



The skill of reading is one of the most important we teach our children. It is a life skill that enables them to extend their concepts, gain information as the basis for other learning and to gain access to the magical world of fantasy.

Just as children walk talk and grow at different times, so their progression through the skills of reading will be at different rates. The key is for your child to feel positive about themselves as a reader right from the start.

To become a fluent reader, your child needs to take on many skills and continue to practice these through their lives. Some are specific skills which can be taught, others relate to attitudes, and these they will gain from the adults around them.

This booklet is designed to help your child develop the skills they will need for higher level reading skills. It will also allow them to begin to develop some of the comprehension skills needed for Key Stage 2 and beyond.



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So How Can You Help?



Reading is one of the most satisfying ways that parents can help children progress in their learning. Like all skills be it football, playing an instrument or learning a language, only a certain amount can be achieved through teaching . the most important part is the practice.

For your child to become a lifetime reader, they need to understand what they are reading, gain from the words and enjoy books. You can help so much by ensuring that reading is a quality experience.

The department for Children, Schools and families have released this advice to parents:

- ◆ *Be positive. Praise your child for trying hard at their reading. It's alright to make mistakes.*
- ◆ *If you find a word that is difficult, sound it out.*
- ◆ *It's not just books your child can read. Comics, signs, and labels on food will all widen your child's vocabulary.*
- ◆ *Read yourself. Set a good example by reading for pleasure and talking about the reading you do at work and home.*

Most importantly enjoy reading with your child and you will be helping them acquire a skill for life.



Reading at Home



As your child takes on the skills of a reader and practises these through new and familiar books, they will need the opportunities to talk about the pictures, be given time to try sounding out words, but then told if this is necessary for them to retain interest in the book.

Often your child will bring home picture books, without words. These are really valuable at all levels as it lets your child develop both imagination, story/reading language an structure. This will provide the basis of their early story writing and an understanding of how books work.

Even when books only have a few words, encourage your child to retell the story from the picture clues.

There are some practical ideas to support you with this on pages 6 and 7.

As your child becomes more confident it is important that they keep reading independently, extending the words they recognise and their ability to use phonic (word building) and context clues (such as pictures, the sense of the sentence) to work out unknown words.

The skills continue to be taught in school and the opportunity to practice these as regularly as possible at home, alongside their reading target, is very important.



Reading in School



Throughout the school the skill of reading is taught in small guided reading groups. The children in these groups are at the same stage of development in their reading. This usually happens for one group each day and staff keep records of the progress made. In addition nearly every activity involves children in reading and the teacher or teaching assistant is constantly working with the children to extend their skills.

The need for the teacher to assess the child's reading fluency by hearing them read individually varies with the competency of the reader. In the early stages the children will work individually with an adult more frequently than children who have become fluent.

Each child will be set a target for their reading. This will be sent home with your child and can be reviewed with your child's teacher at Parents' Evening, or as you require, by making an appointment to discuss this.

Your child is also encouraged to take home a library book and to be part of a story sharing session with an adult.

Book Banding System



Our school operates a book banding system. As your child moves through the colours in the book bands it is important that they choose books which interest and motivate them.

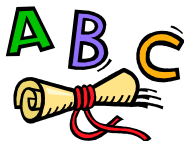
Sometimes your child will want to keep a book several days and re-read it, other times they will be keen to change their book more frequently. In Reception your child is able to change their book band books on a Monday, Wednesday and Friday.

We want every child to approach their reading confidently, so we would aim for them to be 85% fluent on a colour band when they start reading it. They will therefore be as close to 100% at a level before we move them to the next band. This ensures that reading is a pleasure and not a challenge.

Once your child has achieved the lime band, they are then free readers and have opportunity to select a book of choice from the school library.

The book banding stages are hierarchical as listed below:

	Colour
1	PINK
2	RED
3	YELLOW
4	BLUE
5	GREEN
6	ORANGE
7	TURQUOISE
8	PURPLE
9	GOLD
10	WHITE
11	LIME
12	FREE READER



The Teaching of Phonics

Recognising the sounds letters make in words gives an important building block to be able to recognise words you do not know. In Reception and Year 1, your child has a daily 20 min focus session to support them with their understanding of this.

Before a child can recognise the sound a letter makes they have to be able to hear rhyme and be able to split a word up, taking the first sound away from the rest such as c-at.

When a child starts hearing sounds they need to connect them to the symbol, for a while they can say *æ* and recognise that cat begins with *æ* but do not know what a *æ* looks like when it is written down.

At the Vaynor First School we teach phonics in accordance with the findings of the *Rose Review* undertaken by the Department for Education (DCSF).

Using the 'Context' of a Word

Being able to use the context that a word is in to help you make a good guess is an essential part of reading. Seeing the picture and having someone read you the story before you have a go are ways to help with this skill, whilst also increasing your child's confidence.

Please do not worry that they will just remember the text. **it is essential that they do** because that is how your child learns what the words on a page say.

Practical Ideas

- ◆ **Look at the front cover of the book together.**
*What might the book be about?
What can you see in the picture?*
- ◆ **Look at the title of the book.**
*How many words are there?
Do you know any of the words?
What sounds (not letter names) do the other words start with?
Can you work out what the other words say?
Help your child read the title of the book.*
- ◆ **Go through the book looking at and talking about the pictures**
*(This will give your child a good idea of the story before he/ she attempts to read it).
Try to talk about the pictures using the same words as the book uses.*
- ◆ **Let your child read the book to you, pointing to the words on their own.**
*This will show that he/she is reading, not making up a story based on the pictures (though this is also a valuable skill).
This will enable them to connect the printed text to the words that are spoken.*
- ◆ **Encourage your child to take the book away and read it on their own.**
- ◆ **Please do not be tempted to cover the pictures**
as it is vital that the children can use these to find the context of a word.





Helpful Hints if Your Child Can Not Read a Word

- ◆ *If your child can not read a word, help them to work out what it says rather than just telling them. Remember, for a child, reading is a problem solving activity.*
- ◆ *Look at the picture – what can you see? Does that help?*
- ◆ *What sound does the word begin with? Re-read the sentence, get your mouth ready to say that sound.*
- ◆ *What could the word be? What would make sense there? Re-read the sentence and say that word, did that make sense?*



Notes

Reception



Reading Support Booklet for Parents