

Reading at Deer Park School

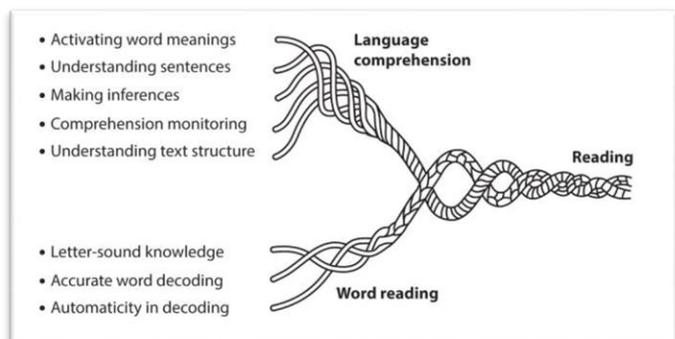


We were due to have a workshop about Reading before Lock Down and we shall have one in the next school year. However, in the interim, I just wanted to say a few words about my favourite topic! I shall start with a bold statement. Reading is the most important skill for a child to acquire and develop throughout their time in primary school and beyond.

What is reading?

Reading is not just reading (de-coding) words; it is the combination of word reading and language comprehension.

Children use both these skills and processes throughout their time at school. However, the word reading is often considered the most important. Through reading with the children as a whole class, in small groups and individual reading we assess which of these areas need support. Also, through our use of Accelerated Reader in Year 2 and above we build a picture of what we need to build on.



Many children, as they get older, are left to their own devices once they can 'read'. As a parent, who was not then a teacher, I just assumed my daughters could read. Once I became a teacher, I started to read with them again each night. I discussed the book and asked questions; whilst trying not to go over the top and destroy the love of reading! Most importantly, I read **to** them a book that was above their language comprehension level. I chose books that they could have mechanically read by de-coding but they may have struggled with understanding the complexity of the plot or characterisation. If they 'read' independently.

Why is reading (language comprehension) so important?

Here is an example to demonstrate. Once a child can read **and** understand the meaning of the word 'increase', they can use it in maths when considering an increase in a percentage. Then they can use it in geography when they are looking at an increase in rainfall; in history when they study the increase of power of a ruler and in English they can begin to distinguish between it being a verb or a noun. So, vocabulary supports reading comprehension and reading (with good comprehension) supports vocabulary development and it continues in this cyclical fashion; with talking as a thread running through.

Encourage reading of a wide range of material; for example: recipes, newspapers, magazines; instruction manuals; factual books; comics and cartoons etc. You may love fiction but your child may prefer non-fiction. You may love Lewis Carroll but they may not. Try and approach it enthusiastically but giving them space to find what they love to read.

This takes me to the other key area of reading that is **reading for pleasure**. If your child develops a lifelong love of reading it will give them enormous sense of satisfaction. So, try and leave time and space for it just to be for fun and with no questioning or timetable. Also talk about books and share what you are currently reading with your children.

Here are a few websites that at DPS find very useful: [Book Trust](#) [Books for Topics](#) [Lovereading4schools](#)

Please feel free to contact me about this topic. I love to read and talking about reading. Victoria Coward