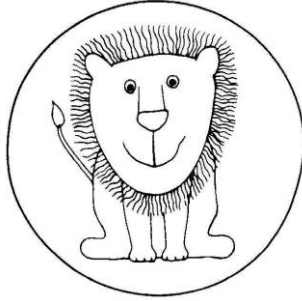




Linslade Lower School

Reading Information For Parents Reception



INTRODUCTION

Reading at Linslade Lower School

At Linslade Lower School, great emphasis is placed on creating an environment in which the children are surrounded by books and other reading material is presented in an inviting and attractive way.

The children have many opportunities to explore and experience a variety of fiction and non-fiction books. These include sharing books during story time and play and learn, using the class library and as the year progresses being heard read on an individual basis.

Working Together - A Reading Partnership

We believe that parents play a vital role in helping their child learn to read. School and home working in partnership together create the perfect setting for encouraging a love of reading. We really appreciate the commitment parents make in helping their children become confident readers.

Reception

To develop the children's ability to recognise letters and the sounds they make we teach phonics daily in Reception. The first set of sounds SATPIN and can then read, sound out and spell a variety of words. These can also be used to make words. The children use Jolly Phonics to learn the sounds and blends required for Reception.

To support your child please use the letter cards sent home to build confidence with recognising the letter name and sound.

Here are some useful sites

- YouTube- Jolly Phonics songs
- YouTube- Sounds Write- helps with the pronunciations of the sounds
- Teach your Monster to Read- is an award-winning series of games that's helped millions of children learn to read. Play for free on our website or pay for and download the app. It covers letters and sounds (the scheme we use to teach phonics) to reading full sentences. The computer version is 100% free.'
- Cbeebies- Alphablocks on Iplayer

Extra Help

A few children find learning phonics and reading difficult. We have a number of alternative resources to help them. We also provide additional teaching in school to help them progress. Parents will be informed if this is the case.

Reading tips for Reception– Wordless Books

To begin with children bring home wordless books

- Recognise that there are no right or wrong ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates his or her own stories from the same pictures.
- Spend time looking at the cover and talking about the book's title. Based on those two things, make predictions about the story.
- Take a 'picture walk' through the pages of the books. Enjoy the illustrations, which are often rich in detail. Look carefully at the expressions on the characters' faces, the setting and the use of colour. Talk to each other about what you see. These conversations will enrich the storytelling.
- Enjoy the pictures and point out a few things, but don't worry too much about telling the story yet. Just get a sense of what the book is about.
- Go back through the book a second time and get ready for some great storytelling! Consider going first and acting as a model for your child. Use a range of expression; use different voices for the characters, add sound effects and use interesting words in your version of the book.
- Encourage your child to 'read' the book to you with their story. Help your child to expand their sentences or thoughts by encouraging them to add information from the illustration's details. One way to encourage more details is by asking 'W' questions: Who?, Where?, When?, Why?
- Finish your wordless book sharing by asking a few simple questions:
 - What pictures helped you tell the story?
 - What was your favourite part of the story?
 - Have you had an experience like the one in the story?

Reading Tips – Phonic Readers

When children have secured a solid foundation of phonics they then move onto phonic readers. In these books children use their skills to decode words.

- Spend time looking at the cover and talking about the book's title. Based on those two things, make a few predictions about the story.
- Take a 'picture walk' through the pages of the book. Enjoy the illustrations, which are often rich in detail. Look carefully at the expressions on the characters' faces, the setting and the use of colour. Talk to each other about what you see. These conversations will enrich the storytelling.
- Enjoy the pictures and point out a few things, but don't worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.
- Practise the sounds on the front of the book with your child.
- Get your child to start reading the words to you – encourage them to blend each word then read the word as a whole (i.e. "c"- "a"- "t", "cat").
- Read alternate pages with your child.
- Play 'find the word' games with your child e.g. how many times can you find the word 'the'?
- At the end of the book, ask your child some basic questions.
 - What was your favourite part of the story?
 - Have you had an experience like the one in the story?
 - Why do you think that happened?
 - How was the character feeling?
 - How do you know?

Supporting in the Early Stages of Reading

The learning focus for each book band is at the back of your child's reading record book.

When you hear your child read:

- Choose a quiet time every day, if possible, with your child and make yourselves comfortable.
- Let your child hold the book.
- Point to the words as you read them and encourage your child to do the same.
- Talk about the pictures.
- Allow plenty of time for discussion before you turn over the page. 'What do you think will happen next?'
- Let your child retell the story to you. Don't worry if they decide to make an alternative ending!
- Use the subtitles on the TV to encourage reading alongside watching.
- Make reading fun with making sure you praise your child's efforts.
- Take every opportunity to broaden your child's reading opportunities with a visit to the library and activities on the internet.
- Remember print is all around, signs in the street and labels in the supermarket.

Helping Your Child Read a Word

- Which letter sounds (phonemes) do you recognise? Can you say them?
- Can you blend the different sounds together?
- Does the word make sense? Read the sentence again to check.
- Have read the word before? Can you find it on another page?
- Are there any bits of the word you recognise?

Miss out the word you are finding tricky and finish the sentence. Then you can go back and work out what the word is.



Some Useful Questions as Children Develop Reading Confidence

The questions below are used by staff to assess your child's reading comprehension. It would be useful if parents could ask them when hearing their child read.

These questions assess understanding of the text.

- ☐ What does this wordmean?
- ☐ Can this wordhave more than one meaning?
- ☐ What happened at the beginning?
- ☐ What did the do?
- ☐ Which word told you that?
- ☐ Describe
- ☐ Which paragraph tells you ...?
- ☐ Why do?
- ☐ What type of book is it?
- ☐ Who is the author/illustrator?
- ☐ Could you tell anything about the book before you started reading it? What were the clues?
- ☐ Who are the characters? Who do you like/dislike and why?
- ☐ What was your favourite part? Why?
- ☐ Would you recommend the story to a friend? What would you say to your friend about the book?



These questions encourage your child infer and interpret information, events or ideas in a book.

- ☐ Why did?
- ☐ What does the author think about?
- ☐ How did react?
- ☐ How did?
- ☐ What ideas are we given about.....?

These questions encourage the children to look at the structure and organisation of the text they are reading.

- ☐ What is the purpose of?
- ☐ How does the layout help...?
- ☐ Why areused?
- ☐ Why are the words in bold print?

We hope this leaflet is useful to you. If you have any questions of concerns please contact your child's class teacher who will be happy to help further.

