

Charvil Piggott



Primary School
A Church of England Academy

The Piggott School: Charvil Primary

Supporting your child with their reading in Foundation and Key Stage 1



The importance of reading

“...the more words children know and understand before they start on a systematic programme of phonics work, the better they are to succeed... a broad and rich language experience for children is the hallmark of good early years practice.”

The Rose Review.



How we teach and enjoy reading at school

- Phonics
- Guided Reading
- Class Reader

Speed sounds

f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll				ss		zz			nk	
b	c	d	g	h	j	p	qu	t	w	y	ch
bb	k										
	ck										
a	e	i	o	u	ay	ee	igh	ow			
					a-e	ea	i-e	o-e			
oo	oo	ar	or	air	ir	ou	oy				



The books your child brings home

- We aim to provide books that are directly linked to your child's phonics phase.
- We aim to use a variety of schemes and text types.
- Support your child with unfamiliar phonemes and words by modelling how to sound out and blend the word.
- Share the reading load with your child.
- Provide your child with additional books than those from school where necessary.

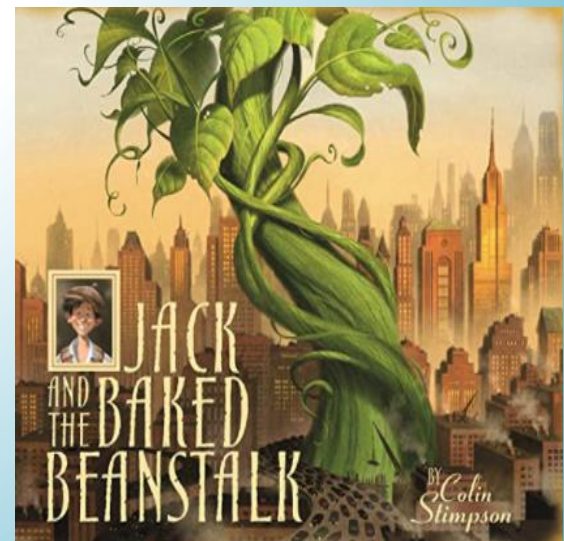
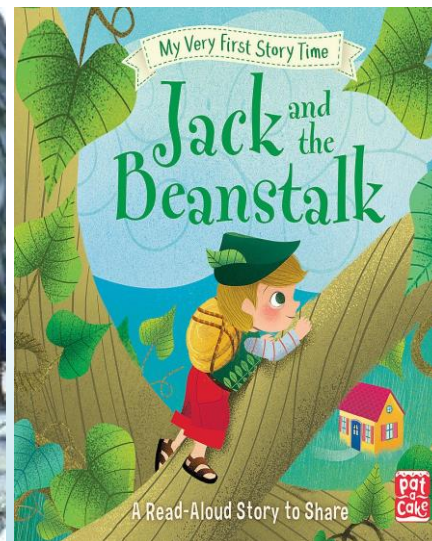
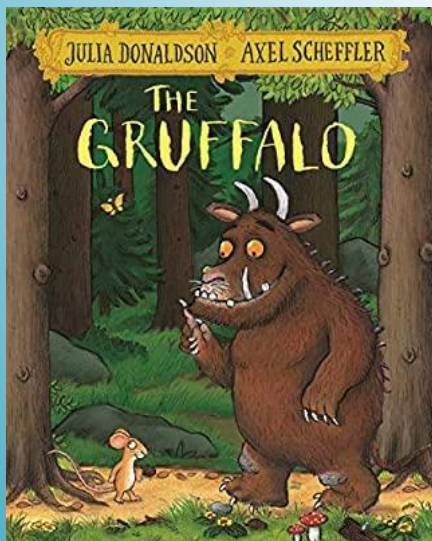
Reading at home with your child

- Try to build this into your daily routine.
- Find a time when they are most ready to read, before bedtime is not always the best time, as your child will be tired.
- Have a set space you can read in.
- Remember, that both your child reading the school book and you reading to your child are important.



Before reading

- If it is the first time your child has read the book, look at the cover and title with them to predict what they think the book might be about.
- Make links to other books read with similar themes, the same characters and similar authors.
- Give them time to flick through the book looking at some of the pictures.
















































During reading

- Ask your child many questions about the characters in the book as you read the story.
- Have your child use his/her finger to follow the direction of the text from left to right.
- Have your child look at the sentences and see if they can identify any of the sounds in the words.
- Discuss with your child the meaning of any unfamiliar words.
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How to help your child read a word

- Which letter phonemes do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense?
- Is it a word you know?
- Have you read the word before? Is it on another page?
- In a rhyming book you might ask your child to think of a word that rhymes.

Always go back and read the sentence again!

s	t	p	n	m	a	e	i	o
								
g	d	c k	r	h	u	ai	ee	igh
								
b	f	l	j	v	oa	oo	oo	ar
								
w	x	y	z	qu	or	ur	ow	oi
								
ch	sh	th	th	ng	ear	air	ure	er
								

Always use your own parental judgement. If your child is tired or feeling unconfident, shift the balance of reading more towards you.

Effective decoding

If your child fails to recognise repeated words in a text, try word hunting.

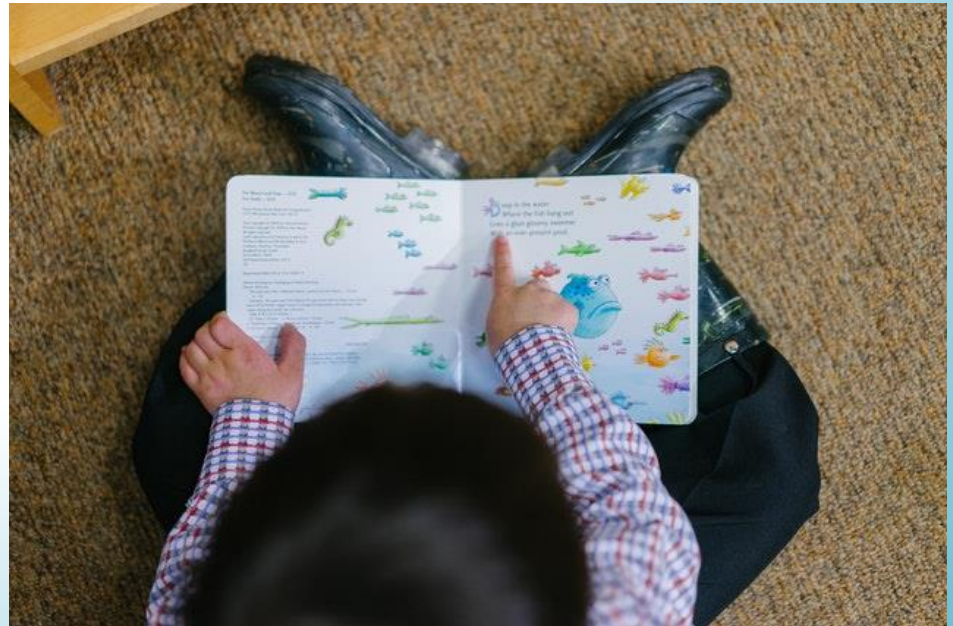
Start by showing them the word in isolation, talk about the word, then have a word hunt through the book. Your child will scan through the book to find the word as many times as they can.

If your child is reading words with digraphs (2 or more letters that make 1 sound) then point out the digraph in advance. Use the book or a piece of paper to remind them of the digraph and have a go at looking for it on 1 or 2 pages.

Effective decoding continued

If your child loses their place when reading, use a ruler to help them track along the page.

Encourage your child to follow with their finger when reading from left to right (lolly sticks or the upturned end of a pencil also work well).



Reading for meaning

Fluency and expression

If your child reads without expression, try 'echo reading'. You read a section of their book with expression and encourage them to 'echo' you using the same intonations and emphasis that you have used.

Make this into a game by really exaggerating and seeing how well they can copy you.

Reading for meaning continued

Retrieval

If you are asking questions about what is explicitly stated in the book ask them, 'Can you find the page that says that?' or 'Which word in the story tells you that?'

Inference

If you are asking questions which your child must infer from the text (the answer is not stated) can you ask them 'Why do you think that?' or 'Can you find the word/phrase that might make you think that?'



Reading for meaning continued

Feelings

There is always the opportunity to ask your child ‘How is the character feeling at this point in the story?’ ‘Why is he/she feeling that way?’ How do you know?’

Vocabulary

Talk to your child about the vocabulary in the book. Pick out any unusual words or phrases and ask them what it means. If they are unsure explain or use a dictionary together to discover the meaning.

Examples:

Word - **gritter**

Phrase - **It was raining cats and dogs.**

Reading for meaning continued

Non-fiction

If your child is reading a non-fiction book, help them to use indexes, pictures, graphs, and so on. Ask them a question based on the text which they need to use the contents/glossary.



There used to be lots of tigers. Then people hunted tigers and cut down the forests where they live. Now tigers are in danger, but people are trying to save them.



Help the animals
Why are so many animals in danger?

- People are hunting them.
- Their food and homes are disappearing.
- Pollution is killing them.

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Introduction



Julia Donaldson writes stories, poems and songs for children. Children love the people and animals in her stories. Best of all, they like *The Gruffalo*.

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Growth Mindset

All readers make mistakes. This is how we learn.

Encourage a growth mindset in your child by praising them for recognising their own mistakes and trying to fix them.

You might say to your child – “This is what you said... Can you spot anything wrong with what you said?’ or ‘Does that make sense?’

This will gently encourage them to recognise their own misreading of a text. Lots of praise is always encouraged throughout the reading of a text.

After reading

- Discuss with your child what they liked/disliked about the story.
- Can your child think of another title for the book and why?
- Did the story have a sad or happy ending? Can your child think of a different ending for the story?
- Can your child think of another character which he/she might want to add to the story and why?
- With richer picture books, you can ask ‘what was the big idea of the story?’