This booklet is designed to give **you** the opportunity to help your daughter to improve her reading skills **at home**.

Every subject requires basic literacy skills and the school dedicates one morning a week to reading for pleasure. The reading for pleasure scheme will enable pupils to extend their reading inside and outside of school.

Why have a Home Reading Scheme?

This year, we would be very grateful if someone at home could find the time to join in the process and help out. We would like you to spend a few minutes each week listening to your daughter reading and then fill in a brief **'Home Reading Record Sheet'** (*this record sheet is explained in more detail further on in this booklet*).

Whether your daughter is a brilliant reader or someone who really finds it tough going, your involvement can produce lots of benefits;

For your daughter:

- Genuine help, encouragement and enjoyment
- The chance to discuss books and ideas
- The opportunity to improve reading skills

For you:

- Greater involvement in your daughter's education
- Training and advice on helping your daughter to read
- The enjoyment of reading together

How to do it

This section explains how the **HOME READING RECORD** sheet works and offers general advice, for those who feel they need it, on how to help your daughter with her reading. Below, you will find a very basic list of procedures. More detailed guidance follows.

Basic Procedures:

1. Sit with your daughter, decide how much is to be read or how long is to be spent reading.
2. If your daughter has already started a book, ask her to give you a summary of the main events so far. If it's a new book, ask why it was chosen.
3. Listen to the reading, offering prompts and help where necessary.
4. When your daughter has finished, have a chat about what was read and how it was read. Then try to agree marks and fill in the **'Home Reading Record Sheet'** together. Feel free to raise issues with the progress tutor.

Guidelines for hearing your daughter read

1. Sit next to your daughter, in a position where you can observe the page comfortably.
2. Encourage word attack skills, for example:

"Can the word be split into parts?"

"What sound is in the middle of the word?"

"When I cover up part of the word, what sound is left?"

3. Occasionally suggest re-reading of a passage, for fluency and rhythm.
4. Always ask one or two questions at the end of the task, to test understanding.

You could ask about:

- The meanings of words
- Events that have happened
- What characters do, say and feel
- The way the mood and atmosphere are created

Here is a simple checklist to help you:

- Is she enjoying the story?
- Can she explain what has happened so far?
- Can she answer simple questions about the story?
- Can she predict what will happen next?

Prompts for question in shared and guided reading

Typical text level questions to ask:

- Before I even begin reading, what do I know and what do I expect?
- Does it have any relation to previous texts I have read?
- Have I received any sort of help to make it easier for me to make sense of it?
- What sort of support might help me read it more independently?
- What am I expected to do as a result of this reading activity?

Typical sentence level question to ask:

- What is immediately noticeable about the layout/presentation of this text, and what might this information tell me about the meaning?
- What is the average length? Do the sentence lengths vary, or are they consistent?
- Are most of the sentences statements, or are other sentence types also regularly used? How and why?
- Is the language use typical of known text types or genres?
- Are there any recognisable patterns or structures in the language?

Typical word level questions to ask:

- Is the vocabulary of this text mostly familiar, or are some words unfamiliar?
- Is it possible to establish the intended audience from the sorts of words being used?
- Are the language and the choice of words essential to the meaning?
- Are certain words/phrases/ideas highlighted or emphasised for special reasons?
- Are the words of our time or from other periods?

These questions provide a way to comprehending what is taking place in texts, and should be used to help pupils – of all abilities – to approach texts, of whatever nature, with greater confidence.

All readers will be motivated to continue their reading engagements if they have strands to follow and puzzles to solve. If pupils' insights into texts, particularly fiction texts, is supported at regular stages of the reading, they have more established reasons for reading on.

Pupils need to see how they can interact with texts, and build relations in terms of:

- **Their contents: plot, characters, the manner of conveying information, etc.**
- **Their contexts: for study, for pleasure, for learning about texts, for information, etc.**
- **Their language: word (morphology) and sentence (syntax) level.**

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Reading Record Sheet

Name:Date:

Book Title:

Genre of Book (please circle)

Humour Horror Adventure Mystery Romance Poetry Sci-fi Non-fiction Other

Mark out of 5 (please circle)

1 2 3 4 5

Pages Read: from to

Reading Skills:

Fluency : 1 2 3 4 5

Clarity: 1 2 3 4 5

Intonation: 1 2 3 4 5

Volume: 1 2 3 4 5

Use of Punctuation: 1 2 3 4 5

Understanding : 1 2 3 4 5

Comments: (Parent and/or Pupil)

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The Mark Scale should be interpreted as follows:

1. Absolutely excellent
2. Good
3. Solid, but one or two things could be improved.
4. An area of concern.
5. Considerable difficulties.

