



Reading Guidance

Dear Parents

Please find enclosed two reading scheme books for your child to read and we kindly ask for your support in helping them to practise their reading each week. These are short stories designed to support their sounding and blending skills, comprehension and to develop reading fluency within a range of both fiction and non-fiction texts.

In our daily phonics lessons, they will have learnt how to sound out each of the phonemes or digraphs (letter sounds) and then blend them together to read the word.

Most of the words will either be decodable or will consolidate your child's ability to recognise and sight read some of the 'High Frequency' and 'tricky' words we will be learning in class.

Please choose a time when your child is willing and not too tired. Little and often, about 5-10 minutes, is better than a single long session - and far less pressured for you both!

Please allow your child to hold the book and point to the sounds independently. If they say the correct sounds but blend to make an incorrect word, encourage them to try again. If they make the same error again, support them with the blending by doing it with them.

We often find that children are concentrating so hard on the sounding out that they can lose track of the storyline. To prevent this from happening, encourage them to read the first word and blend it, then repeat with the second word, then read the two words before adding the third. For example, with the sentence 'Sid taps a tin', your child should read 'Sid' then 'Sid taps', then 'Sid taps a', then finally 'Sid taps a tin'. Repeating the whole sentence will allow them extra time to take in what they have read. Repeated readings will also help develop a deeper understanding of the text.

Please talk about the pictures and the story as you go through the book, stopping to discuss what has happened and what might happen next. Please refer to the guidance (if any) on the front or back covers for further support on reading these books. If there is a word your child is finding tricky, it is fine to tell them what it is, but you may also try reading around the sentence, missing out the word to see if they can figure out what it might be and encourage them to use the picture clues to help. This helps to build up strategies for them to use when they are reading more independently.

Each book should be read at least twice so that your child gets the opportunity to practise the blends and sight read some of the words they might have memorised. This will also help to build their confidence in the reading process.

As your child's reading develops encourage them to:

- Suggest how the story might end, to think of an alternative ending or how it could be improved.
- Cover a word and think of another that would make sense.
- Discuss characters; what are they like? How are they feeling?
- Make links to other books, for example, by the same author, on the same subject or to their own experiences.
- Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading with expression.
- Use the correct terminology such as author, illustrator, contents, index.

Please remember, your child is not in competition with anyone else. Children reach different reading levels at different stages and there are many factors that play a part in this process. Your child's reading will be regularly assessed to decide whether they are ready to move on. Above all, **always** use plenty of praise and encouragement.

Reading a story book or 'real book' together

Please remember it is still very important to **read to your child** as well as listening to them read. Reading schemes help a child towards independent reading but 'real books' give them a flavour of the wealth of literature that they will one day be able to access independently. Part of learning to read is developing a love of books and this in turn creates the motivation to learn. Your child will learn a great deal from hearing an experienced reader read aloud, such as seeing how the pages are turned, how expression is used, how different voices can be used for different characters, how the plot develops and so on. Please don't limit yourself just to story books either, reading information books, instruction leaflets, comics, cereal packets, posters, newspapers, etc, all still count as reading.

If your child sees the adults around them reading for both purpose **and** pleasure they are more likely to want to follow in their footsteps.

We use a reading scheme called 'Bug Club' that offers a combination of both hard copy as well as an online system of reading books. Hard copy books will be changed every **Monday** on your child's normal book change day whilst online books will be automatically updated as soon as one has been completed. Books completed online remain on your child's reading account indefinitely (via their Library tab) so they can be accessed and re-read at any time. Please let me know if you would prefer to keep all your reading book allocations online. The children will, of course, continue to choose a library book each week.

When hard copy books are issued, you are welcome to comment on how your child has managed each book. If you are short of time just initial the record so that we know the books have been read and need changing. We recommend you read with your child at least three times a week, but please choose these times carefully as we would never wish for reading to become a chore. Reading to different family members can make re-reading the same book more purposeful to them.

Please let me know if you have any questions or queries.
Many thanks for your support.

Gill Salt