

# All Saints' Church of England VC Infant School



## Your Child and Reading



Information and support for parents and carers on how your child will be learning to read and how to help nurture their love of books.

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## Your Child and Reading



This booklet aims to give parents and carers the information they need to understand how their child will be learning to read during their time at All Saints' Church of England VC Infant School and how parents and carers can be involved in supporting their child with their reading at home. There is also a list of useful websites which give further information about supporting your child to learn to love books and reading.

### Phonics

Phonics is recommended as the first strategy that children should be taught in helping them learn to read. In phonics, children are taught that words are made up from small units of sound called phonemes. Children learn to listen carefully and identify the phonemes that make up each word, helping them to read words and spell words.

In phonics children are taught three main things:

**Grapheme Phoneme Correspondences (GPCs).** A grapheme is a way of writing down a sound. Children are taught the sounds in a particular order. The first sounds to be taught are s,a,t,p. These are taught first as there are lots of words that can be made from these four sounds. There are around 44 sounds in the English language.

**Blending :** Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read eg: c-a-t is cat. It is important that the sounds are pronounced correctly to make it easier for the words to be heard. If you're not sure, ask your child to pronounce the sound for you. Alternatively, there is a useful pronunciation guide on the Oxford Owl website at <http://www.oxfordowl.co.uk/question/index/3>.

**Segmenting :** Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words. Eg being able to hear that cat is made up of the sounds c-a-t.



## What will children be learning in phonics?

Phonics teaching is split into six phases which children progress through from Foundation Stage 1 (Nursery) until the end of Year 2.

**In Foundation Stage 1:** children will be working on Phase 1 phonics. This will involve your child learning to listen for sounds in words and in the environment. They will also learn to identify similarities and differences between the sounds they hear.

**In Foundation Stage 2:** Children should be working within phases 2,3 and 4. In phases 2 and 3 they will be taught one way of writing (a grapheme) each of the 44 sounds in the English language. Some of these graphemes are made up from more than one letter, e.g. ch, th, oo, ee (these are all digraphs—graphemes with two letters). There are other graphemes that are trigraphs (made up of 3 letters—e.g. igh as in light) and even a few made from 4 letters. They will also be taught to read some tricky words by sight. These are words that the children cannot use their phonics to read (eg to, no, I, the, go).

**In Year 1:** Children should be working within Phase 5 phonics. They will learn alternative ways of representing sounds in words (eg the sound **ee** in sheep, can also be made by **ea** in bead and **e\_e** in Pete.) They will also learn that the same grapheme can be pronounced in different ways. For example **ch** makes very different sounds in these three words: chip, school, chef.

**In Year 2:** Children should be working within Phase 6 phonics. They will continue to develop their reading, becoming more fluent and having developed strategies for reading new and unfamiliar words. They will be learning some of the rare GPCs not already taught. They will also be learning to spell, using spelling rules, past tense and adding endings to words (suffixes) etc. For example, children will be learning the different rules for adding -ing to the ends of words, (e.g. put changes to **putting**, bite changes to **biting** and play changes to **playing**)

However, children do make progress at different rates: some children will need longer to consolidate their knowledge of a particular phase and others may progress more quickly.

Children will have 20 minutes of phonics teaching every day.



# The 44 Sounds of the English Language and Alternative Spellings

Children will initially be taught one way of writing/reading each sound in phases 2 and 3

Sound (Phase 2/3)	Example word	Alternative Spellings (introduced by the end of Phase 5)
s	sat	c (circle), sc (scene), se (house), st (listen)
a	cat	
t	tap	
p	pat	
i	tip	y (gym)
n	not	kn (knot), gn (gnome)
m	map	mb (limb)
d	dog	
g	gap	
o	top	a (was)
c	cat	k (kite), ck (cluck), ch (school)
e	egg	ea (head)
u	up	oo (book), o (son), oul (would)
r	run	wr (write)
h	hat	wh (whole)
b	bun	bb (rabbit)
f	fun	ph (phonics)
l	lap	ll (bell)
j	job	g (giraffe), dge (hedge)
v	van	ve (have)
w	wet	wh (when)
x	box	
y	yes	

Sound (Phase 2/3)	Example Word	Alternative Spellings (introduced by the end of Phase 5)
z	zip	se (please),
qu	quick	
ch	chop	tch (hatch), t (tube)
sh	shop	ch (Charlotte), t (station), ss (session), s (sure), c (special)
th	this	
ng	ring	n(k) (pink)
ai	rain	ay (say), a-e (came), eigh (sleigh), ey (they), a (acorn)
ee	feet	ea (beak), e-e (theme), ie (thief), y (party), ey (key), e (he)
igh	light	y (my), ie (pie), i-e (like), i (mind)
oa	boat	ow (snow), oe (toe), o-e (bone), o (no), ou (mould)
oo	boot	ew (blew), ue (blue), u-e (rule), ou (soup), ui (suit)
ar	car	a (father), al (half)
or	corn	aw (straw), au (faun), al (stalk), our (pour), augh (caught)
ur	burn	ir (girl), er (fern), ear (pearl), or (word)
ow	now	ou (out)
oi	coin	oy (boy)
ear	hear	ere (here), eer (deer)
air	hair	are (stare), ear (bear), ere (there)
ure	sure	
er	corner	our (parlour)
zh	measure	

(as shown in the first column of each table). By the end of Phase 5 they will have met a variety of ways of spelling each sound (as shown in the end column of each table). This list is not exhaustive. Can you find any other ways of writing the sounds shown?

# Reading at Home



## Reading Records

Your child will bring a home reading book home every night together with their reading record. The reading record gives you the opportunity to let the class teacher know what pages have been read, what your child did well and any concerns you may have. In return, the class teacher will respond to any comments, providing ideas for how to support your child's reading at home and highlighting what they need to work on next. Please share these targets with your child so that you can work together to achieve them.

At the front of the reading record you will also find a list of the high frequency words. These are the words which your child will encounter most frequently in their reading and which they should be starting to recognise by sight. Practising these words will help them to become more fluent readers.

## What can you do to help your child?

- Encourage your child to read their home reading books several times to develop pace and fluency in their reading.
- As well as reading aloud to someone who is listening carefully, children need to talk about books and be read to themselves.
- Try to read little and often to build your child's confidence—10 minutes each day is better than a long session once a week.
- Find somewhere quiet to read, away from distractions.
- Let your child join in with books you are reading to them, particularly if they are familiar books or rhyming books that they can predict.
- Let your child see you enjoying books and reading—grown ups are wonderful role models.
- Check your child is understanding what they are reading by asking them questions and asking them to explain what is happening in the book. How are the characters feeling? How do you know? What is your favourite part? Why? What do you think will happen next? Why do you think that?
- When your child gets a word wrong allow them to finish the sentence before correcting them. They may be able to work out difficult words by understanding the rest of the sentence.
- Read lots of different things. Join the library and let your child choose their own books. Read magazines, cookbooks, magazines, websites etc.
- Be positive—give your child lots of praise and support when they read to you. Show them that you are proud of them.
- Read familiar books as well as new books.

# Book Bands

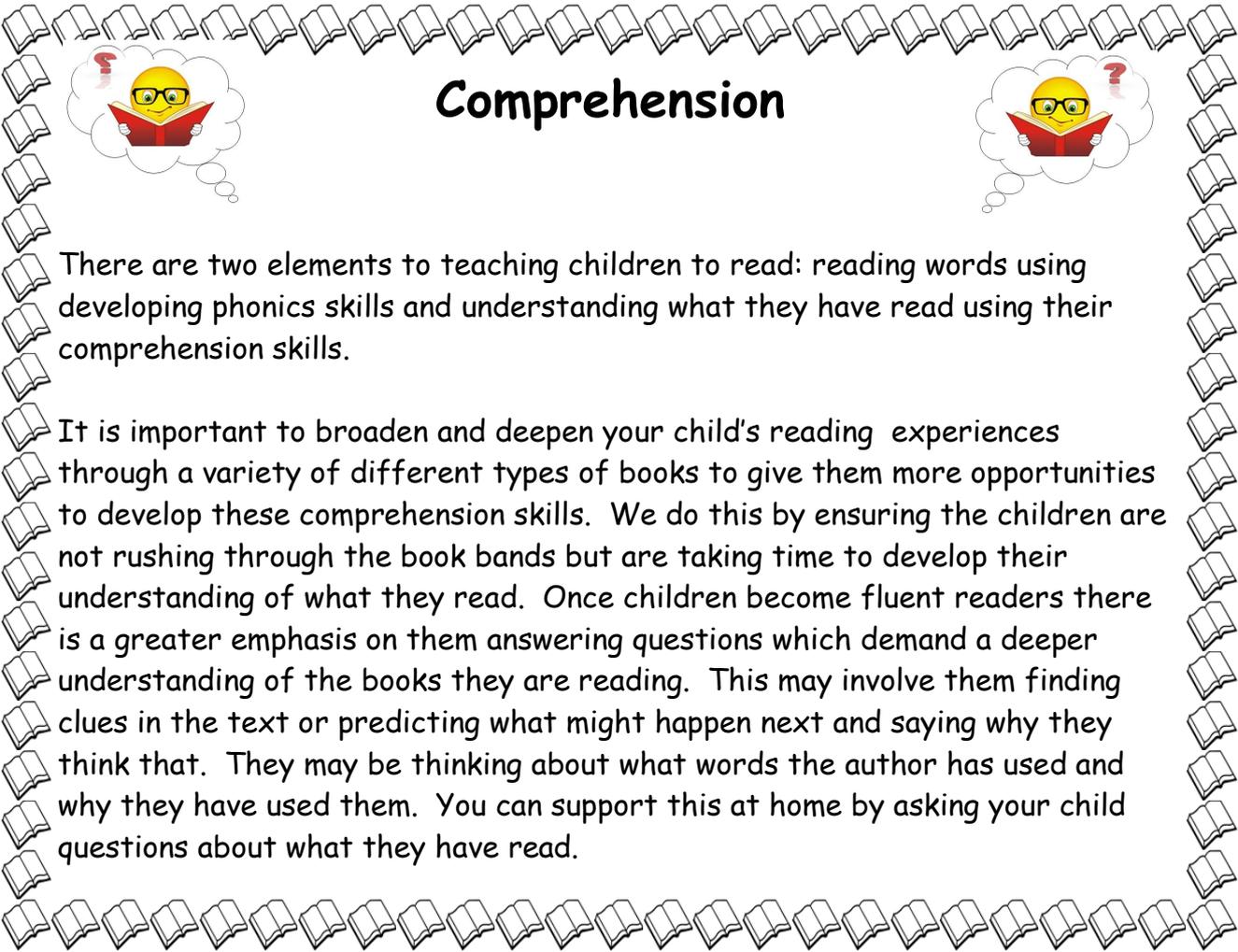


The books that your child will bring home are organised into coloured book bands. The order of the book bands is as follows :

Book Band	Expected Year Groups of Children Reading These Books	School Box Numbers (Stickered numbers on front of books)
Band 0—Lilac	Early Reception	Boxes 1 -3
Band 1—Pink	Reception	Boxes 4 - 10
Band 2—Red	Reception	Boxes 11 - 19
Band 3—Yellow	Reception/ Year 1	Boxes 20 - 29
Band 4—Blue	Year 1	Boxes 30 - 38
Band 5—Green	Year 1	Boxes 39 - 46
Band 6—Orange	Year 1/Year 2	Boxes 47 - 53
Band 7—Turquoise	Year 2	Boxes 54 - 59
Band 8—Purple	Year 2	Boxes 60 - 62a
Band 9—Gold	Year 2/Year 3	Boxes 63 - 65
Band 10—White	Year 2/Year 3	Boxes 66 - 73
Band 11—Lime	Year 2/Year 3	Boxes 74 - 75

Within any book band the books will vary in difficulty. It may be that your child finds some books easy to read, but others may be more challenging, due to either the words or the content, and therefore your child's teacher may move them onto a different set of books within the same book band. The books **within** any book band do not necessarily increase in difficulty as the numbers increase: different boxes contain different genres of books, for example, poetry, fiction, non-fiction, instruction texts. Children do not progress through the boxes in numerical order, rather, books are chosen based on what your child needs to work on next. Some publishers give their own levels to books. These books have been given a coloured book band but books from one level might not all be in the same coloured book band based on the difficulty of the words and text within them.

What is important is that your child is enjoying their reading and is beginning to grow in confidence.

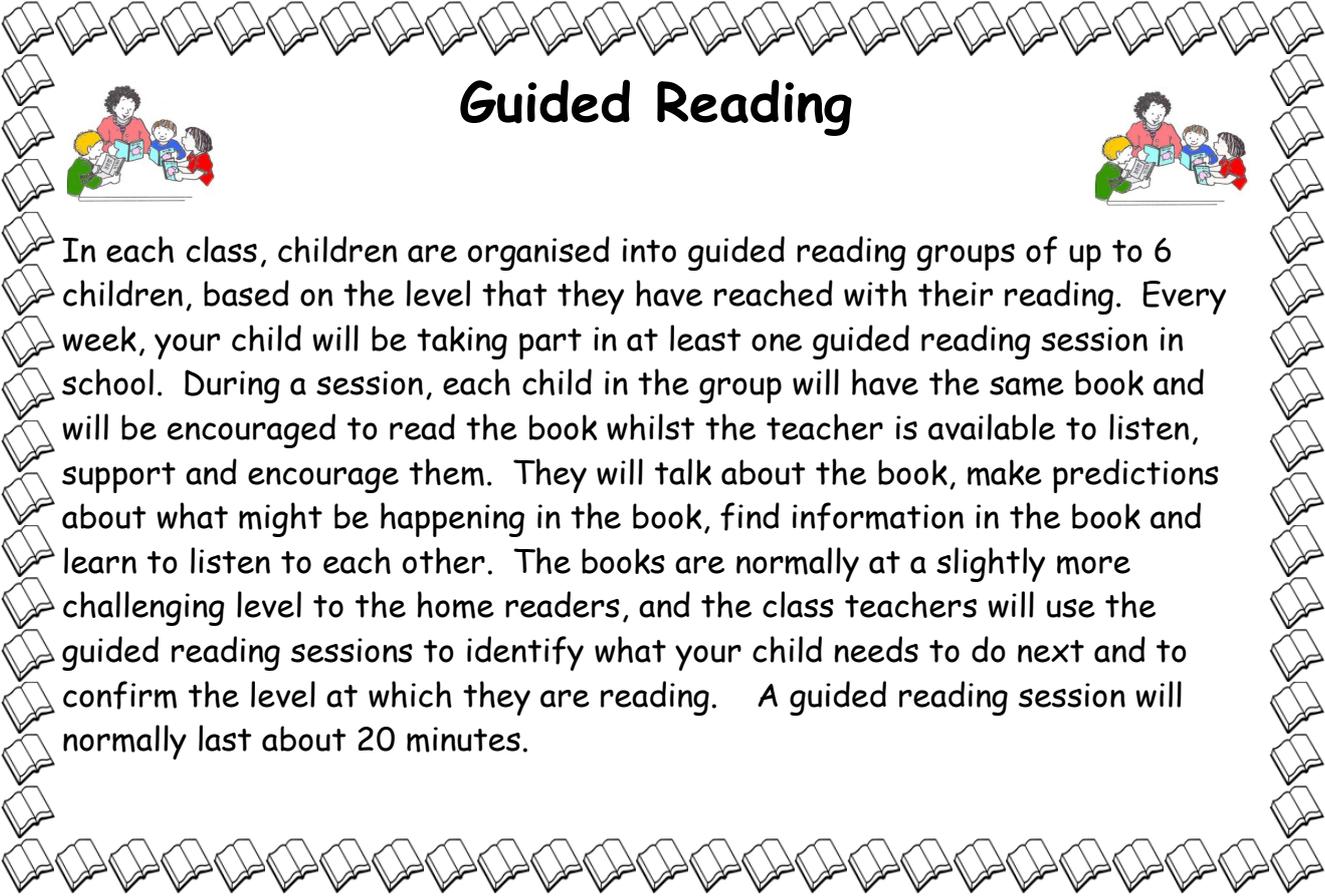


## Comprehension



There are two elements to teaching children to read: reading words using developing phonics skills and understanding what they have read using their comprehension skills.

It is important to broaden and deepen your child's reading experiences through a variety of different types of books to give them more opportunities to develop these comprehension skills. We do this by ensuring the children are not rushing through the book bands but are taking time to develop their understanding of what they read. Once children become fluent readers there is a greater emphasis on them answering questions which demand a deeper understanding of the books they are reading. This may involve them finding clues in the text or predicting what might happen next and saying why they think that. They may be thinking about what words the author has used and why they have used them. You can support this at home by asking your child questions about what they have read.



## Guided Reading



In each class, children are organised into guided reading groups of up to 6 children, based on the level that they have reached with their reading. Every week, your child will be taking part in at least one guided reading session in school. During a session, each child in the group will have the same book and will be encouraged to read the book whilst the teacher is available to listen, support and encourage them. They will talk about the book, make predictions about what might be happening in the book, find information in the book and learn to listen to each other. The books are normally at a slightly more challenging level to the home readers, and the class teachers will use the guided reading sessions to identify what your child needs to do next and to confirm the level at which they are reading. A guided reading session will normally last about 20 minutes.

## Useful Websites



The following websites give further information to help support children learn to read, together with a selection of links to websites with activities for children. Neither list is exhaustive, but provides a starting point.

### For Adults

[www.bbc.co.uk/schools/wordsandpictures/teachers/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/teachers/index.shtml)

[www.literacytrust.org.uk/Database/Primary/phonics.html](http://www.literacytrust.org.uk/Database/Primary/phonics.html)

[www.jollylearning.co.uk/](http://www.jollylearning.co.uk/)

[www.phonicsplay.co.uk/ParentsMenu.htm](http://www.phonicsplay.co.uk/ParentsMenu.htm)

[www.familylearning.org.uk/Phonics\\_games.htm](http://www.familylearning.org.uk/Phonics_games.htm)

[www.reading.org/InformationFor/Parents.aspx](http://www.reading.org/InformationFor/Parents.aspx)

[www.oxfordowl.co.uk/for-home/](http://www.oxfordowl.co.uk/for-home/)

[www.coxhoe.durham.sch.uk/curriculum-links/literacy](http://www.coxhoe.durham.sch.uk/curriculum-links/literacy)



### For Children

[www.bbc.co.uk/schools/wordsandpictures/cvc/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/cvc/index.shtml)

[www.bbc.co.uk/schools/wordsandpictures/clusters/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/clusters/index.shtml)

[www.bbc.co.uk/schools/wordsandpictures/longvow/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/longvow/index.shtml)

[www.phonicsplay.co.uk/InteractiveResources.htm](http://www.phonicsplay.co.uk/InteractiveResources.htm)

<http://teacher.scholastic.com/clifford1/>

[www.crickweb.co.uk/assets/resources/flash.php?&file=ww](http://www.crickweb.co.uk/assets/resources/flash.php?&file=ww)

[www.woodlands-junior.kent.sch.uk/interactive/literacy.html#3](http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html#3)

[www.bbc.co.uk/cbeebies/stories/](http://www.bbc.co.uk/cbeebies/stories/)

[www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm](http://www.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm)

[www.crickweb.co.uk/Early-Years.html](http://www.crickweb.co.uk/Early-Years.html)

# Happy Reading!