

EYFS and KS1

Learning to read at London Meed



A guide for parents and carers

Reading Rationale

At London Meed we aim to develop:

- *Fluency* - Fluent, independent, confident readers.
- *Wide ranging readers* - Children who can read a wide range of texts and genres, with meaning.
- *Love of books* - Children with a lifelong love of books and reading.

How we teach children to read

Phonics is taught in regular sessions from EYFS until the point that the child is a fluent reader. Children learn the sounds (phonemes) that make up words, and are taught how to read by blending them together. e.g. c-a-t = cat

Children also learn to recognise, on sight, the words that cannot be worked out phonetically.
e.g. the, said, was

Through small group and whole class reading sessions, children are also taught to:

Find and read repeated words in a text e.g. names and objects.

Recognise familiar letter patterns e.g. ed and ing.

Use punctuation e.g. stopping at full stops and using expression for speech.

Use the content to work out a word.

Use the pictures.

Most importantly, they are also taught to check that they understand what they have read, taking meaning from it.





Reading at home

Your child will bring home a colour banded book to share once a week. This book has been chosen to match your child's reading ability, and although there is some variation in difficulty within bands, they should be able to read most of it, but also be challenged by new sounds, words or content. The reason that we would like children to keep a book for a week is so that they have ample time to read and re-read the book, building up confidence, fluency and comprehension skills. They do not need to read the entire book in one sitting at home, and in fact, reading a few pages and taking the time to talk about them is more beneficial than reading the entire book in one go. In addition to the colour banded books that they will bring home, your child is of course encouraged to read or share other books from school, home or the library. The more varied the texts that a child reads, the better reader they will become.

Some top tips for reading at home:

- Get comfortable. Try to make sure that there are as few distractions around as possible. If you can, avoid asking your child to read just before bedtime, when they are likely to be very tired. Use this time to share stories and read to them.
- Talk about the book before you read it, looking at the pictures, and introducing any new words.
- Talk about the book as you read it, not just at the end.
- Sometimes read *with* your child, or take it in turns to read a page.
- If they are finding a book difficult, read it to them, asking them to join in with words they will know or can sound out. This is particularly relevant for the Pink banded books which are designed to be shared, rather than read solely by the child.
- Keep reading sessions short and enjoyable but frequent, e.g. four times a week. In the Reading Diary write the title of the book, date and any comments about how your child read.

Questions to ask when reading

Comprehension is absolutely essential to reading, and so it is very important to stop and discuss what your child has read. Some questions that might help with this are:

- What is this book / story about?
- What do you think might happen next? Why?
- Does the book / story remind you of anything else that you've read or seen? Have you read anything else by this author?
- Does the book / story remind you of anything that has happened to you?

Fostering a love of reading

Read stories, poems and other texts aloud to your child.

Let your child see you reading for a purpose and pleasure.

Visit the library and book shops to choose their own books.

Use CD stores and e-books to access longer/more difficult texts and build confidence.

Reading with siblings, older and younger.

Follow your child's interests.

Give reading a purpose e.g. T.V. guide, recipes, games instructions, signs and catalogues.

Please see the school website for more ideas of books that your child could read at home.