



St Cuthbert's Early Years Unit



Supporting your child with reading in Reception.





St Cuthbert's Early Years Unit



Children who are read to at home have a higher success rate in school.

Children who were better at reading had higher general intelligence

Parents are the most important reading role model for children.

Phonics and Reading at School



Phonics...

Your child will take part in daily phonics sessions in which they will be taught letter names and sounds, and skills such as blending for reading and segmenting for spelling.

Reading...

Your child will be placed into a guided reading group with other children working at a similar level. Your child will be monitored and they may be moved to a different group over the course of the year depending upon their rate of progress.

We will listen to your child read at least once a week within their group, they may also be heard on a 1:1 basis.

Making Time at Home



Please make time to support your child and listen to them read at home at least twice a week.

You do not need to spend lengthy sessions practising reading skills at home, and this does not benefit your child and could in fact have a negative impact. Little and often is recommended.

The extra support they have to practise their skills at home will support them well in keeping up with their peers within their guided reading group and will support them in reinforcing the skills they have learnt in school and further develop their confidence and enjoyment of reading.

Please ensure you sign your child's reading record every time they have had an opportunity to practise their reading skills at home. This will help us to track each child's level of support and progress.

Picture Books



Getting Started...

Look at the front cover together and talk about where the title is and what the author does. Does the picture on the front cover give your child any clues as to what the title is?

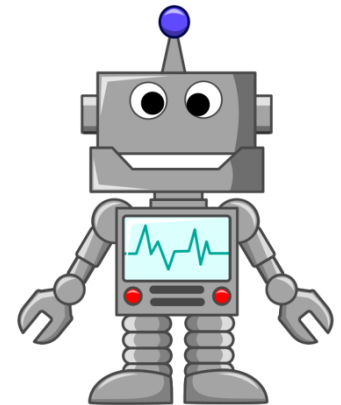
Using the pictures as a guide, encourage your child to tell you the story. Promote good language skills by setting high expectations through encouraging your child to speak in full sentences.

Ask them prompt questions such as; "How is the boy feeling?", "How do you know that?", "What do you think will happen next?", "Which part of the story did you like best?" Again...always expect a response to be in a full sentence e.g. "Kipper is upset, he doesn't want to leave his mum."

How to support oral blending...

Play The Robot Game: Choose an item on a page and robot talk it aloud e.g. 's—o--ck'.

Your child must listen carefully to blend the sounds together and then identify the appropriate item.



First Word Books



Children will bring home a word book once they are beginning to sound out and read simple words. They may also bring home a word building game to give them extra support in developing or reinforcing this skill.

To ensure your child is not memorising sentences you can also play the word hunt game. Using a chosen sentence from their book - ask your child to "point to 'got'/'the' - ensure you muddle up the words so they are not in the usual sentence order.

If a word such as 'got' is repetitive throughout the book and appears on most pages then encourage your child to spot it before they begin reading so that they become more familiar with it and do not need to sound it out every time.

Reading Sentences



Key Points...

1. Point to each word in the sentence as you read.
2. Spot familiar/repetitive words in a sentence before you begin reading.
3. Help your child to spot any 'tricky words' in the sentence before they begin.
(Tricky words cannot be sounded out - the, put, he, she, they)
4. Once all words in a sentence have been read/sounded out, the sentence should be read again in full straight away without the need to sound out words again.
5. Keep reading to develop confidence and fluency.

Comprehension...

It is equally important that your child can understand and talk about what they have read. They should be able to answer some simple questions in relation to the text.

Train Your Brain Words



Your child will bring home a set of these words at one time.

These words are referred to as 'High Frequency Words' as they will appear often in the reading books.

Within the sets there is a mix of both de-codeable and tricky words to learn, and, the aim is that children begin to rapidly recognise and read these.

If they want to sound these words out to begin with, as they learn them, that is fine. However, over time, they should be able to recognise and read them without the need to sound out.

It is also important that your child begins to spot these words in different contexts such as within the sentences in their reading books.

As more sets of words are introduced, ensure your child still practises previous sets now and again.

Your child will be assessed on their ability to rapidly recognise and read these words every half term.

Home-School Books



Your child will be given a 'Home-School Book' to keep in their school bag. This will provide us as a school to enter a piece of weekly learning for you to share and follow up with your child at home.

It can also be used as a record of achievement for personal learning events at home - simply pick up a 'Home Time Hooray' certificate from our notice board, fill out and enter into the book so we can highlight and share achievements with staff and peers back in school.

Book Bags



Book bags are available to order and purchase from the school office.

It is highly recommended that your child has a book bag to ensure reading folders and resources fit appropriately and are kept flat.

Please ensure your child brings their book bag including all reading materials to school everyday.