



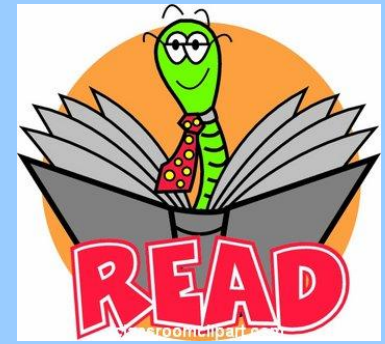
Welcome to our
'Reading Evening'

This evening we would like to...

- ❖ Give you an insight into how we teach your child to read
- ❖ Give you a chance to see some of the resources that we use, including our new reading scheme books and library
- ❖ Offer some helpful hints for reading at home

How do we teach reading in school?

Reading is a vital tool for learning and for life. Here at Westwood with Iford School we believe that in order for children to become able and independent readers they need to have:



- ❖ **Fluency** – children who can read at a comfortable speed with appropriate expression.
- ❖ **Accuracy** – children who can ‘decode’ words they are reading without interrupting the flow.
- ❖ **Understanding** – children who can follow the content of what they read.
- ❖ **Enjoyment and confidence**—children who will become lifelong readers because it is a useful and pleasurable thing to do.

Daily 'Letters and Sounds' sessions



Letters and Sounds is a six phase programme designed to help teach children to read and spell using phonics.

Phase One (Nursery/Reception)

Foster children's speaking and listening skills as preparation for learning to read. Parents can play a vital role in helping their children to listen carefully and talk extensively about what they hear, see and do.

Phase Two - Four (Reception/Year 1)

Children learn:

- How to represent each of the 42 sounds by a letter or sequence of letters.
- How to blend sounds together for reading and how to split words for spelling.
- Letter names
- How to read and spell some high frequency 'tricky' words.

Phase Five (Year 1/Year 2)

Children learn new ways of representing the sounds and practise blending for reading and segmenting for spelling.

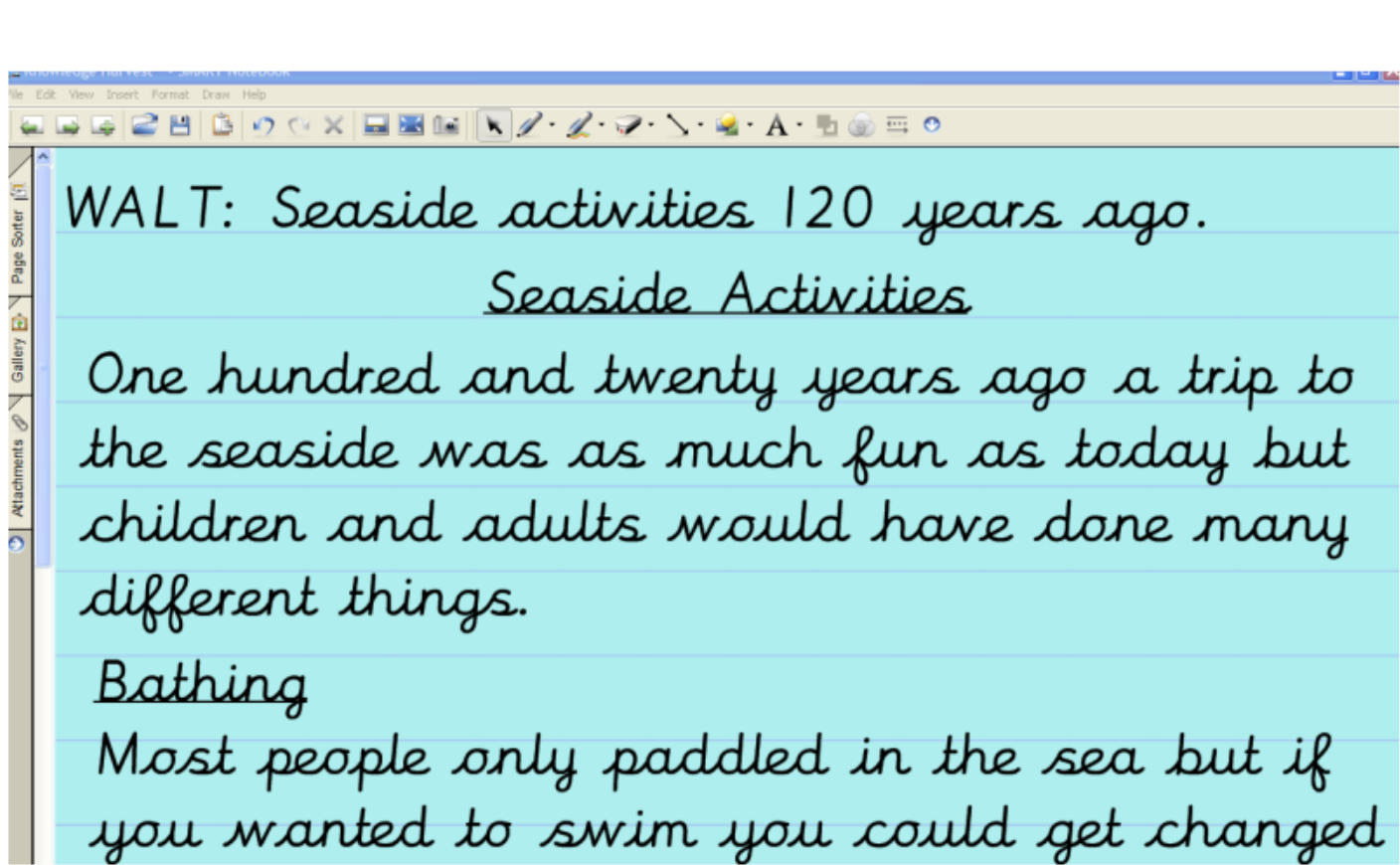
Phase Six (Year 2)

During this phase children become fluent readers and increasingly accurate spellers.

Guided reading



Shared reading as part of lessons
e.g. English, ICT, story sessions



The image shows a screenshot of a handwriting software interface. The window title is 'Handwriting Tools - Student Edition'. The menu bar includes 'File', 'Edit', 'View', 'Insert', 'Format', 'Draw', and 'Help'. The toolbar contains various icons for editing and drawing. On the left side, there is a vertical toolbar with 'Page Sorter', 'Gallery', and 'Attachments' buttons. The main workspace has a light blue background with horizontal lines. The text is written in a cursive font.

WALT: Seaside activities 120 years ago.

Seaside Activities

One hundred and twenty years ago a trip to the seaside was as much fun as today but children and adults would have done many different things.

Bathing

Most people only paddled in the sea but if you wanted to swim you could get changed

One to one reading sessions with an adult.



How to help your child when reading at home:



- Find a quiet place away from other interruptions.
- Spend a few minutes discussing the blurb and front cover before you even open the book.
- Help and support your child if they get stuck on a word. DO NOT simply tell them the words, encourage them to work it out by:
 - Sounding out the phonemes (units of sound)
 - Using any picture clues
 - Using the context of the sentence to work it out
 - What would sensibly fit?
 - Re-reading to check for meaning

- Ask your child questions to check their understanding of the text

e.g.

What was your favourite part?



How did you feel about the main character?

Which words show you that the character is happy?

What might happen next?

- Give your child lots of praise and encouragement.

Supporting the confident reader



Even when your child has reached the stage when they no longer wish to read to an adult and want to read silently to themselves you can still support them in their reading development. Questions about the book and the author will encourage the child to extend their learning and share their enjoyment of the book.

What is the title of the book?

What kind of book is it?

Have you read any other books by the same author?

What made you choose this book?

What has happened so far?

How would you like the story to end?

Do you feel similar to any of the characters?

Helpful Hints



- ✦ Remain positive and calm with your child, even when they do not know/remember a word that they have read easily before. Simply encourage and help them to work it out.
- ✦ Set aside uninterrupted time to read with your child rather than try to do it whilst helping their younger/older siblings with other tasks.
- ✦ If your child does not feel like reading, that is fine. They may be tired from their school day and an audiobook may be more suitable, language will still be absorbed.
- ✦ There is no expectation that your child should read a whole book each evening, especially as they move up our reading scheme and the books get longer. Children will consolidate their skills by reading a range of material at a pace that suits them.

Reading Record

The yellow reading record book is for use at home and school to record what your child has read and to comment on their reading. If you are unsure of what to write here are a few suggestions that we would find useful...

- ❖ We took it in turns to read the pages.
- ❖ We practised the rhyming words for fun.
- ❖ Very good expression. Well done!
- ❖ Only 2 pages of reading tonight so we discussed the pictures too.
- ❖ We discussed what might happen next
- ❖ We chose and read a book from the library.
- ❖ Very clear, independent reading today.

Children learn to read by reading

