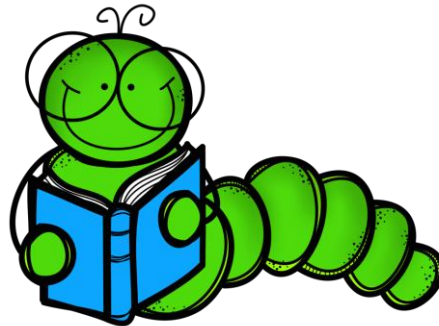




## Information for Parents

### Reading at foundation stage and KS1



When children are starting to learn to read there is a great deal that parents can do to support this development. Your interest and guidance at this early stage will help the children now, but will also be a major factor in children becoming independent and motivated readers/learners in the years to come.

Becoming a reader involves the development of important skills:

- Using language in conversation;
- Listening and responding to stories read aloud;
- Recognising and naming the letters of the alphabet and the sounds that they make;
- Reading often so that recognition of words becomes automatic and easy;
- Learning and using new words; and
- Understanding what is read.

## Phonics

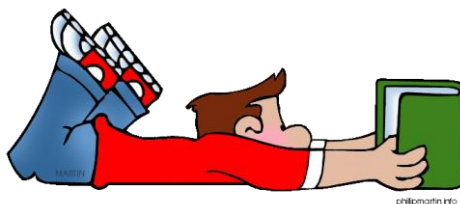


Starting in EYFS, the children follow Ruth Miskin's synthetic phonics programme called Read Write Inc. Phonics. It teaches children the sounds in English (phonemes), the letters that represent them (graphemes), and how to form the letters when writing. Read Write Inc. Phonics includes reading books written using the letters and sounds that the children have learnt at each level and include a small number of separately taught tricky words (words that are not phonetically plausible) making them fully decodable. Children bring home the home reading equivalent of what they have been learning in class.

Children have an hour long lesson daily and are put into different reading stage groups. The reading stage groups are based on termly assessments which focus on sound knowledge, application of sound knowledge within words and reading speed and are carried out by the reading leaders. Reading groups are then adjusted to take into account the assessment results. The groups will have a range of children of different ages within them from EYFS to year 3 (where RWI is still needed). The use of regular assessing allows a rapid response to the identification of any child who is falling behind. Where necessary, appropriate interventions, called 'pinny time' are put into place in order to close the gap and help individual children make rapid progress.

Even though there are 26 letters in the alphabet, there are 44 different phonemes (sounds) When you help your children at home, it is important to use the letter sounds and not their names For more help with this, try looking at the Ruth Miskin phonics video at <https://www.youtube.com/watch?v=TkXcabDUg7Q>

## Comprehension



Reading involves much more than decoding individual words on a page. We all read to understand meaning and so decoding skills must be learned in the context of understanding the meaning of the text. Parents, reading with children at home, have an ideal opportunity to do this. At school we aim to teach the children all the skills that they need in order to become confident readers but research has shown that the most successful readers are those whose parents regularly (daily if possible) support this process at home.

When you read with your child, talk to them about what is going on in a book or story. Ask questions such as;

- Which character did you like best? Why?
- What do you think that word means?
- What do you think will happen next?
- How did the character feel at the end of the story?

Encourage children to use the pictures to support them and discuss new words. Our school books often have helpful discussion topics on the front and back covers.

## **Motivating children to read**



Sometimes it can be hard to motivate children to read, especially after a day at school. Inspiring children to want to read is crucial to learning to love reading.

One of the biggest motivating factors for children is seeing their parents enjoy books. Model a love of reading with your child - let children see that you value books. Seeing adults enjoying reading from books, newspapers, magazines, recipes or menus will make children want to read themselves.

Children learn from the world around them and from seeing labels, notices and signs which are written in print. Encourage children to look for words they know all around them! Making any kind of learning real allows children to see why it is valuable.

Play simple word games such as eye-spy or hangman. You could make up games like how many words can you make up that sound like the word 'cat'?

Visit your library – it's free to join! All libraries have children's sections. Many also have regular

storytelling sessions.

Make time to read. Read a bedtime story with your child every night. Encourage them to share reading with grandparents, brothers and sisters and aunts and uncles.

Keep in touch with school. Make sure your child swaps their home reading books regularly at school and try to make a regular time slot of about 10 minutes to hear them read. It really does make a difference!

## What if my child struggles or is a reluctant reader?



Some children do not find reading easy. They struggle to read the words or to understand the meaning. Children develop at different rates and it may be that in time your child will be an accomplished reader. However, some children do find reading challenging and may need some additional support. If you think your child finds reading difficult, discuss your concerns with the class teacher in the first instance. He/She will discuss the problem with the special needs co-ordinator, if appropriate, and a program will be drawn up to help your child. Help from outside agencies will be sought if necessary.

If your child is a reluctant reader, the following may help:

- Try not to worry as your tensions may pass onto your child.
- If your child is reluctant to read, be encouraging e.g. you read a page, they read a page. Praise your child for trying hard at their reading. Let them know it's all right to make mistakes. Turn off the TV! It's easier for your child to concentrate if there are no distractions.
- Other ideas - ask them to read the recipe for something you're cooking or information from a newspaper.
- Read to your child in a relaxed, cosy setting. Make it a pleasant, special, one to one experience.
- Allow your child to read books which are easy and then gradually move to more challenging material when your child is ready. Let them read their favourites. It's good practice to read the same books over and over again. Ask lots of questions. Check they understand the story by asking them questions about what happens. Use the pictures to explain what's happening.
- If your child has a busy social life allow him/her to read for 15 minutes before going to sleep.
- Let your child see you reading.
- Give them time. Let them make a guess before you tell them the word. Help them to get the

first sound or try breaking the word up into smaller sections. Point with a finger. Encourage them to follow the words with their finger. Don't make them try too hard! It doesn't matter if you have to tell them the word sometimes.

- Don't read for too long. A good ten minutes is better than a difficult half hour.
- Take children to the local library. Letting children choose books that interest them might help.

## Into the Future

Reading can be a wonderful, relaxing experience and can open up a whole new world for our children. Even in this technological age we need to be able to read, and read a variety of styles and texts. As children progress through the education system, more demands will be made upon them. As parents and teachers, we must help our children to become accomplished readers but we also want them to enjoy the experience so that they can go forward into the world with confidence and a skill for life.

