

Supporting Your Child's Reading At Home

Supporting Early Reading

When teaching early reading, we follow the Read, Write, Inc. programme. Our reading books in school have been grouped to allow children to embed the sounds they are learning in their Phonics lessons. It is good practice for children to read a book more than once as it can take up to 20 times for us to encounter a word before we fully embed it in our memories!



Strategies:

- You can try "I read, you read" as a shared reading activity.
- Model the segmenting of words yourself, using the Read Write Inc sounds (overleaf).
- If your child is struggling, try 'echo reading'. This is where you read a sentence/paragraph with expression and your child tries to echo your reading afterwards.
- When reading a sentence to your child, miss out the word. Say 'mmm' in its place and finish the sentence. See if your child can track the text and fill in the missing word.
- If you would like extra support in helping your child with Phonics, click on this link for informative videos:

<https://www.youtube.com/playlist?list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c>








Questions to ask when supporting early reading

- Which letter sounds (special friends) can you see? Count the sounds up on your fingers, e.g. 'letter' would be four (l-e-tt-er). Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is there another word that would make sense in its place?
- Is it a word you know?
- Have you read the word before? Can you spot it on any other pages?




















- Always go back and read the sentence again!

When teaching early reading, we use a programme called Read, Write, Inc. These are the sounds your children will learn after their letter sounds.

Speed Sounds Set 2

| | | | | |
|---|--|--|--|--|
| ay  may I play? | ee  what can you see? | igh  fly high | ow  blow the snow | oo  poo at the zoo |
| oo  look at a book | ar  start the car | or  shut the door | air  that's not fair | ir  whirl and twirl |

Speed Sounds Set 3

| | | | | |
|--|---|--|---|--|
| ea  cup of tea | oi  spoil the boy | ou  shout it out | oy  toy for a boy | |
| a-e  make a cake | i-e  nice smile | o-e  phone home | u-e  huge brute | aw  yawn at dawn |
| are  care and share | ur  nurse with a purse | er  a better letter | ow  brown cow | ai  snail in the rain |
| oa  goat in a boat | ew  chew the stew | ire  fire, fire! | ear  hear with your ear | ure  sure it's pure |

Supporting confident readers

It is still important to listen to and read to your child even if they are a confident, independent reader. As your child becomes more confident in their reading, they will begin to broaden their knowledge of books. This is where you can have more discussions about authors and genres and what makes your child choose certain books.

Questions to ask your child:

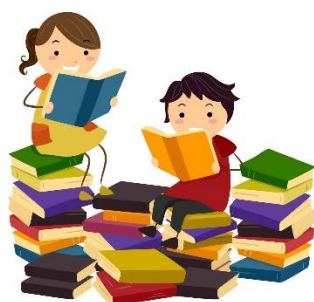
- What kind of book is it? (Fiction, non-fiction, poetry, short story, adventure, fantasy, etc.)
- Who is the author/illustrator?
- Have you read any other books by the same author?
- What made you choose this book? (Author, cover, illustration, recommendation etc.)
- Did you read the blurb before selecting the book?
- What has happened so far?
- What do you think will happen next?
- What do you think about...?
- What do you think that word means?
- What are the clues that make you think this?
- How would you like the story to end?
- Where is the story set? Is there a description?
- Who are the characters in the story? Who do you like/dislike? and why?
- Do you feel similar to any of the characters? Tell me what is similar.
- What does that word mean? Why has the author chosen that word?
- Can you think of a word that means something similar?
- Would it change the meaning if the author chose this word instead? Why?

What if reading becomes a struggle at home?

We would like all of our children to enjoy reading rather than see it as an effort. Reading supports children in so many different ways so we would love children to enjoy what they are reading!

- Try to avoid confrontation.

- Look at the recommended reading lists for each group and ask your child which would appeal to their interests.
- Offer alternative reading material, e.g. appropriate internet access, magazines, non - fiction, comics etc.
- Some children have said they sometimes feel nervous reading to an adult so instead, they could read to their younger sibling, a pet or a teddy.
- Read when out and about, e.g. road signs, in shops.
- Break the text down into smaller chunks.
- Encourage reading at different times of the day or week.
- Listen to audio books.
- Try reading the same book and showing excitement for the story, e.g. 'Have you got to Chapter 3 yet? You won't believe what happens to_____!'
- Share reading activities and interact with the text together. A relaxed, shared activity before bed is often popular.
- Share the problem with your child's teacher. We are here to help!



For reading recommendations, these websites have suggested reading lists for each year group:

<https://www.booksfortopics.com/key-stage-book-lists>

<https://clpe.org.uk/books/corebooks>