

Reading at Home

A Booklet for Parents



Last academic year we began to redevelop the reading provision at school and invested in a new reading scheme to help pupils in Reception, Year 1 and Year 2 develop fluent and confident decoding skills, as well as an understanding of what they are reading. The scheme, called Read Write Inc (Book Bag Books), ensures that the books which your child reads at home directly relate to the sounds (phonics) which they learn in class.

Foundation Stage and Key Stage 1

Read Write Inc – Our Phonics Scheme

Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers.

The government strongly recommend the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

We are using the Read Write Inc (RWI) programme to get children off to a flying start with their English. RWI is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who can read more challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

The children are assessed regularly and grouped according to their ability. They will work with a RWI trained teacher or learning support assistant on a daily basis.

Reading

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple prompts.
Learn to read words using sound blending (Fred talk).
- Show that they comprehend the stories by answering 'Find It' and 'Prove It'.

Blending

Help your child learn to read words by sounding-blending (Fred talk) e.g. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set.

Help your child to say the pure sounds ('mmm' not 'muh', 'ssss' not 'suh' etc) as quickly as they can and then blend the sounds together to say the whole word.

Further information on how to blend and the Speed Sounds can be found at:

Reading in school

As well as taking part in a daily RWI or language and literacy session (for those who have completed the scheme), your child will be heard to read a minimum of twice a week through a guided reading session. This will be once by the teacher and once by the learning support assistant.

Reading books sent home

Children in Foundation Stage will begin their reading journey by learning the first 44 letter sounds. While they learn how to blend fluently, Children will begin by bringing a wordless picture book home to share with an adult each week. Once children are ready; they will then bring home a sound blending or reading scheme book and be given access to an e-book on Oxford Owl. Alongside this, they will also bring home a library book to share. Scheme books will be changed on a Monday and library books will be changed each Friday.

Once children can blend fluently and know the first 44 sounds, they will progress to Ditty sheets, followed by Red Ditty books.

Throughout Key Stage 1, the children will then continue on the RWI stages. They have access (via an e-book on Oxford Owl) to their group RWI book they are reading that week in school. They will also bring home an additional RWI Book Bag Book for them to enjoy. Bookbag books relate to the Read, Write, Inc. scheme. This means the book your child brings home will always contain sounds and words they have already been taught in school so at home they can practise these confidently.

How to use the Read Write Inc Books and Book Bag Books

Please encourage your child to read through the Speed Sounds page first, then the Green and Red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. Your child will also read this book in school, so should be able to read this book with fluency and expression by the end of the 7-day cycle. At the back of the book are 'find it/prove it' questions to do with your child.

All children will bring home an additional book for enjoyment either from our class library or school library to share with you.

Parents are asked to comment in the children's Reading Record when they hear their child read.

How do we decide which book your child has?

At the end of the last academic year, your child's phonics and reading was assessed. The intention of the Read Write Inc scheme is that the reading, both in school and at home, is appropriately challenging. Further assessments will take place at the end of every half term. Based upon the results the book colour for your child may be changed.

If we notice that your child is excelling at the work in class, and/or that they need more challenge, then we may change their book colour.

Colours and Book Bands

Please do not focus on the Read Write Inc colour band as they have their own colour band system, which does not match our old colour band system.

Reading for Pleasure

We are so fortunate to have access to a broad range of high-quality books within our Class libraries. Each class will have a weekly visit to the library, during which pupils may choose to take another book out. We want pupils to be reading picture books, wordless picture books, poetry, traditional tales, graphic novels, fiction and non-fiction. Whilst their Read Write Inc 'Book Bag' book will help develop fluent decoding and understanding, it is very important that they have a broad and rich literary diet. Please record this reading in their Reading Record too.

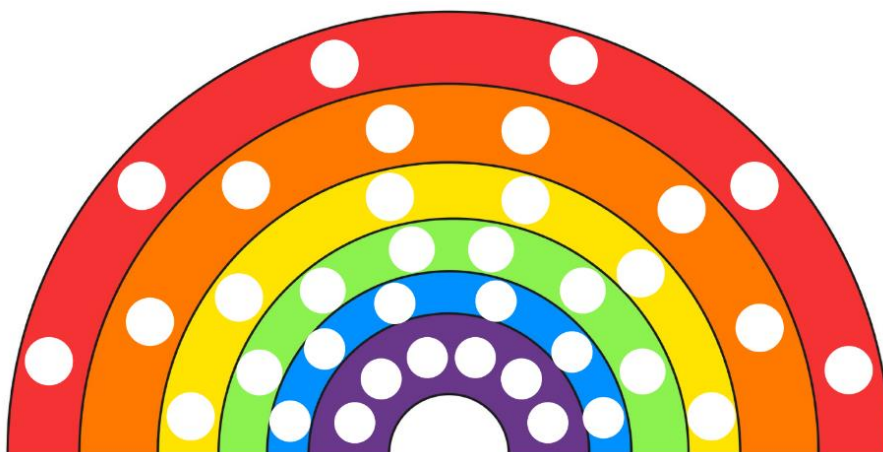
Key Stage Two

Reading

If your child is still on our Reading schemes as they enter Key Stage 2, they will continue to bring this book home and read one-to-one with an adult in school. Once they are off the scheme, they will choose an appropriate book from our School Library to read at home.

School Home Reading Tracker

Each child will have a reading record and within this they have a 'Rainbow' Home Reading Tracker. Once your child has read 3 times within the week at home (and this is evident within their reading record), please sign and date a section of the rainbow. You must start at the top of the rainbow and complete all of the red section before moving onto orange. Once they have all sections of the colour signed and dated, they will receive a badge to represent the colour of the section completed, i.e. after 6 weeks they can achieve their red badge. Then after another 6 weeks, they can achieve their orange and so on. By the end of the school year, if they have read 3 times per week consistently, they will have earned their purple badge and receive their 'Rainbow Reader Certificate' for the academic year.



One of the greatest gifts that you can give your child is to read with them from an early age. You don't have to be an expert. There's no magic in supporting children's reading, just patience, time, plus a little skill.

It's important to remember that learning to read is not a race! For some children, learning to read will seem to happen easily and quickly. For others, more time and support will be needed. If you have any questions or concerns about your child's reading, please arrange to talk to your child's class teacher.

Question and Answer Section

Is reading just about knowing what words say?

Being able to read the words on a page is important, but so is understanding.

A good reader:

- Understands what they have read.
- Can summarise what they have read.
- Can read aloud with expression.
- Can choose what they'd like to read for themselves.
- Is able to talk about what they like to read.
- Can explain their views on what they have read.

How can I help my child to enjoy reading?

1. Make it a special time:
 - No distractions (e.g. TV).
 - Use humour at difficult moments.
 - Aim to have a 'reading routine', perhaps at the same time every day.
 - A little reading goes a long way! Just 15 minutes a day can make a big difference to your child's reading ability.
2. Plenty of praise and encouragement.
 - Say how much you enjoy listening to them read.
 - Make sure that children know that you are happy as long as they try their best.
 - Try to encourage enjoyment and fluency without concentrating too much on errors.
 - Always end of a 'high' note.
3. Be a reading role-model!
 - Seeing you read will inspire your child to read too!
4. Give your child a wide array of reading material.
 - E.g. magazines, newspapers, comics and fiction/non-fiction books.
 - Put these in cars, bedrooms, family rooms, and even by the TV.
 - Take trips to the library every few weeks to choose new books.
5. It is ok to read the same book several times?

- If your child enjoys a book, it is great to let them read it again as they will be more likely to remember great words and ideas (as well as spotting things they missed the first time they read it!).

How do I help my child to choose a new book?

1. Go for what they are interested in!
 - Sports? Music? Dinosaurs? Choose books that relate to an interest your child has. Your child won't want to read the book otherwise.
2. Don't just encourage your child to read fiction books.
 - It is important that your child reads other types of writing from 'real life' as well, for example, newspapers, recipes, encyclopaedias and adverts. Some children prefer non-fiction books, although they should also be encouraged to read fiction.
3. If your child has to stop a number of times in a sentence to work out what words say, the book may be too difficult for them.
 - However, don't discount the book completely – you can always read it to them!
4. Always go for interest and enjoyment over level.
 - You can always read the book to them if they get stuck!
5. If they genuinely do not enjoy the book, change it.
 - There is no need to labour to the end! Discuss why they didn't enjoy the book.

How do I introduce the book?

1. Start with the title and look at the cover. What might the book be about?
2. Go through words they might find tricky in the book to boost their confidence.
3. At the bottom of each page, encourage your child to predict what will happen next.

What if my child makes a mistake?

1. If what he or she reads still makes sense:
 - Let him or her continue on until there is a sensible break (e.g. end of sentence, paragraph or page).
 - Say something like, "You read that really well and it made sense, but let's look at that word again. You said ***. Check it again."
2. If it made no sense:
 - Stop.
 - Say: "You're doing well, but that doesn't make sense. What sort of clues will help us work out the word?"

What shall I do if my child gets stuck on a word?

- Break down the word into chunks (syllables) – chimp-an-zee.

- Read to the end of the sentence: this way, they will not lose the flow of what they are reading. Then, go back and look at the word again.
- Think about other words which look similar.
- Use illustrations as clues.
- Explain what the word means.
- After a reading session, go back to the tricky word. Can your child remember what the word said? In some cases, it may be necessary to tell your child the word so that they don't lose the flow of what they are reading.

Can I read to my child?

1. Yes! Reading aloud to children is important, no matter their age! Listening to a story allows children to concentrate on the 'message' rather than purely what the words 'say'.
2. 'Shadow read' – sometimes you could read quietly alongside your child, so that if they stumble over a word, they can fall back on you.

We seem to spend more time battling over what the words say. Reading has stopped being fun!

1. Check with your child's teacher. They will be able to tell you if the book is little hard for them.
2. It is important that children 'hear' stories being read to them as well.
 - This could be you reading to them, or listening to a story CD. You can then discuss what you have heard.
3. Picture books aren't just for early readers! These can be useful to discuss how a character is feeling. Look for clues in the picture that tell you how the character is feeling.

When I ask my child about what they have read, they use the illustrations to help them. Should I cover up the illustration?

1. Looking at pictures can help enrich a child's understanding of a book. Rather than cover up the illustrations, use them to discuss what they think will happen next.

What if my friend's child seems to be reading a harder book than mine?

Learning to read is not a competition.

1. For some children, learning to read will happen quickly and easily, but for others, it will take more time. Books on the reading scheme help us to select reading material that is roughly appropriate to our child's reading ability, but the levels are only a guide. 'Racing' through books levels to get to the next can take the enjoyment out of reading. Feel free to read other books outside of the reading scheme at home with your child as well!