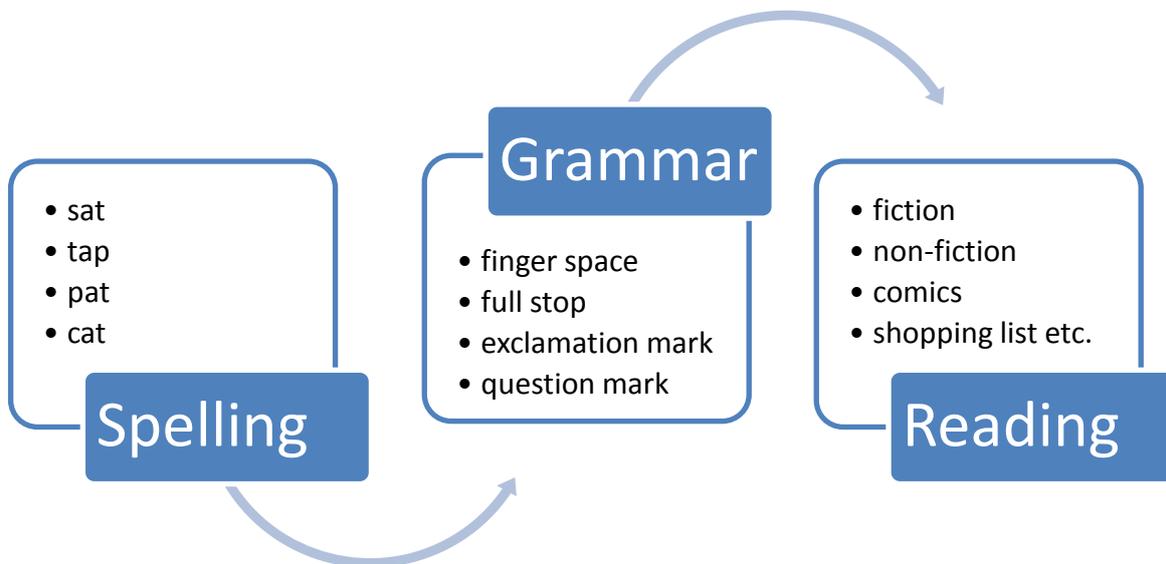


Cherry Tree Primary



**Class F (Foundation Stage)
2015/16**

In school, your child will be presented with texts which are increasingly more difficult. In reading for pleasure, they should ideally be choosing some material for pure pleasure and some material which stretches their reading. This may mean that sometimes they do not fully understand all that they are reading. This is where your child will benefit from your support. You are in a position to help overcome any misunderstandings by talking about what they read to you and even taking your turn to read aloud. Reading aloud with your child helps to model pace, expression and fluency for your child.

End of Foundation Stage Expectations for Reading



Links some sounds to letters.



Hears and says short vowel sounds within words.



Uses phonic knowledge to read simple regular words.



Can hear and say final sounds.



Blends phonemes to read cvc words.



With support, can apply knowledge of letters, sounds and words to decode unfamiliar items.



Can continue a rhyming string.



Follows texts when read to and tries to join in.



Establishes meaning when reading simple texts aloud.

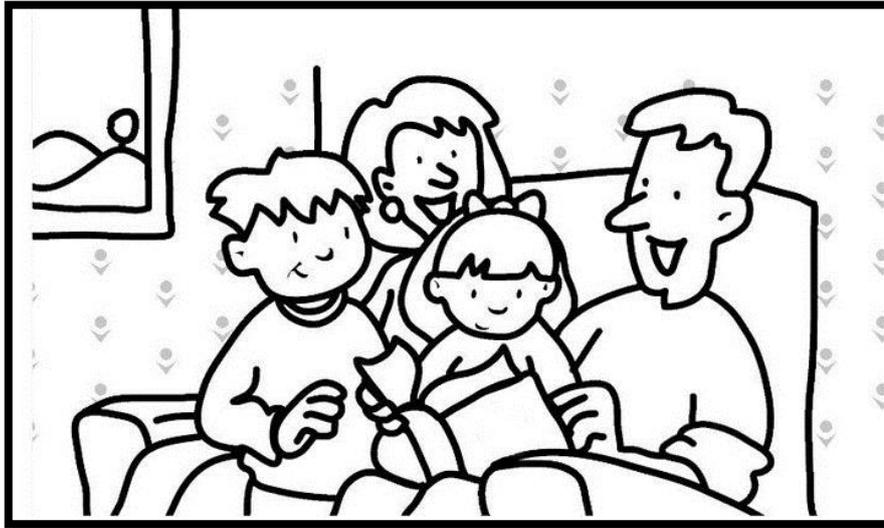


Uses 1:1 correspondence to match spoken and written words.



Can express main events or ideas from own reading of simple texts in response to questions or prompts

How can you help your child?



Try to listen to your child read regularly. 10-15 minutes four times a week is much better than longer sessions once a week.



Find a quiet place to share books where you can be comfortable. You can read and talk about the book. There are suggestions of questions in the next section.



Ask questions which encourage your child to give their own opinions for example, How did you feel when...? Did you enjoy the book? Why? What do you think happened next?



Encourage your child to read a range of texts such as newspapers, comics, poetry, non-fiction, etc.



Share a book with your child. This may involve you reading to them or reading and talking together about the book. Use correct vocabulary, author, and illustrator.



Play word games like snap, bingo, I spy.



Encourage children to read a series of books from a favourite author or books on topics of interests especially to keep reluctant readers interested in reading.

Letters and Sounds

Phase 2

Phonemes	Word Building Examples	High Frequency Words
s-a-t-p-	sat tap pat	a as at
-i-	sit pit tip pip sip	is it
n-/ -n	pan pin tin tan nap	In an
m-/ -m	man mat map	Am
d-/ -d	sad dip	dad did and
g-/ -g	pig dig gas gap	
-o-	pot top dog pop	got on not
-c	cot cap cat cod	can
k-	kid kit	
-ck	pack sack kick pick sick	
- e -	pet ten net pen peg men neck	get
-u-	run mug cup sun mud	mum up put
r-	rat rag ram rug rot rip rim	
Tricky	to the (reading)	
h -	hot hut hop hit hat hum hug	had his him has
b-	bad bag bed bug bus bat	big back but
f-/ -ff	fan fat fit fun fog puff huff	of if off
l- / -ll	lap leg lit bell fill doll sell tell	let
- ss	Less hiss mess boss fuss kiss	
Tricky	No go I into (reading)	
Revise		

Phase 3

Phonemes	Word Building Examples	High Frequency Words
j -	jam jab jug jog job jet	
v -	van vet vat	
w -	win wig wag web wax	will
- x	mix fix box tax six	
Tricky	to the no I go into (reading)	
y -	yes yet yap yell	
z -	zip zigzag	
- zz	buzz jazz	
qu -	quit quiz quick quack	
Tricky	we me (reading) to the (spelling)	
ch - / - ch	chop chin chip chill such rich much	
sh - / - sh	ship shop shed shell fish cash rush	
th - / -th	thin thick moth	that this them then with
- ng	ring rang hang song wing long king sing	
Tricky	he she be (reading)	
- ai -	wait hail pain aim sail main tail rain bait	
- ee -	feel weep feet jeep meet week deep keep	see
- igh	high sigh light might night right sight fight tight	
- oa -	coat load goat loaf road soap oak toad	
Tricky	was (reading) no go (spelling)	
- oi -	oil boil coin coil join soil	
- oo – (long)	zoo boot hoof zoom cool food root moon	too
- oo – (short)	Foot cook good book took wood wool hook	look
- ow	owl cow how town	down now
Tricky	my (reading)	
- ar	bar car bark card cart hard jar park	
- air	air chair fair hair lair pair	
- ear	ear dear fear hear gear near tear year rear	
Tricky	you (reading)	
- er	germ perm term	
- ur	fur burn burp curl hurt surf turn	
- or	fork cork sort born worn fort torn short	for
- ure	sure pure cure	
Tricky	her they (reading)	
Revise	all are (reading)	

Questions you could ask your child during reading

Fiction



Who was the character that...?



Show me in the text where you found...?



What is happening at this point/in this part of the story?



Find one/two things that the main character did in this part of the story.



Why was...important in this story?



Tell me/draw /write about what sort of character/person...was from the things they did/said in the story.



If you were going to interview/ meet one of the characters, which questions would you ask and why?



What do you think would have happened if...?



Which words has the author used to make this character funny/ sad/ adventurous/ clever/ frightening/ excited/ disappointed, etc?



Find and copy some words or phrases that show us that this character is special/ helpful/ adventurous/ unsure/ worried, etc.



How did the story make you feel? Why did it make you feel like this?

Non- Fiction



Where can you find an important piece of information about ...?



Find a piece of information that tells you about ...?



Which part of the text tells us about ...?



How does this text layout help the reader?



How does (a diagram/picture/caption) help you to understand the information on this/these pages.



What did you learn...Can you tell me a new fact you have learned?

End of Year Expectations

Early learning goal – reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Early learning goal – writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

These are words that are irregular, (tricky words) that the children are encouraged to learn.

Phase 2 (I, to, no, go, the, into)

Phase 3 (we, me, he, be, she)