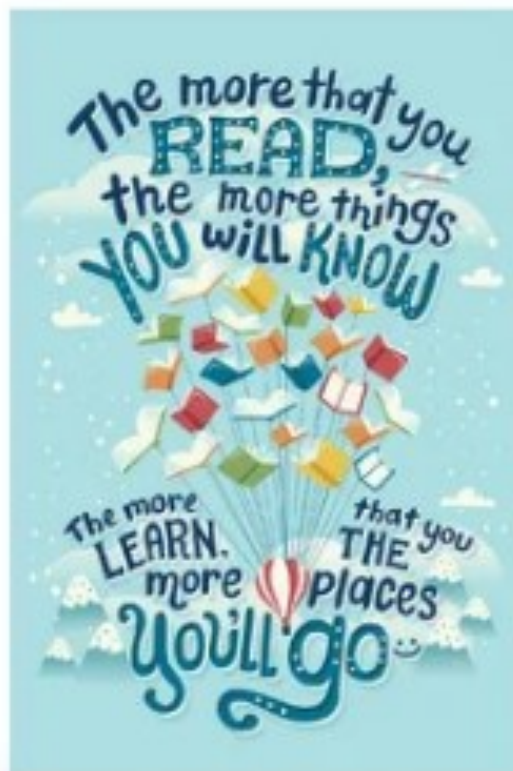


Year Five and Six Reading Record

Name: _____

Class: _____



**CHAWTON C.E.
PRIMARY SCHOOL**

'Love, Courage and Fellowship'

Dear Parents,

As well as being a reading record where your child can record their daily reading (the expectations is 5 times a week), this has been designed to help you—as parents—continue to support your child at home with their reading journey.

Reading is complex! Although your child can probably now read many texts fluently and with speed, accuracy and intonation, it is vital that they understand and comprehend what they are reading too. This reading record will help you to understand how we teach your children to do this as they enter the final years of primary school and also give you some question prompts to use in your discussions with them at home. Please do continue to listen to your child read and enjoy everything that sharing a book brings. We want your child to grow into a confident and successful reader, able to read successfully across the entire curriculum and to prepare them for literacy skills in secondary school.

If you have any questions, please speak to your child’s class teacher or to myself.

Mrs Goldsworthy

“Reading is the gateway skill that makes all other learning possible.”
BARACK OBAMA

Supporting Readers at Home

Open University research suggests there are three important ways to support readers and a love of reading.

- Read Aloud**
Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.
- Family Reading Time**
Making time to read alongside one another helps develop children’s reading stamina and interest. Let them choose what to read and relax together.
- Book Chat**
Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

Children who read, and are supported as readers, develop strong reading skills and do better at school.






























I wonder if...why... what...who...

For more ideas see the OU website: www.ourfp.org

Read Write Inc.

These are the sounds in the order that your child will learn them. We call these 'Set 1' sounds; most of these are 1 letter = 1 sound.









Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	r 	j 
v 	y 	w 	z 	x 
sh 	th 	ch 	qu 	ng nk

Set 2 and Set 3 sounds.

These become more complex as there are at least 2 letters=1 sound. There are pictures and 'ditties' to match each sound to help remember them. Ask your children what their favourite ditty is!

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy to enjoy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Letterjoin handwriting

At Chawton we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum. **Please encourage your child to use this letter formation in all writing.**

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking. This is why we teach cursive handwriting from reception.






























































































































































































Cursive Lower Case Letters



Reading is complex.

As well as **learning to read** (we call this decoding), we need to teach our children to think like a reader, so they can **read to learn**. These are the strategies (your children will become familiar with the images for each strategy over time) we teach them to understand/comprehend what they are reading so that they become skilled readers. Please ask your child questions about what they are reading to help them become skilled, fluent readers. This reading record has many examples of questions you can ask your child when you are sharing a book, but there will also be other questions in the Read Write Inc books your child will be bringing home to share with you.

From comprehension strategies → comprehension skills

	apply word reading strategies		notice breakdown and fix it		think aloud		ask questions
	notice breakdown and fix it		think aloud		ask questions		notice breakdown and fix it
	notice breakdown and fix it		think aloud		ask questions		notice breakdown and fix it
	notice breakdown and fix it		think aloud		ask questions		notice breakdown and fix it
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	notice breakdown and fix it		think aloud		ask questions		

Reading Tips for decoding

If you are stuck on a word, try this...

If the word starts with a capital letter, it is the name of a place or a person. Don't worry if you can't pronounce it properly—move on.

Meet another word that you are not sure of? Read the sentence before and after again and look for clues. Then keep going.

Look for clues in the text. Try reading the whole sentence and miss out the word you don't know. Then re-read the sentence with a word that it could be. Does it make sense?

Use a line-guide finger / ruler / spare paper if you need one to keep you in place and help you to concentrate.

Do you recognise any groups of letters from other words? 'igh' in **sigh**, **high**, **light**

'Turn on the TV inside your mind' whilst reading. This will help keep you focused and make some of the images within the text more memorable.

Make reading enjoyable by...

Finding a quiet space and time when you can read without

Discuss favourite characters, authors, poets, poems, subjects with your friends and family.

Talk about books!

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **'Clarify'**

To stop and notice the things that do not make sense.



How has the writer used ...?

Can you make links between ...?

Which ... is the most powerful?

What/how would you improve?

What do you think about ...?

Which is your favourite/least favourite ...?

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

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Next week, I need to practise:

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Select and Retrieve**

To select the specific.



Can you make use of the facts to ...?

What was the problem with ...?

Why did ... changes occur?

What evidence can you find to support ...?

Where is the word that means?

What facts would you select to show ...?

Which ... would you like to improve? Why? How?

What effect does the choice of nouns/verbs/ repetition, etc, have on you the reader?

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

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Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Summarise**

To develop a mental map of the text.



What were some of the motives behind ...?

What do you think was the turning point in the ...?

How is ... similar to...?

What is it like to be ...?

Can you explain what must have happened when ...?

What is the gist of this paragraph?

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Respond and Explain**

To justify and idea or opinion.



Why did
character ... react in
that way?

What questions
would you ask the
characters about ...?

What parts/words
would you select to
show...?

Why did the author
write this story?

What clues does
the author give us
about character ...
life before the
story?

What is your
opinion of ...?

What would you
have said/done ...?

My Reading Progress

Sound focus:

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My Reading Progress

Sound focus:

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Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Inference**

To fill gaps, make links and dig deeper.



Do you think this interpretation is justified? Why?

Imagine you are a character ...

How would you solve ... using what you've learned ...?

Why is your interpretation different to ...?

How might other readers respond to ...?

Do you think that is how the writer wants you to feel?

What does the writer do to make you think/feel that?

Which events could have happened ...?

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

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Next week, I need to practise:

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Language for Effect**

To explore the writer's choices and the impact on the reader.



Can you make connections to ...?

Compare the impact of ... with ...

How does the writer use ... to...?

Let's focus on: **Themes and Conventions**

To identify any messages in the text.



What was the underlying theme of ...?

What do you think about ...?

Do you agree with the writer's view on ...?

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

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