



Reading Buddy Contract

1. I agree to be a buddy to support a younger child's reading.
2. I understand and agree that I must carry out my buddy duties regularly and will discuss progress with a teacher.
3. I understand the importance of confidentiality; I agree not to discuss my buddy with other children.
4. I understand that my contract will be reviewed termly and at this time I can give up my buddying duties should I wish to do so.

Pupil's signature

Parent/Carer's signature

Teacher's signature



Giffnock Primary School Reading Buddies



Article 29:



Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

What to do

- Collect your buddy from the class and go to designated area. Sit beside one another and allow the Little Buddy to hold the book and turn the pages.
- **Try out these different options for reading together.**



- Reading aloud. Big Buddy reads while Little Buddy follows along.



- Echo reading: Big Buddy reads a sentence, paragraph or page, and then Little Buddy reads the same section.



- Choral reading: Big and Little Buddy read everything together.



- Popcorn reading: Big Buddy reads most of the text, pausing occasionally to let Little Buddy read a few words.



- Sea - saw reading. Take turns reading by reading a sentence, paragraph or page each.

- Fill in the reading record.

- Take your buddy back to class and return quickly to your own class.
- If you have a problem, speak to your teacher or Miss McLaren straight away.
- If you are unable to buddy on any day then you should tell your teacher and a reserve will be sent.

Talk about



Before Reading

- ★ What is the title?
- ★ What can you see on the front cover?
- ★ What do you think the book is about?

During reading

- ★ Talk about any new words or interesting words.
- ★ Check any unknown vocabulary in a dictionary.
- ★ Discuss clues in text and pictures.
- ★ Discuss what you already know.

Reading strategies for unfamiliar words.

- S- t - r - e - t - c -h the word out.
- Look for picture clues.
- Skip it and move on to the end of the sentence.
- Read the sentence again and try a word that makes sense.
- Say the first few sounds of the word out loud.
- Look for a chunk in the word that you know.
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After reading

- ★ What was the book about?
- ★ Who was in the story?
- ★ Where did it take place?
- ★ When did it take place?
- ★ Why did.....happen?
- ★ Why did the characters do what they did?
- ★ How did the characters feel?
- ★ What did you like / not like about this book?
- ★ What have you learned from reading this book?