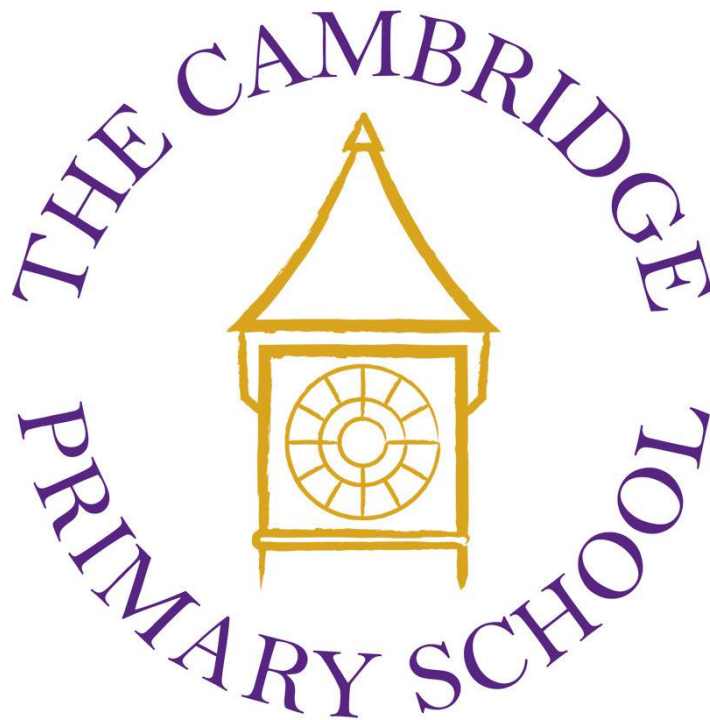


# Supporting Reading at Home

Reception and Key Stage 1



*‘Inspiring Minds Together’*

*“Reading gives you wings. It lifts you up, lets you soar and brings you home in time for tea.” Ally Sherrick*



The teaching of phonics and early reading at The Cambridge Primary School is of the highest priority. We are committed to ensuring every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

Reading is key to a child's learning and we know how important it is to work in partnership with parents and carers to help children to develop their confidence in this area. Reading together at home is one of the easiest but most important ways in which you can help your child. As you share books together, you will help to develop your child's reading skills and show them how enjoyable and important reading is. Thank you for your support-it really makes a difference.

### **What reading skills and strategies do we teach at school?**

Phonics is the **key strategy** we teach to enable children to read the words they see. We follow the Little Wandle Letters and Sounds Revised programme.

By using the phonics skills they have learnt, children will be confident to tackle new words and go on to become fluent readers.

In Phonics, children are taught to:

- Recognise the sound that each individual letter makes.
- Identify the sounds that different combinations of letters make such as 'sh.'
- Read (decode) words by sounding out the letters and blending the sounds together from left to right.
- Recognise words by sight because many words in the English language cannot be read (decoded) by sounding out and blending for example, 'the.' These are known as 'tricky words.'

During reading practice sessions and guided reading, we focus on the skills of decoding, prosody (expression and intonation) and comprehension. As the children develop, we encourage them to develop comprehension skills by thinking about the following **aspects** using engaging dog characters:

- Victor **Vocabulary**- Identifying new vocabulary and discussing its meaning, talking about the author's choice of words and using this to understand the text.
- **Sequencing** Suki- Identifying and explaining the sequence of events in texts.



- Rex Retriever- Identifying and explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Inference Iggy- 'Reading between the lines' and looking for clues to gain a deeper understanding of the text.
- Predicting Pip- Predict what might happen on the basis of what has been read so far.



For question ideas to support the areas of comprehension above, please see the end of the booklet.

## **When do we teach reading at school?**

All children in Reception and Key Stage 1 are taught Phonics discretely every day for 30 minutes. It is the most effective way of teaching young children how to read. Children are taught reading comprehension skills during reading practice sessions that take place three times a week in Reception and Year 1 and in guided reading lessons in Year 2. This is a time when children have the opportunity to explore and talk about a focus text in more detail. Children will also read individually to an adult. All children read weekly but some children may read more often depending on individual need. During English lessons, the planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1; leading to daily discussion about the text. Children have many other opportunities to read and enjoy texts as part of the wider curriculum. These include reading their own or a partner's work in class, carrying out research as part of a project or preparing for and presenting class assemblies. Your child's teacher will take advantage of opportunities to make links between reading sessions and other activities so that the children can practise their skills in context.

## **How you can help?**

- You will receive regular letters regarding the focus sounds and 'tricky words' your child is learning in phonics lessons. You could cut up the letters and words and play games using the guidance.

## **What do the children read?**

Your child will have two books to bring home and read every day. They are called the 'Phonic' and 'Family' readers. Please ensure these are both kept in the reading wallet with the reading record, and are in school every day.

## **‘Phonic Reader’**

This book will match as closely as possible, the sounds and words your child is currently learning. It is kept for a week with the expectation that they read it daily to develop fluency. In Reception and Year 1, the Phonic Reader is the book your child has read in the reading practice sessions. Children should be able to decode the words by sounding out and blending using their phonic knowledge, and **not** by using the pictures. The Phonic Readers are organised in book boxes.

## **How you can help?**

- Your child will keep their ‘phonic reader’ for one week and it is expected that they have the opportunity and are encouraged to read it every day. This is part of the National Curriculum and helps children to develop confidence, fluency and pace.
- Encourage your child to decode the words by saying each sound in order and then blending the sounds together.
- Remind your child not to sound out ‘tricky words.’
- Have fun helping your child develop fluency and pace by timing how quickly they can read their book. The times could be recorded in the reading record.
- Reading the same book provides additional opportunities to develop your child’s understanding of what they have read by asking them questions and looking closely at the punctuation to read with expression. There will be guidance from your child’s teacher in their reading record.
- Children need encouragement and positive reinforcement to become a confident reader so try not to point out every mistake your child may make.

## **‘Family Reader’**

The aim of this book is to develop and inspire a love of reading through the shared experience of reading together. This book will contain sounds and tricky words that do not match those your child is currently learning so they are not expected to be able to decode and read it. You read it as a family. Your child can choose their ‘family reader’ book from any coloured book band and change it every day. If you wish to read a book from home or your local library as the ‘family reader’ that is ideal, as children often have favourite books they read repeatedly. It is important to note that any type of text is suitable to read if it is relevant to your child. Examples include; comics, newspapers, magazines, plays, e-books, internet pages, recipes, instructions, TV guides, travel brochures, sports reports etc. Comprehension skills can also be developed using the ‘family reader’ texts. Discussing what you are reading and asking questions as you share books will help with understanding.

*“Children are made readers on the laps of their parents.”*

Emilie Buchwald

Research suggests that **reading to children** every day at a young age has a direct effect on their schooling outcomes regardless of their family background and home environment. It has a significant positive effect on their reading skills and cognitive skills later in life. Reading to young children 6-7 days per week has the same effect as being almost 12 months older.

### **How you can help?**

- Introduce the book and ask why your child chose it. Continue by discussing the title, what it means and what they think the book may be about from the title and cover.
- Draw attention to ‘tricky words’ and words containing focus sounds. You could make a list of the words or count how many ‘tricky words’ there are.
- Encourage your child to talk about new words or those they don’t know the meaning of to develop vocabulary.
- Talk about the events in a story to help your child develop the skills of retelling and sequencing.
- Point out capital letters and explain how they differ from lower case letters.
- Identify and talk about the punctuation on a page.
- When reading factual books, encourage your child to use the index, contents page and headings to find information.
- Read a range of books including poetry and nursery rhymes to develop a sense of rhythm and rhyme.
- Make links with other stories, experiences or programmes your child has enjoyed.

### **How are the Reading Records used?**

All children have a Reading Record which will need to be in school each day and taken home each evening. An adult will write in the Reading Record when your child has read in school. We would ask you to write in the diary when your child has taken part in any reading activity at home including bedtime stories and phonic games. Please date, sign or initial any comments you make.

### **How is Reading Assessed?**

We build a picture of a child’s reading behaviours from a wide variety of sources including, phonics, reading practice sessions, guided reading lessons, individual

reading, home reading records and from reading events such as Book Buddies and Mystery Readers.

Your child will move through the book boxes of Phonic Readers at a pace matching their development. It is important that they read the books within each box fairly easily at an independent or instructional level, which is with 90-95% accuracy. They should also be able to retell the main points they have read and answer simple literal retrieval questions.

### **How do we inspire '*reading for pleasure*'?**

Our aim is to enthuse your child to be excited about books and motivated to read for pleasure. Books inspire our learning and there is a daily story time. There are activities such as virtual bedtime stories, book buddies and mystery readers whilst Chatter Books gives the children the chance to talk about books and share what they enjoy reading. Each half term, there is great anticipation to discover who will be the superstar readers. All is revealed when a 'book-shaped' parcel appears on their doorstep.

### **Extra hints**

- Ensure your child has their reading wallet (containing their reading books and reading record) in school every day. The reading wallet keeps everything in one place and limits damage from leaking water bottles.
- Introduce your child to a wide range of texts such as comics, newspapers, magazines, plays, e-books, internet pages, audio stories, recipes, instructions, TV guides, travel brochures, sports reports etc.
- Set a good example by making sure your child sees you reading at home e.g. books, newspapers, recipe books and instructions.
- Talk about your favourite author or the kinds of books or reading materials you prefer to read now or when you were a child.
- Encourage your child to look at print around them e.g. food labels, shop signs, road signs etc.
- Play games that develop phonic skills e.g. I Spy.
- Make a scrapbook of, for example, real football headlines with photos of the players alongside or of Disney princess pictures and story titles. Children will return to this kind of interest-led scrapbook many times, perfecting their reading skills as they do so.
- Your child might also enjoy making a journal of the books they read with the date, title, a short comment and maybe draw a picture of it or one of the characters.

## Reading Comprehension Question Ideas

### Victor Vocabulary might ask...

What does this word/sentence tell you about \_\_\_\_\_?

Can you find a word/sentence that backs up what you have just said about \_\_\_\_\_?

Why did the author use the word \_\_\_\_\_ to describe \_\_\_\_\_?

How does this word/description make you feel?

Can you think of another way of saying \_\_\_\_\_?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase \_\_\_\_\_?

Can you give me another sentence with the word \_\_\_\_\_ in it?

Can you read around this word to work out what it means?

How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe \_\_\_\_\_?

Can you find any adjectives used to describe \_\_\_\_\_?

Can you find any adverbs to describe how \_\_\_\_\_ was done?

Can you explain \_\_\_\_\_ in your own words?





## Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when \_\_\_\_\_?

Why is this story/poem/non-fiction text/section/chapter called \_\_\_\_\_?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about \_\_\_\_\_?

What happened to make \_\_\_\_\_?

What sticks most in your mind about \_\_\_\_\_?

What moment do you remember most from \_\_\_\_\_?



## Sequencing Suki might ask...



How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What did you find out first?

Put these sentences in the order they happened...

Make a table/map/poster/flow chart to show the order things happened in.

Use 20 words to sum up this story or non-fiction text.

What happened next/in the middle/at the end of \_\_\_\_\_?

Write a sentence/ draw a picture to show what happened at the beginning/middle/end.

Do you have to read this \_\_\_\_\_ in the order it has been written? What happens if you don't?

## Inference Iggy might ask...

What do you think \_\_\_\_\_ is saying/thinking/feeling at this point? Why?

What do you think the author meant when \_\_\_\_\_?

Why does the author use the word \_\_\_\_\_ here?

What effect did the author want to create by \_\_\_\_\_?

How do you think the author feels about \_\_\_\_\_? Find the words or sentences to back this up.

What do you think the word \_\_\_\_\_ means? Why do you think that?

Can you explain why \_\_\_\_\_?

Why do you think \_\_\_\_\_?

Where do you think \_\_\_\_\_?

Can we work out how \_\_\_\_\_ feels about \_\_\_\_\_?

Does this tell us anything about \_\_\_\_\_?

How did you feel when \_\_\_\_\_?

Which bit made you feel \_\_\_\_\_?

Can you describe how you felt when \_\_\_\_\_? Why?

Why do you think he/she \_\_\_\_\_?



Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?



What can we guess about where/when this is taking place?

What would \_\_\_\_\_ say if \_\_\_\_\_?

## Predicting Pip might ask...

What do you think  
will happen next?

Where do you think  
\_\_\_\_\_ will go next?

What do you think  
\_\_\_\_\_ will say/do next?

What do you think  
this book/section/  
chapter will be  
about?

What features might  
you expect to see in  
this sort of text?

How do you think  
this will end?

Can you think of any  
other stories that start  
like this? How do they  
end? Do you think this  
will end the same way?

What sentence or  
phrase do you think  
will come next?

Draw what you  
think is going to  
happen next.

What do you think  
the next step will be?



Write three questions  
you would like to  
find the answer to in  
this text.

What could happen  
when  
\_\_\_\_\_?

What might  
\_\_\_\_\_ do if \_\_\_\_\_?

What do you guess  
could \_\_\_\_\_?