

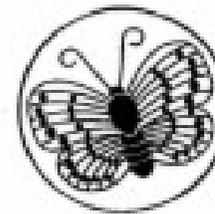
Top tips for helping your child with their reading

1. **Read to your child** – Reading to your child everyday helps them to develop a love of books. It supports them in learning new vocabulary that they would not be able to read themselves and it provides a time to be together. Reading to your child can also have a positive impact on their future comprehension skills.
2. **Read yourself** – We want children to see that reading is a life long skill that is also enjoyed in adulthood. Set a good example by reading a range of books, magazines and newspapers.
3. **Little and often** – We know that you are busy and we want to make reading not only a manageable task but also something you can enjoy together. Therefore, we advise that you don't put too much pressure on reading whole books in one go. Read a few pages a night and really talk about what they have read. Really take the time to listen to your child read with no distractions, where you can celebrate reading together.
4. **When your child is stuck on a word** – At times children may come to a word that they have not read before and it is important that we support them in the right way. Children's books will be matched to their phonic knowledge so always encourage them to sound it out. For example, the word r-ai-n. However, the English language is complex and not all words can be sounded out, for example, *said*. If this is the case look at the tricky word keyring or word card that children will have in their bookbag and if they don't know it just tell them. Similarly, you could use the top tips on the reading rescue kit to support you. If you are concerned that your child is struggling with a book and feel it may be too challenging then please speak to your child's class teacher for support.

We hope you have found this reading booklet useful. If you have any other questions regarding your child's reading then please speak to your child's class teacher who will be happy to support you.

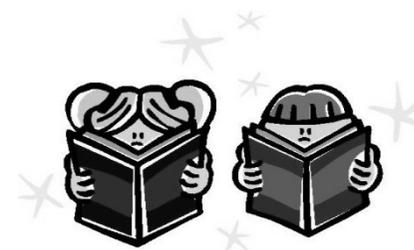
**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**
-Dr. Seuss

Normanton All Saints CE (A) Infant School



Reading at home with your child Information about the school's reading scheme

Taking an interest in your child's education is the most important thing you can do to help them achieve their full potential.



Dear Parent,

The ability to read is a crucial life skill. Please read the information in this leaflet about our school reading scheme and how you can help your child with their reading at home.

Our reading scheme is made up of:

- **Collins Big Cat – Little Wandle for Letter and Sounds revised**
- **Home readers – Phonetically decodable books**
- **Free readers**

Collins Big Cat – Little Wandle for Letter and Sounds revised

During phonics teaching we use phonics books to support children in applying their phonic knowledge to words and sentences by segmenting and blending sounds together. These phonics books are linked to the secure sounds that your child knows. In school children will be listened to read in a small group 3 times a week. Each time the group will be focusing on a different reading skill; fluency, prosody (readers voice) and comprehension (understanding the book). Once children have completed their three reads in school they will be bringing this book home to read and share with you. This is a time to celebrate reading success with your child and share a love of reading together.

Home readers – Phonetically decodable books

We know how important it is to allow children the opportunity to read a range of books. We have therefore provided children with home readers that are also matched to their phonic knowledge to read at home. Your child will also read this book to an adult in school. The home reader books will not introduce sounds or tricky words that have not already been taught in school. The sounds and words should therefore be familiar to the children when they bring them home.

Free Readers

Once children have learnt all the phonic sounds and they can read with accuracy and fluency they will then move on to our free readers. Free readers are books that are both age appropriate but also allow opportunities to read a range of fiction, non-fiction and poetry. These books will also support the development of comprehension (understanding the book). Some of these books will also have a written comprehension activity linked to the text for your child to complete at home.

Word walls

Word walls are used from the earliest stage of a child's phonic development. They work through the phases of sounds that the children will learn. Children will have the opportunity to take the word walls home and practise them in school with an adult. They will be encouraged to read the sounds fluently and accurately. Children will then be expected to use their segmenting and blending skills to read the words accurately by spotting the digraph or trigraph, segmenting the sounds and reading the word. When children become more confident in this they will be expected to develop their fluency by segmenting and blending in their head (not out loud) in order to read the words. Children will move onto the next word wall once they have become confident, accurate and fluent in reading the sounds and words. They will not be expected to take a word wall home when sounds haven't been taught in school prior.

Tricky word keyrings and word cards will also be sent home to support children in reading non-decodable/high frequency words. These are also linked to the phonic phase the children are learning. These will be sent home for children to practise with parents. Children will also practise these in school.

Reading rescue kit

As a reading school we want to ensure that children are equipped with all the skills needed to read fluently and accurately. We encourage the children to develop their independence by using our reading rescue kit.

- ***Know it just say it*** – We encourage children to just say the word if they know it. This develops fluency.
- ***Sound out the words you don't know*** -If children are unsure of a word they need to use their phonics to sound it out. We would encourage them to do this in their head (not out loud) as they become more confident.
- ***Saw the word into chunks*** – If a word is a longer word then we would encourage children to split it into chunks to make it easier to read.
- ***Look for letters that go together*** – This is where we would encourage children to look of the digraphs, trigraphs and split-digraphs.
- ***Run through the text*** – Children will be encouraged to run through the text to check it makes sense.

