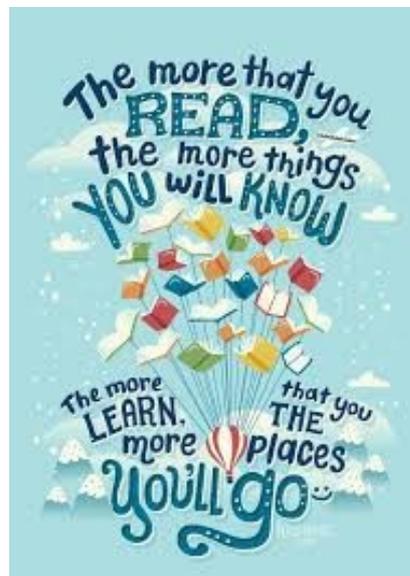
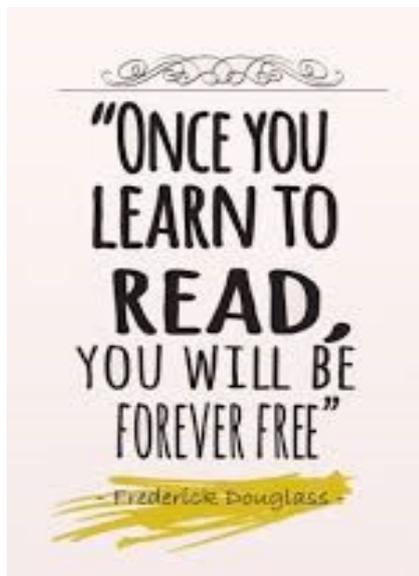




How to help your child with reading



Children are taught to read using phonics as the primary approach. Many parents were taught to read using a different strategy so it can be tricky to know the best way to help. Therefore we have produced this booklet to support you in helping your child with reading at home.

Reading at Collaton St Mary.

Children will have one colour-banded book which suits their level of reading. They will be able to select any text from this colour band and will be moved to a different box when their teacher judges them ready. The book band that your child is on will usually link closely to the phonic phase they are being taught in class. This will help to give their learning more context and also an opportunity for them to practise and build their confidence.

Every child will be heard read at least once a week by the class teacher or another adult in school. A record of their reading will be kept in their reading log and we will record in here when they are heard read in school.

Children will bring home their reading book every day along with a reading record book. We ask that you try to find 5 -10 minutes a day to spend reading with your child and that you make a comment in their reading log. We realise that this may not always be possible but any support you can offer will be of great benefit to your child. They may need to read the same book a few times before they swap to a new one in order to build skills and fluency.

When you are reading with your child you can help them to improve their understanding by discussing what they have read. Ask them questions about the text, their ideas about what could happen next or whether they are enjoying the book. Encourage them to tell you what stories and information they know. Discuss their opinions about how things might be different in stories or in the world.

Let them see you, and join in with you, reading books, magazines, letters, instructions, charts, signs etc... and remember your child will like to hear you read to them as much as they like reading to you!

If your child is a reluctant reader this can be even more important. Don't force them to read but read to them, make it a game/challenge, or takes turns. Read a comic or anything else they choose as long as they are reading and enjoying it then it is a skill they will carry into the future.



PHONICS

Useful words:

Phoneme: this means a sound and can be made by one or more letters; e.g. s, th

Grapheme: this is how a sound is written; the same sound can be written in different ways; e.g. ee in meet and y in happy

Digraph: two letters making one sound; e.g. 'sh'

Trigraph: three letters making one sound; e.g. 'igh'

Segment: splitting a word up into its individual sound to help read it. Once the children have segmented a word, they can **blend** the sounds together in order to say/read the word.

Correct pronunciations

The ways a sound is pronounced is very important. Sounds are short and although it can be tempting, there is not an 'uh' on the end of letter sounds. For example; the letter 'l' is pronounced as an 'ul' sound rather than a 'luh' and 'r' is 'rrrr' rather than 'ruh' If you are unsure ask your child or always feel free to ask an adult in school, we are aware that some of these sounds feel unnatural to begin with! However saying them correctly will really enable your child to blend words more accurately and later on spell correctly.

There are 6 phonic phases:

Phase 1 is taught from birth in the home and pre-school. It is about the children hearing and distinguishing sounds around them: voices, environmental sounds. It then moves towards creating sounds with their voice and body and saying sounds orally.

Phase 2 is generally taught in Reception (sometimes in pre-school). It covers the alphabet sounds, but the letters are taught in letter sets so that the children can segment and blend with them almost immediately.

Phase 3: This is taught in Reception. This is where the children are taught the final individual letter sounds and also some of the more common digraphs; for example sh, th, ng, ee, oo etc.

Phase 4: This is generally taught at the end of Reception and re-capped at the beginning of Year 1. This teaches consonant blends in words so that the children are able to segment and blend longer words; for example st, fl, spr and at the end of words -ld, -st, -nt etc.

Phase 5: This is taught in year 1 and is the longest phase. It teaches other vowel digraph representations and teaches the children to become more fluent readers.

Phase 6: This is taught in year 2 and is based on spelling and grammar objectives such a prefixes and suffixes.

Tricky words

Alongside words that can be decoded by sounding out, children are taught to read tricky words (also known as high frequency words as they are words that commonly appear in their books). The children are taught these for each phase and class teachers will tell you which ones they are focusing on in class so that you can practise them at home.

Below is a list of the reading bands that the school uses. These will allow you to gain an idea of the stage of reading your child has achieved.



Year group Expectation	COLOUR BANDING
Reception	Pink– Box 1’s
Reception	Red– Box 2’s
End of Reception expectation	Yellow– Box 3’s
Year 1	Blue– Box 4’s
Year 1	Green– Box 5’s
End of Year 1 Expectation	Orange– Box 6
Year 2	Turquoise– Box 7
Year 2	Purple– Box 8
Year 2	Gold– Box 9
Year 2– End of Year 2 Expectation	White– Box 10
Year 2	Accelerated Reader



By the end of Year 2 children are expected to be able to read White books with appropriate pace, fluency and expression; however much of their attainment is also based on their understanding of a range of questions linked to the texts they read.