

The Reading Diet at Alexandra Primary

Reading being the key to the curriculum






Expectations for reading at APS:

- Daily reading with either class teacher or TA for 3 children each.
- Children in Nursery, Reception and Year 1 should be taking home fully decodable books. The books should only include graphemes up to what is being taught that week.
- For more information see reading expectation for phonics and reading from the Learning section on the school website.

Reading in class should include:

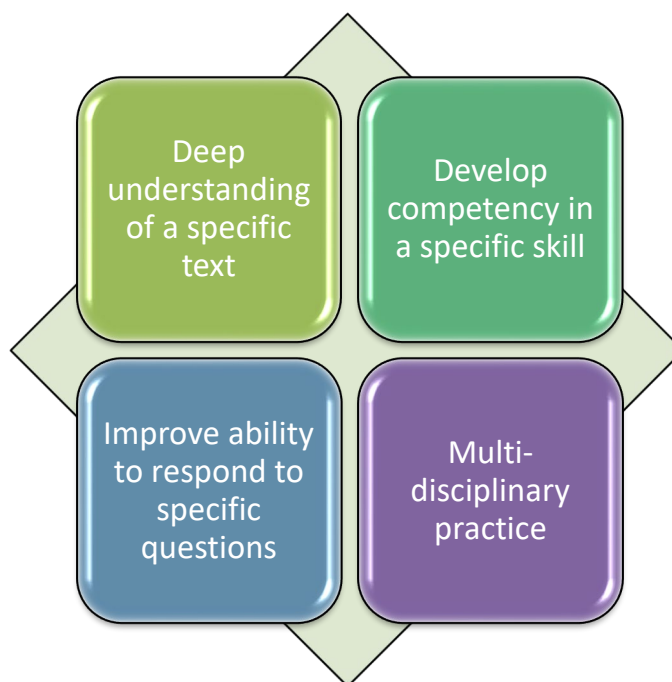


-  The reading diet is made up of long-term habits
-  A good diet is always varied
-  A good reading diet is made up of these three staples: reading materials, reading experiences, response to reading experiences

What is the diet like for any child in our school?

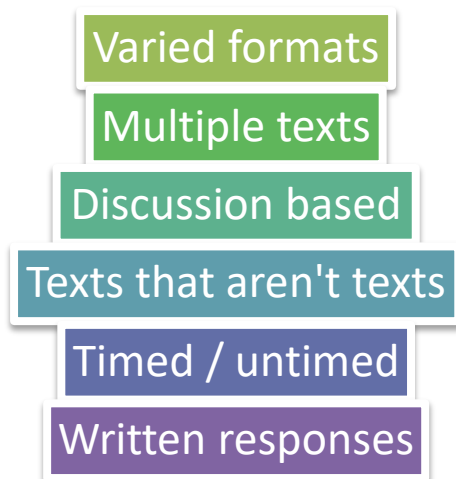
- 📖 It is worth considering how and when the children read, the duration, location and if reading is time limited to get children used to reading quickly sometimes.
- 📖 Choosing a great text isn't the only consideration for building a great reading diet.
- 📖 Children should read for increasingly long periods of time, as well as 'quick fire reading' over short bursts.
- 📖 Where pupils read should also be considered in the overall reading diet.
- 📖 Learning to read under timed conditions is a life skill that children will experience especially in the next stage of their education.

Reading for pleasure is really important and as a consequence the following will develop:



- 📖 And once we've worked out the WHAT and the HOW, we have to decide what we want children to do with this reading experience.
- 📖 By nature, reading is a multi-disciplinary act. This means that the reader employs lots of skills at the same time to undertake any reading experience.
- 📖 Sometimes we read so that pupils understand one specific text really well – leading to a deeper understanding of a subject.
- 📖 Sometimes we read several shorter texts to help children develop competency in a specific skill.
- 📖 Sometimes we read so that we can teach children to respond to specific types of questions. In this case, the reading experience is as much about the questions as it is about the text.
- 📖 Sometimes we want pupils to bring all of their reading skills together in multi-disciplinary practice. This is where we create a reader and a love of reading.
- 📖 All of these are equally important

So what reading experiences make a good reading diet? Below are some.



Variety is important when thinking about a high quality reading diet.



Over any two week period, what is the range of text types, reading experiences and the conditions for reading?

Questions that are asked include:

What do you think is going to happen next?

Why did they do that?

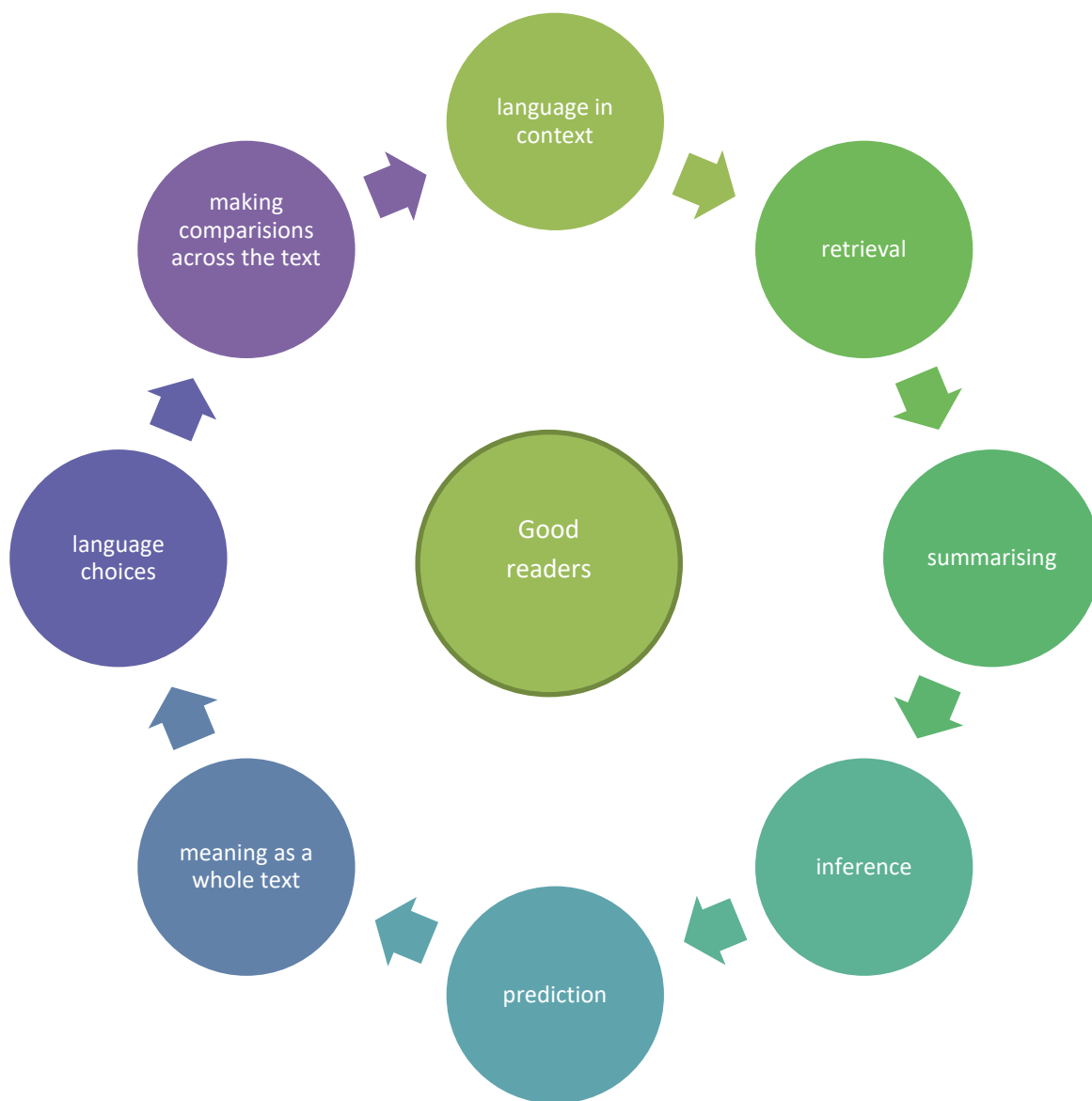
Prove / disprove... (True / False)

What impression do you get...?

Which word tells you that...?

The questions that we ask act as a 'window' into pupils' understanding of a text. They also tell us about their competency in certain reading skills. We can have a tendency to lean towards common questions because they are the ones that we always ask. Carefully balancing a broad and rich diet of questions is also important.

Which of these do you think are asked most / least frequently?



Vocabulary, Retrieval and Inference are the three biggest weighted skills.

Question Types

Selected response	Short constructed	Extended response
<ul style="list-style-type: none">• Multiple choice• Ranking / ordering• Matching• Labelling	<ul style="list-style-type: none">• Find and copy• Short response	<ul style="list-style-type: none">• Open ended response

Helpful suggestions:

Before Reading

What do you think this book will be about? Why do you think that?

What do you know about the topic of this book?

Does the topic of this book remind you of anything you have done or seen before?

What are you wondering as you look at the front cover?

What are you wondering as you look at the front and back of the book?

During Reading

What do you think will happen next?

How do you think the character will handle this situation?

If you were in the story, what would you taste, feel, smell or hear?

What emotions is the character feeling? How do you know?

What does that word mean?

After Reading

What is the main message of the book?

What questions would you like to ask the author right now?

Tell me the story in your own words?

What were the most important events in the story?

If this story had a sequel, what do you think it would be about?

Did you like this book? Why or why not?

For more information please refer to the Learning section of the school website and the reading page which includes more information on reading strategies.