

Willow Learners are:

I

Inquisitive

N

Nurturing

C

Collaborative

R

Resilient

E

Enthusiastic

D

Determined

I

Independent

B

Brave

L

Limitless

E

Expressive

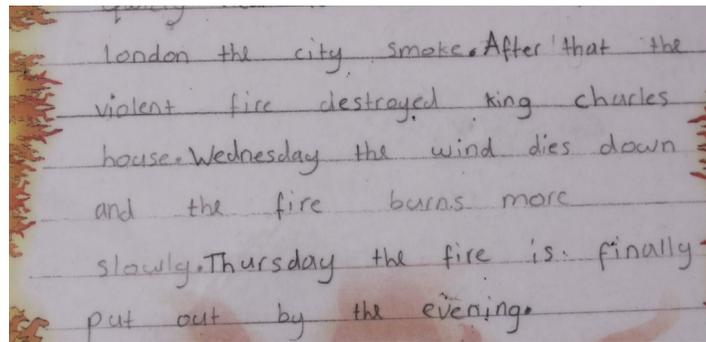
Additional Information

Books are available to borrow from class book areas and the school library. It is expected that any books borrowed are returned in a good condition. A charge will be made for any lost or damaged books.

If you have further questions about reading within the school, please make an appointment to see Ruth Gallie or Cindy Dawson, our two teachers who lead on reading in the school.



Guided Reading & supporting reading at home



Children who read, SUCCEED!



School address:
The Willow School on Broadwaters,
Adams Road,
London. N17 6HW
Tel: 020 8885 8800
Email: admin@thewillow.haringey.sch.uk
Website: www.thewillow.haringey.gov.uk

Here is some useful information about how reading is taught at The Willow primary school, as well as how you can support your child with their reading at home.



At The Willow primary school, we want all children to become enthusiastic, life long readers. Through quality teaching, reading clubs, book weeks, author visits, parent and child reading sessions etc, our children experience a wide range of reading opportunities.

What is Guided Reading?

- Guided reading is a *focused teaching session* (approximately 20 minutes long) where reading skills are taught.
- Teachers choose a text (a piece of writing) that is both challenging and engaging. The objective of the session will be to bring meaning to the text.
- Each child, that no longer needs to have language tuition (RWI), has a guided reading session once a week with either the class teacher or another adult in the school.
- Children are in ability groups of approximately 6.
- Children who need additional support with reading may be heard on a one to one basis by the teacher/Teaching Assistant or a volunteer.

What is the reciprocal approach to guided reading?

At the Willow, Guided Reading is taught using a reciprocal approach. This means children take an active role in their learning. *They work collaboratively with the teacher to bring meaning to the text.*

Children will be familiar with the 'Text Detectives' characters: Agent S, Agent P, Agent I and Agent Q.



During the guided reading sessions, children use the skills that the Text Detectives represent:

- S Summarise-** Give a short re-cap of the key information that has been read. The text does not need to be read again.
- P Predict-** Make a sensible guess about what will happen in the text. The title, sub-headings, and pictures, can be used to make a prediction.
- I Identify-** Find a word that is not understood and check it's meaning. This can be done through reading the sentence and trying to work out what the word might mean. You can also ask the teacher, a friend, use a dictionary or use the internet (laptop/ tablet).
- Q Question-** Children generate their own questions about the text being read. They fold their arms to show they have thought of a question. Children must know the answer before asking the question.

Ways to help your child improve their reading at home:

In order to make good progress, children should read for at least 20 minutes every evening. When possible, read *with* your child. In order to help your child develop their comprehension skills, **ask them questions about the text . This will be most effective if you ask a range of questions.** Types of questions that can be used:

1) The answer is in the text.

These are simple questions where the child simply needs to retrieve information from the text.

- Where does the story take place?
- What does the character look like?



2) There is a clue to the answer in the text.

These are more complex questions where children need to infer/ deduce information from the text.

- What time of day is it in the story? How do we know?
- How is the character feeling? What words tell us this?



3) The reader needs to form their own opinion.

Children need to consider the information in the text, form their own opinion and give reasons to support it.

- Do you think the character did the right thing? Give reasons for your opinion.
- Was the ending of the story effective? Give reasons for your opinion.
- Why has the author chosen to use that word or phrase? What effect does it have on the reader?

