

Reading with your Child - Help and Advice



Hethersett Woodside
Infant and Nursery
School

This leaflet is designed to help parents support their child's reading development. At Woodside we want children to enjoy learning to read and to enable them to develop a joy of life long reading. We see this job as a partnership with parents and have put together some useful advice and tips to help you along the way.

What will my child bring home each day to help with reading development?

Nursery:

- A library book can be borrowed each week to share from the class collection.
- If the teacher feels a child is ready to progress with their reading skills then phonics sound cards, activities and blending sheets will be sent home.



Reception:

- A Library book can be borrowed each week to share from the classroom collection.
- Colour graded (stickered) books from a variety of reading schemes can be changed by parents. Please swap these from the coloured boxes in the classroom as often as required.
- As the children learn new sounds, phonic letter key fobs will be sent home for the children to practise at home.
- When the children learn to blend the sounds together to read words they progress onto blend sheets and 'ditties' and then a phonic book from the Read Write Inc. scheme.
- High frequency common words and tricky red word key fobs will be sent home to practise to read by sight.

Year 1:

- As reception - progression with books and tricky red word key fobs.

Year 2:

- Children will continue with the phonic scheme if necessary.
- In many cases children will have an opportunity to choose freely from a range of authors and genres each night.

How can I support phonic skills?

As part of a range of reading strategies we teach the children phonemes (units of sound). We sound out each sound, e.g. "*sh-ou-t*" and then blend the sounds together to read "*shout.*" It is really important that the child learns only to say the minimal version of the sound.



It is also important for children to know the common digraphs: *sh, th, ch, ou, ea, ai*. If a child is attempting to read a word such as “rain” by trying to sound individual letters, “rah-ah-i-ner” this will never work. The child needs to know “*r-ai-n*”.

Please encourage your child to practise their sound cards each night.

Use our guide to Letters and Sounds-on our school website.

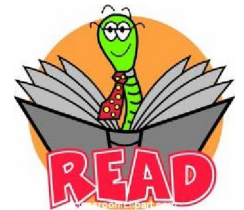
How can I help my child to read ‘tricky’ sight vocabulary words?

REMEMBER: Not all English words can be decoded using phonic skills e.g ‘the’, ‘was’, ‘said’, ‘once’.

Some words need to be learnt by sight and remembered. We call these tricky red words.

Practise reading a few words each night. Daily familiarity with the words helps. Play games to make it fun, such as spat the sound/word, make a silly or real sentence with the word to put it into context, Bingo, Snap, Lotto and Pairs!

How can I help my child to develop other reading strategies when reading books?



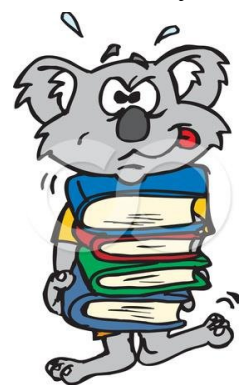
- Use your finger as a guide pointing to each word as you or your child reads.
- Use the picture cues – talk about the pictures and use them to check or confirm what you think the word might be.
- Use the context cues – the word needs to make sense - does it?
- Read on and skip the difficult word – you may find that the rest of the sentence helps you work out what the word says.
- Are there lines or phrases that are repeated in the text? This should help you work out the word.
- Think about what you would say naturally or what types of words certain stories always use, e.g. “Once upon a”
- Revisit a book several times – children need to develop memory skills and confidence with texts.
- Use rhyme or rhythm to help.

How can I support my child once they are beginning to read more confidently on their own?

- When your child is reading aloud try not to let them struggle with an unfamiliar word for too long. They will lose heart and also fail to make sense of what they are reading because they will lose the flow.
- Try to encourage them to use a range of reading strategies so that they are not overly dependent upon one. One reading strategy in isolation cannot work.
- Ask simple questions about the story. What do you think will happen next?
- Ask your child to retell the story in their own words.

How do I record what my child has read? How can I communicate with school staff about my child’s reading development?

Each child will have a home/school sharing book that will go home each night. School staff are constantly monitoring your child’s reading development but only have time to make a comment about your child’s reading development once a week. You can use the home/school sharing book to record anything about your child’s reading development. Why not include your child’s opinion in the response. School staff are more than happy to chat informally each morning or evening about any queries you may have or you can make an appointment to discuss things.



PLEASE TAKE TIME TO READ WITH YOUR CHILD EVERY DAY... research shows that daily reading really accelerates reading development.

What can I do if my child is too tired or does not want to read tonight?

- Remember small and often is the key to success. Try to play games to make it fun or simply just read to them.
- Do not force your child to read. We want to encourage a love of reading not put children off reading.
- Reading is not just about books – try maps, comics, labels, Top Trump cards, TV guides, invitations, newspapers.....

What else can I do to support my child's reading development?

- Read **to** your child each day. It is really important that children hear stories regularly as well as trying to read them for themselves. The more children hear good quality literature, the more they are able to make sense of this experience in their own reading.
- Make a visit to the library a regular event.
- Swap books with classmates, friends and relatives. Discuss what other books other children are enjoying.

READ! READ! READ!