



Reading



At Hyndburn Park reading is taught through daily, high quality synthetic phonics lessons. When children are learning to read there are two crucial things for them to learn:

- the sounds represented by written letters
- how to blend the sounds together to make words.

Children are first taught a small group of sounds, then learn to blend the sounds to read words made up of those sounds, e.g. *mat*. Then they are taught more sounds and learn to blend those too.

Top Tips

Saying sounds correctly

This is really important when you are helping your child to learn the sounds. Just remember not to add an *uh* to the end of the consonant sounds – so say *mmm* not *muh*, *lll* not *luh*, etc. because then later it's easier to blend the sounds together to make words.

If you're not sure then please ask your child's teacher.

Linking sounds to letters

Encourage your child to make a link between the sound and the written letter shape. Start with the sounds in your child's name and then look out for them in signs.

Sounds represented by more than one letter

Some sounds are represented by more than one letter such as *sh* in *ship*, *ch* in *chat*, *th* in *thin*, *qu* in *quick* and *ng* in *sing*. When you're out and about point out examples of these to your child too. You might see them in posters, signs, or leaflets.

Practise, practise, practise

Build up knowledge of the letters and sounds quite quickly with your child and keep practising so that it becomes automatic. Keep reminding 'Do you remember when we were talking about the sound *ch*...?', or 'Oh look! There's a big *t* (sound) on that poster!'

Putting sounds together to read simple words

Say the sounds *c-a-t* to read *cat*, *sh-o-p* to read *shop* and *s-t-r-e-e-t* to read *street*. If your child gets stuck and is struggling to blend the sounds, say the sounds yourself, quickly, until your child can hear the word!

Only beginner readers need to sound out every word as they read all the time. But, they will still need to work out new and long words.

Tricky words

Some everyday words in English have tricky spellings and can't be read by blending. Imagine trying to read the word *said* or *does* by blending each letter! These are sometimes called high frequency tricky words. These words just have to be learned by sight and flashcard-type games are a good way to practise these.

Reading Books

At Hyndburn Park we use decodable books for our reading scheme. In EYFS we use two schemes; Phonics Bug and Big Cat Phonics. In KS1 we use three reading schemes; Oxford Reading Tree, Collin's Big Cat and Phonics Bug Club. Decodable means that the books contain mostly words that children can read by sounding out to get them off to a good start with independent reading. After your child has read a page, you can read it aloud again, to make sure that the story is enjoyed and understood. Our main reading scheme for guided reading in KS2 is Bug Club.

Using pictures

Pictures are great for sharing and talking about a story (which is really important too!) but don't encourage your child to use pictures to guess the words that they don't already know.

Common sense ...

Lots and lots of books! Carry on sharing and reading lots and lots of stories and information books to and with your child.

Praise and hugs! Most importantly, remember that your child will learn much faster with encouragement, praise and hugs.

