



**Wednesday 12<sup>th</sup> September 2018**

## **Maple Class Parent(s)/Carer(s) Reading Information**

### **School Reading Book**

We have a wide selection of reading books which we choose for each child based on their ability. A variety of different books is of benefit to every child. Picture books help children to look closely for clues within the picture and also help develop language skills and oral sentence structure as they generate creative ideas to tell a story. Later on, this helps with writing. It helps if you model being a story teller to your child first - remember to add description!

Other books have lots of words in them and these may be shared by adult and child together. The adult may do the majority of the reading, with your child helping to sound out (segment) and blend (put together) the occasional word. By doing this, your child maintains the understanding of the story and can answer questions or discuss the characters or plot more readily at the end.

In Reception, we are able to change your child's reading book twice a week. If you would like us to change your child's reading book, please write 'finished book' in your child's yellow Reading Record Book. The sticker on the front of your child's yellow Reading Record Book tells you which days we will change their book. As and when required, please sign and indicate that you would like your child's book changed. We recommend reading each book more than once to help build their confidence and to embed understanding. You may also like to comment on how your child read and record any activities you may have done too (e.g. drawn a new front cover, drawn a favourite page or character, etc.).

Some reading books focus on specific phonemes (sounds). Any additional home activities which involve overlearning of taught phonemes are always beneficial! If you would like some ideas to help support your child at home, please ask!

### **Inside the Reading Record Book**

We also believe in sharing your child's 'next step(s)' with you. You will find these highlighted on a 'next step(s)' sticker. The highlighted statement(s) are areas that we believe can be supported at home too. The 'next steps' may be a weekly aim or a more long term focus. We revisit these skills regularly in class to check your child's progress.

We teach reading skills every day in Reception. We also assess children's progress every day. This happens individually, in focus groups and in our class group.

Here are some of the ways we teach reading:

- Use picture books to talk about stories and develop our language and understanding of books
- Practise our phonics and learn new phonemes (sounds)
- Blend sounds to make words
- Segment words into sounds
- Read sentences
- Practise our 'Tag Words'
- Use our skills to read books
- Listen to stories and respond to text
- Enjoy stories and listen for rhyme or repeated phrases

The combination of these skills enhances every child's ability to become a good reader. Reading is not always about being in front of a book which is why, in Reception, we play many active games and take part in hands on activities to develop every child's enjoyment of learning to read. We use the environment to look for how words are used e.g. 'STOP' signs.

### Daily Sentences

Each day, after we have taught a new sound, we will be sending home grapheme (written form of the sound) specific sentences for the children to recap at home. In order to support your child at home, please encourage them to read the sentences.

To further challenge your child, you could encourage them to: spot the grapheme in books/the environment, highlight the grapheme in words, read different grapheme specific words, have a go at writing the sentences, write their own sentences using different grapheme specific words, talk about adjectives (describing words) and write the sentences using adjectives, etc.

Please remember to make all learning as fun as possible! The children generally respond best when learning is fun and little and often.

### Sound Books

Every few weeks, we will send home a new 'Sound Book'. These books will contain the sounds your child will be learning in class. These are also a great way to revisit the sounds your child has already learned. As they turn the page, they are faced with pictures which show how we act the sound (actions help to reinforce sound recognition). The more they practise the action whilst looking at/writing the sound, the easier grapheme (letter) recognition becomes. Going on a 'sound hunt', to find objects/pictures of objects which begin with the sounds to cut and stick into the book, can be super fun!

The 'Sound Book' is a great source of reference for your child and acts like their own reading book, so please make these books your own!

### Tag Words

Every few weeks, we send out the next set of 'Tag Words'. These words are 'tricky' which means they cannot be read phonetically and must be learned by sight. You can practise these in many different fun ways:

- Write some or all of them in chalk on a trampoline and ask your child to jump on each word as you say them
- Write some or all of them on pieces of paper, throw the pieces of paper in the air and ask your child to find each word as you say them

Please recap these words to encourage automaticity in reading.

Once your child can read these words, please work on writing them too! You can practise writing in many exciting ways:

- Use sticks in mud
- Use a wet paint brush on paving slabs
- Use smelly gel pens
- Use alphabet spaghetti

### Useful websites:

Please have a look at the following link for help with how to say each sound:

<https://m.youtube.com/watch?v=Djz82FBYiug>

Please have a look at the following link for help with how to teach each sound using 'Jolly Phonics': <https://m.youtube.com/watch?v=-ksblMiliA8>

Please have a look at the following website for phonics games: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

There is also a great app called 'Twinkl Phonics Phase 2' and 'Twinkl Phonics Phase 3'.