

## Reading in Amethyst Class

Your child will be involved in a reading activity every day. They will usually read their book from home once a week individually with a teacher, and once a week with a teaching assistant. The idea of these books is for you to hear your child read every school day and to record their progress in the yellow reading record. If you feel they are ready to change their book, they need to place their yellow reading record and their reading book in the 'books for changing' tray in the morning. They will be reading daily in phonics lessons. They will also read big books as a class. They may also work in small groups for a guided reading session. This involves all the children working in a small group, reading the same text at their own pace. This allows the teacher to teach specific reading strategies and extend the children's reading skills. These sessions are not recorded in the reading record.

## Phonics

The Reception children will be focusing on learning single letter sounds to begin with so that they are able to begin reading simple two and three letter words. They will become familiar with the 'Read, Write Inc' phonics programme that we follow and also very importantly learn the correct letter formation for each letter too. All the children will be doing twenty minutes of phonics every day. This introduces the initial letter sounds quite quickly so that they can begin blending sounds to read words. It is important for them to be able to hear the **letter sounds** at the beginning of words. i.e a for apple. Lots of 'I spy' games will help with this. They will be taught how to say the pure sounds i.e mmmmm rather than muh. They will also be learning the letter names and their position in the alphabet.

## **When will my child be given their first reading book?**

They will be encouraged to choose a story book from the classroom to take home and share with you, they can change these books independently and whenever they want to. They will be given a book from the Oxford Reading Tree scheme when they can recognise quite a few letter sounds. They need to be able to segment and blend the letters in order to read simple words, so they will need to recognise the letters in order to attempt this. We may also give your child a book so that they can become familiar with the characters and the stories, even if they cannot yet read independently. They may begin to recognise some words by sight.

### **Beginning Reading**

When your child has become more confident at using their letter sounds, we will begin to introduce simple words which they can blend to read. When they become secure at reading simple words, they will progress to reading sentences. They will then begin reading early reading books. Some of the reading books in school are phonic based and there are many that will also help your child to develop other reading skills, which will offer a breadth and depth to your child's reading development.

### **Changing Reading Books**

Sometimes your child will share their new book with the teacher. At other times they will read their familiar book to the teacher and be given a new book to take home. It is very beneficial for them to read a text quite a few times in order to develop fluency, accuracy, expression, understanding, and a love of reading. Make

sure that your child is aware of what they are reading and can tell you about the characters and the events of the story and understand any new vocabulary before changing their book.

### **Getting Started**

Here are a few helpful hints when reading with your child...

### **Reading Together**

You could talk about the front cover and what the story might be about. You may want to model tracking the text from left to right, by pointing with your finger and reading together.

Encourage your child to point to the words with you and identify individual words and the spaces between them. You may want to start by reading the story to them first so that they have an understanding of the story before they attempt to read it themselves, particularly if they lack confidence.

Can they tell you what letter sound a word begins or ends with? Can they say the name of a character by looking at the initial sound? Stop to talk about the pictures and the story, and discuss what might happen next.

When they are familiar with the story ask them to re-tell the story to you in their own words, holding the book and turning the pages. They could try doing this from memory with the book closed too.

When your child gets to a difficult place in the text, pause for a few seconds to give your child time to work out what the word says, prompt them and give them a clue, using the picture or the meaning, or the letter sounds. If they are still unsure, say the

word and ask them to try the sentence again. Don't let them struggle for too long, or they will forget what the story is about.

**Praise your child for everything they get right.**

When out and about, try and draw your child's attention to large labels and signs in the environment. Encourage them to identify the sounds in the words and how many words there are. Shopping lists, car registrations, shop signs, etc.. are all good opportunities for this.

As your child's knowledge and understanding of reading grows, they will be able to:

- Blend sounds to read simple words.
- Recognise words from the first letter.
- Recognise individual letters in the text.
- Recite simple texts from memory.
- Point to the words and match spoken words to the written text.
- Predict a word by using the pictures or the meaning.
- Self-correct when they have read a word incorrectly.
- Make sentences with words from the story or match word cards to the words in the book.
- Recognise more complicated phonic sounds in order to decode longer words.
- Make sentences with words from the story.
- Write words or make them in magnetic letters.
- Read and write simple recounts or stories.
- Read with expression, fluency and understanding.

## High Frequency Words

Your child will have some High Frequency (HF) words to learn alongside their reading book. Some of them can be read using phonic skills, some words will need to be recognised by sight and seen and read over and over again. Ideally your child should be able to read all the words by sight before moving on to the next list of words. These will be sent home on various different backgrounds in an effort to make them appealing to the children. Once they can read the first hundred words, they are then given a tick list of words. By then they will be more confident readers and will be able to develop their sight vocabulary by reading the words in context in their reading books. Spend a few minutes before or after hearing them read, or during, as you come across them in their reading books. They need to see a word quite a few times for it to stay in their long term memory.

They will also bring home a phonics journal at the end of the week with the sounds that they have been learning that week, details about this will be in the 'phonics journal' book. Feel free to use the next blank page of the phonics journal to practise writing those sounds with your child or to tell us about a phonics game they played at home with you.

### Remember

All children develop at different rates and will be ready to read at different rates. Try not to compare your child with others. Some children will take longer than others to acquire

a good phonic knowledge and to build up a bank of words that they can recognise by sight.

Reading should be for pleasure, make sure your child is enjoying reading and if they don't feel like it today, maybe tomorrow they will!

Our aim is to ensure that the children have the tools to decode so that they are able to focus on comprehension. We are aiming to make the transition from 'learning to read' to 'reading to learn'.

Try and find a few minutes each day, and a quiet place, when neither of you are too busy or too tired! If possible the same time each day, a regular routine is easier to keep up. If your child is too tired to read, read to them and model the reading process, this is how they learn about stories and gain the knowledge, skills and imagination to eventually write their own stories. As well as reading scheme books, it is a good idea to encourage a breadth and depth of reading experiences, so do choose books from home or the library to read too. Little and often is best.

We hope this will be of some help. Have lots of fun reading together and if you have any queries or concerns, please come and discuss them with us. Thank you for your support.

Miss Elanor Lark   Mrs Kate Cooke   Mrs Maggie Gibbons