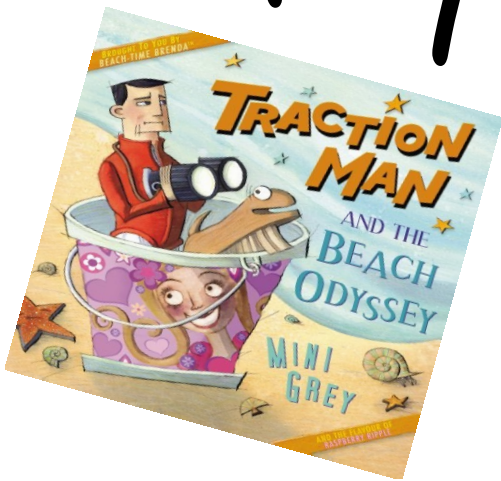




Reading in Key Stage 1





Reading in Years 1 & 2



Your child will have many opportunities to read each week both formally and informally through whole class sessions, group sessions, independently and as part of Read, Write Inc..

Daily reading sessions at home are a vital part of your child's home learning and we therefore expect your child to read with an adult every day.

Our reading diaries offer lots of advice on ways to support your child with their reading.

A comment will be written in your child's reading diary by the class teacher every half term. This will relate to the main focus of the reading sessions and may have suggestions about what you could practise at home.

Please remember to write your own brief comment in the reading diary about the reading your child does at home. This helps us to develop a picture of your child's reading patterns and preferences.

If you are rushed, just put the date or get your child or an older sibling to write the title. We read the diaries regularly and will answer any questions or queries that you may have. Please remember to also number the reads for the 'Reading Challenge'. It is really important that we celebrate the children's reading that they have completed at home.

Please also remember to make sure that reading books stay in book bags and are returned to school everyday.

Your child can change their book every day if they choose.





Reading in Years 1 & 2



Your child will bring home a book they have chosen themselves.

Some of the books may seem easy, some challenging, but it is important to respect and support your child's choice.

They may have chosen the book for a number of reasons..... they might like the cover or find the title exciting or the pictures interesting!

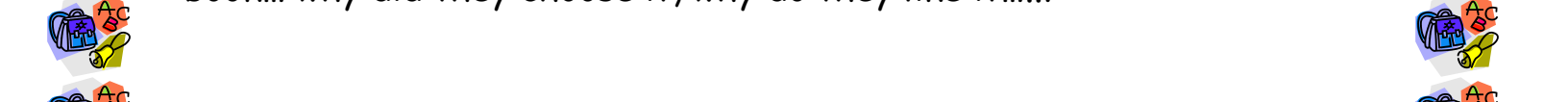
Your child may be developing confidence in their reading and so they just want to choose something they think is easy. Your class teacher will advise you if you are unsure.


There may be times when your child will choose the same book. This consolidation is very important to your child: it helps them to increase their confidence.

If the book appears challenging then please share the book with your child, **do not** expect them to read it without support - you could:

- Read it to them first.
- Share the text by reading a sentence or a page each.
- Read it in short sessions if it is a long story.
- Encourage your child to keep the book for another week if it is unfinished.

If the book seems too easy for your child encourage them to discuss the book... why did they choose it, why do they like it.....?







Here are some ideas to support your reading sessions with your child.

Choose one or two of these ideas for a reading session, any more and your child will quickly lose interest!

- Point to each word when reading.
- Link sounds to letters, sounding out the first letter of a word.
- Blend phonemes to read CVC words e.g. cat, sat, mat, dog
- Use phonic knowledge to attempt to read unknown words.
- Sound out a word together, look at the phonemes within the word.
- Ask your child to recognize specific phonemes... e.g. can you find the 'ay' sound.
- Stop at the end of a sentence. Point to the full stop.
- Look at words that have the same sound but a different spellingcake, play, train... all have the 'ay' sound but it has different letters.
- Recognize repeated sentence patterns.
- Encourage them to retell the story in a meaningful sequence, using some of the narrative of the original.

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- Empathize with a character, e.g. think about what would happen if....
 - Make a connection with another story....can you think of another story where this happens?
 - Link the story to the child's own experiences.
 - Use a range of strategies for making sense of the book, for example use prior knowledge of the story or the story language; make good guesses about what might make sense; make good guesses about missing words; use the pictures to help read new words.
 - Discuss what might happen next; talk about and find favourite and memorable parts of the story.
 - Find capital letters and full stops; discuss their use.
 - What other punctuation has been used? Can you tell me?

For more confident readers:

- Use knowledge of simple sentence structures to predict a word.
 - Read aloud using expression including an awareness of speech marks.
 - Find answers to simple questions within the text.
 - Make predictions (e.g. what are the contents of a non fiction book, what might happen next in a story).
 - Discuss capital letters, full stops, speech marks, exclamation marks and question marks within the text.
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For more confident readers:

- Talk about the characters and the events in the story, answer simple questions.
- Discuss the effects of the writer's choice of words e.g. sound effects in poems.
- Ask questions before reading a text and decide how useful the text was in answering them.
- Find information by using the contents page or index.
- Use the glossary to understand new words.
- Identify patterns in the text e.g. rhyme, rhythm, repetition of sounds.
- Read aloud with expression showing an awareness of punctuation.
- Attempt unfamiliar words using grammatical clues (reading on, re-reading, predicting).
- Use a dictionary to find the meaning of a word.
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Ask any child these questions:

The 5 big questions to ask

What is the story about?

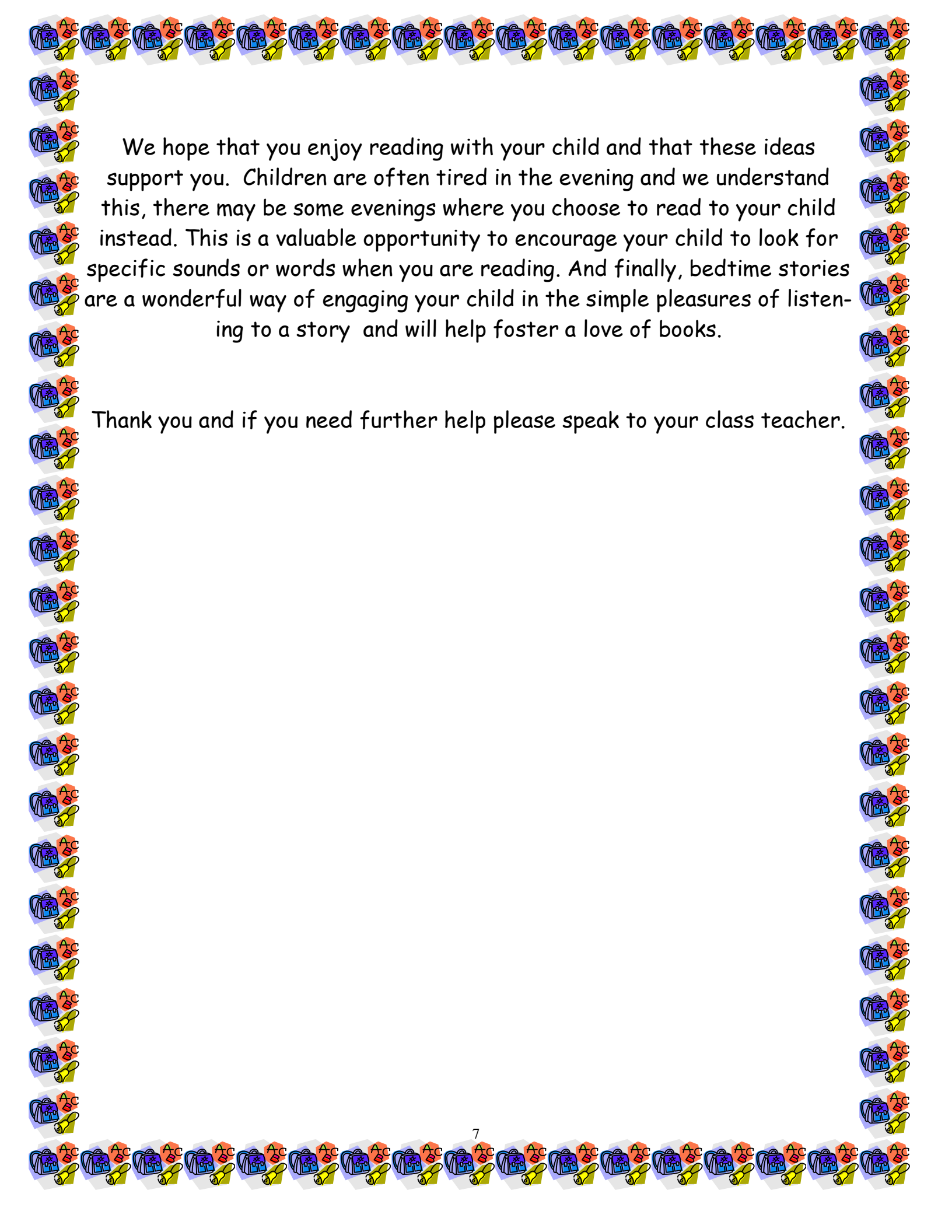
What do you think is going to happen?

Does this remind you of anything that has happened to you?

Does this remind you of another book?

What if...?





We hope that you enjoy reading with your child and that these ideas support you. Children are often tired in the evening and we understand this, there may be some evenings where you choose to read to your child instead. This is a valuable opportunity to encourage your child to look for specific sounds or words when you are reading. And finally, bedtime stories are a wonderful way of engaging your child in the simple pleasures of listening to a story and will help foster a love of books.

Thank you and if you need further help please speak to your class teacher.