



Reading at home



A parent guide

Reading is important!

'When a child learns to read then they can read to learn'

- Constant chat/ discussion/ commentary.
- Build on words into phrases/ sentences
- Regular storytime and exploring of world.
- Extend vocabulary - collect new words.
- Create imagination - create scenarios and pictures.
- Encourage enquiry -ask questions.

Reading at home - do...

- Keep reading time relaxed, comfortable and pleasurable
- Find a quiet place, with the television turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10-20 minutes
- Reward any reading with small treats e.g stickers, choices, affection.
- Talk about books, covers, stories, any written words around the house.
- Encourage use of 'Fred talk' to work out unfamiliar words
- Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.
- Watch story time on CBeebies together.

Reading at home - don't...

- Don't correct too often or too quickly
- Make reading negative and pressured
- Ignore requests to read any written words
- Get worried or frustrated with slow progress
- Let young children deface or mistreat books.

R.M.L - our phonics programme

- RML is our very successful Reading programme that enables **every child** to become a confident and fluent reader **at the first attempt**.

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending (Fred talk)
- read lively stories featuring words they have learned to sound out

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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Red Words

- These words do not fit the sound rules and are called irregular.

*what all no we so to me call her there
want go old some one*

*I the my you said your are be he does
who were any where two love many here
once talk could thought great son
water there their come watch brought*

Home readers

All our children regularly bring home a reading book

What reading book should my child be bringing home?

- All our home readers are colour coded to match our RML storybooks and National Curriculum levels. Please check your child is bringing home the correct book band.

Book band colours

- Pink (towards Level 1)
- Red
- Yellow (Level 1)
- Blue
- Green
- Orange
- Turquoise (Level 2)
- Purple
- Gold
- White
- Grey (Level 3)

Assessment Focus 1

Reading accurately

- Your child should aim to recognise and read familiar words on sight. Make lists of frequent/ common words and practice them regularly.
- Encourage them to use 'Fred talk' and other ways to decode unfamiliar words. Try breaking the word up into individual sounds or use clues to work out the word.
- Your child should aim to read sentences fluently. Go over pages and repeat until fluent.
- Get them to pause at full stops and recognise punctuation such as question marks, exclamations and speech marks.
- Encourage them to use expression when reading (vary loudness / pace/ voices/ intonation).

Assessment Focus 2

Recall facts and understand reading

- Ask them questions so they can recall and explain points/events from a story or information.
- Use the lead 'Tell me about...' Encourage don't grill!
- Ask them to find favourite parts/characters/ moments/ words from a page or book.

Assessment Focus 3

Infer (work out) and understand meanings

- Get your child to comment on ideas/ characters/ actions in a book.
- *E.g 'how is the character feeling?' 'Why did they do that?'*
- Ask them to give reasons for their ideas about a book. ('Why do you think that?')

Assessment Focus 4

Identify the structure of text and how it is presented.

- Make your child aware of features of a page of text
e.g titles / paragraphs/ pictures/ punctuation.
- Make them aware of how text has been set out and organised on a page. Find the beginnings and endings of stories/ point out labels and captions.

Assessment Focus 5

Explain language choices by a writer.

- Help your child identify word patterns and special choice of words.
- Make a note of interesting words like descriptions or unusual words. Can they explain them and use them themselves?
- Encourage them to identify key phrases (e.g once upon a time, first, suddenly), words and rhymes.

Assessment Focus 6

Why has this been written and what do I think about it?

- Can they identify different opinions and views in reading.
- Ask *'Why did they write this? What does this teach us?'* *'Who is it for?'*
- Encourage them to express opinions and views on texts. ('I like/ don't like.... because...')

Helping at home -summary

- Enjoy sharing reading regularly
- Check reading books from school
- Practise sounds and sound-blending
- Collect RML books
- Keep home libraries
- Join local libraries