All children need to imagine themselves as the main protagonist in a story: celebrating a birthday, going shopping, being ill, having a tantrum, having their hair cut, worrying about a new sibling, being the superhero, going camping, visiting the seaside and having adventures. (The Reading Framework, The Department for Education, July 2021)

Library Lexile Books
Your child will take a "lexile test" which will give them a lexile number to help them choose suitable library books. Children will take a **lexile quiz** after reading each book, and will take a **lexile test** at least 6 times a year. We expect children to read short/picture books three times before taking a quiz. Children should aim to read little and often e.g. 10-15 minutes a day, and use class dojo to record reading at home.

Chapter Books
Chapter books do not need to be read more than once, however children should read some of the book aloud to an adult. This is to ensure that your child has opportunities to assist with decoding and to clarify words. We would recommend completing the book within two weeks, as a longer period of time can make it difficult to remember the book well enough to pass the quiz. Your child's teacher will check their Scholastic Reading Report card regularly to see how they are progressing with their reading comprehension.

How to help your child with reading aloud.
• Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
• Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets…'
• Read through the whole story or chapter the first time without stopping too much. Let the story weave its own magic.
• Read with enjoyment. If you're not enjoying it, your child won't.
On later readings:
• Let your child pause, think about and comment on the pictures or events.
• If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that…'
• Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to…'; 'I wouldn't have done that, would you?'
• Link the stories to your own family experiences: 'This reminds me of when …'
• Link stories to others that your child knows: 'Ah! Do you remember the dragon in ….? Do you remember what happened to him?'
• Avoid asking questions to test what your child remembers.
• Avoid telling children that reading stories is good for them.

You can find more ideas at:
10 top tips for parents to support children to read - GOV.UK (www.gov.uk)

Word Knowledge

This is the vocabulary taught during reading comprehension sessions and practiced when any text is shared with the class.

Decoding	• I can use my knowledge of root words, prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including –ly) to help me read aloud and to understand the meaning of new words. • I can read further exception words accurately, including words that do not follow spelling patterns.
Predicting	• I can predict what might happen next in a story using the clues in the text.
Clarifying	• I can explain the meaning of words that I know and talk about the meaning of new words. • I can discuss how a text is organised to help me understand it using the terms paragraphs, headings, subheadings and inverted commas to show speech.
Reading for pleasure	• I can take part in a group talk about books or poems, taking turns and listening to what others say. • I can show that I enjoy reading by reading lots of different types of books.
Summarising	• I can explain the main idea in a paragraph and the sequence of events in a story. • I can use non-fiction texts to find information.
Inference	• I can work out what a character in a book is feeling by the actions they take and explain how I know.
Questioning	• I can ask questions about the texts I have read to help me understand them.
Language for effect	• I can discuss words and phrases that capture the reader's interest and imagination.
Themes and Conventions	• I can recognise fiction and non-fiction books. • I can make links between books I have read or listened to.