



Reading in the Junior School

Reading in the junior school is of paramount importance. It lays the foundation for all future learning and success in the senior school. Our aim is that children should read fluently and with full understanding and enjoyment. This skill cannot be suddenly acquired. Normally fluent, good reading is the result of constant practice over a long time.



Parents have a large part to play in the business of reading because of the need for continuity. It is not only younger children who enjoy reading with their parents; older ones too enjoy individual attention as they read, discuss their books and ask unknown words.

In school, children are heard read individually and their reading is marked in a reading journal. **They should bring their reading book and journal to school every day, with the page they have reached at home marked.**

Pupils should read at least three times a week. Five times a week is desirable, although a child who is able to read silently to him/herself with enjoyment would choose to read more often. **It is especially important to continue reading in the holidays.** Indeed, often reading homework is set at that time and this is an essential part of the English course. It ensures that no ground is lost through lack of practice.



There is regular testing in school in phonics and comprehension. The teachers can then advise on suitable reading books. We are lucky to have two reading assistants in school who also hear reading and often are able to discuss the books at length with the children. Our assistants have a very good knowledge of children's literature and current trends.



At a certain stage children are able to choose their own books with some guidance at a distance. However, some pupils can be swayed to select books because some of their classmates or their siblings are reading them and these books can be unsuitable because of difficulty of vocabulary or subject matter. Sometimes a child can come in with a book which, if too difficult, can actually impede the child's reading. As a rule of thumb if a child cannot recount what has happened in some detail, or does not know five / ten words on a page, another book

should be chosen. Sometimes the subject matter or language can be unsuitable for younger children even when they seem to be very good readers. In the same way, long books are unsuitable for slower readers. It is always difficult when a child says he/she wants to read a book for which he/she is not quite ready and we have to choose another without denting self- confidence. **At times the teacher may professionally choose a book for the child simply to maintain a balance and variety: different authors, different styles, fiction and non- fiction etc.**

Please discuss your child's reading with the teacher and in your busy schedule find time for this most important of all activities. Thanking you,