

Reading at home

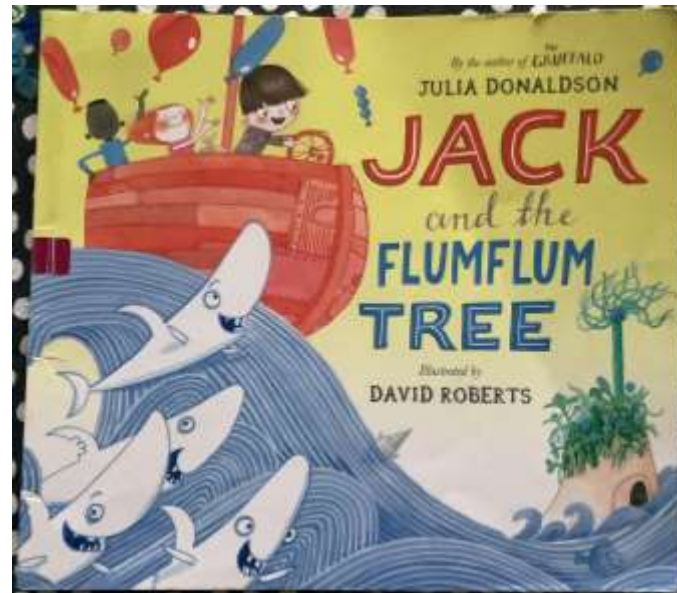
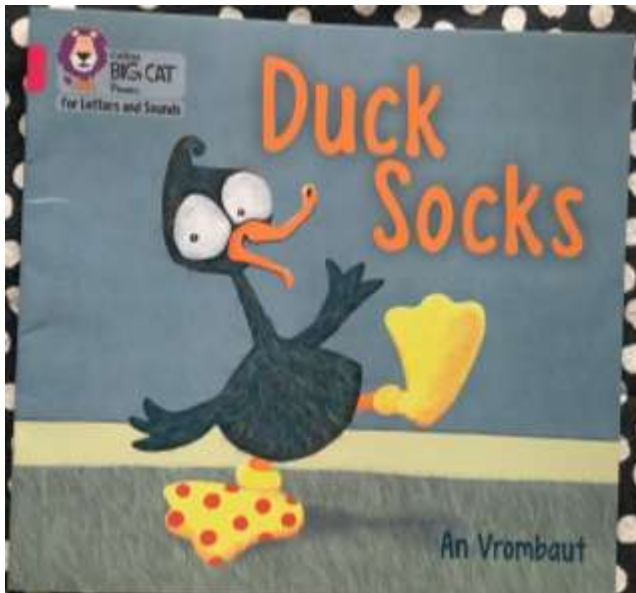
Early reading workshop 27th January 2022

Aims

- ▶ To help you become more confident when reading with your child at home
- ▶ To introduce a possible way of using the school reading scheme books with your child
- ▶ To encourage use of the home school reading record and some tips on using questions
- ▶ To share a possible way of reading for pleasure

Reading at home

- ▶ Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.
- ▶ There are two types of reading book that your child may bring home:
- ▶ A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.
- ▶ A sharing book. Your child will not be able to read this on their own. This book is for you both to read and enjoy together.



Reading practice books

- ▶ This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.
- ▶ Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.
- ▶ Your child may have the same book and you know they can read it but it is often better to read and re-read the same book to help develop their fluency and comprehension so please don't rush to change it.
- ▶ At the same time, if your child has had the book for a while please encourage their growing independence by sending it into school with a message in their reading record and telling them to let us know they would like to read with us and change their book!

Reading practice books

- ▶ Let's have a look at the back cover and the information that it shares with us.



This tells us the phonics phase

The (new) phonemes (sounds) found in this book

Any other information

Reading practice books

- ▶ The inside front cover gives us more information. We can share this with the children before they read, to help them get ready and identify any tricky sounds or words that might not be familiar.

🐾 Before reading 🐾

Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "g" not "guh".
- Your child is beginning to learn that one sound can be represented by two or more letters.

g r h ck o e u

- Read the words together.

Hip duck gets red sock

Common exception words:

a is has no and

Check understanding

- Ask your child:
 - What do these words mean?

sack dots rock dig

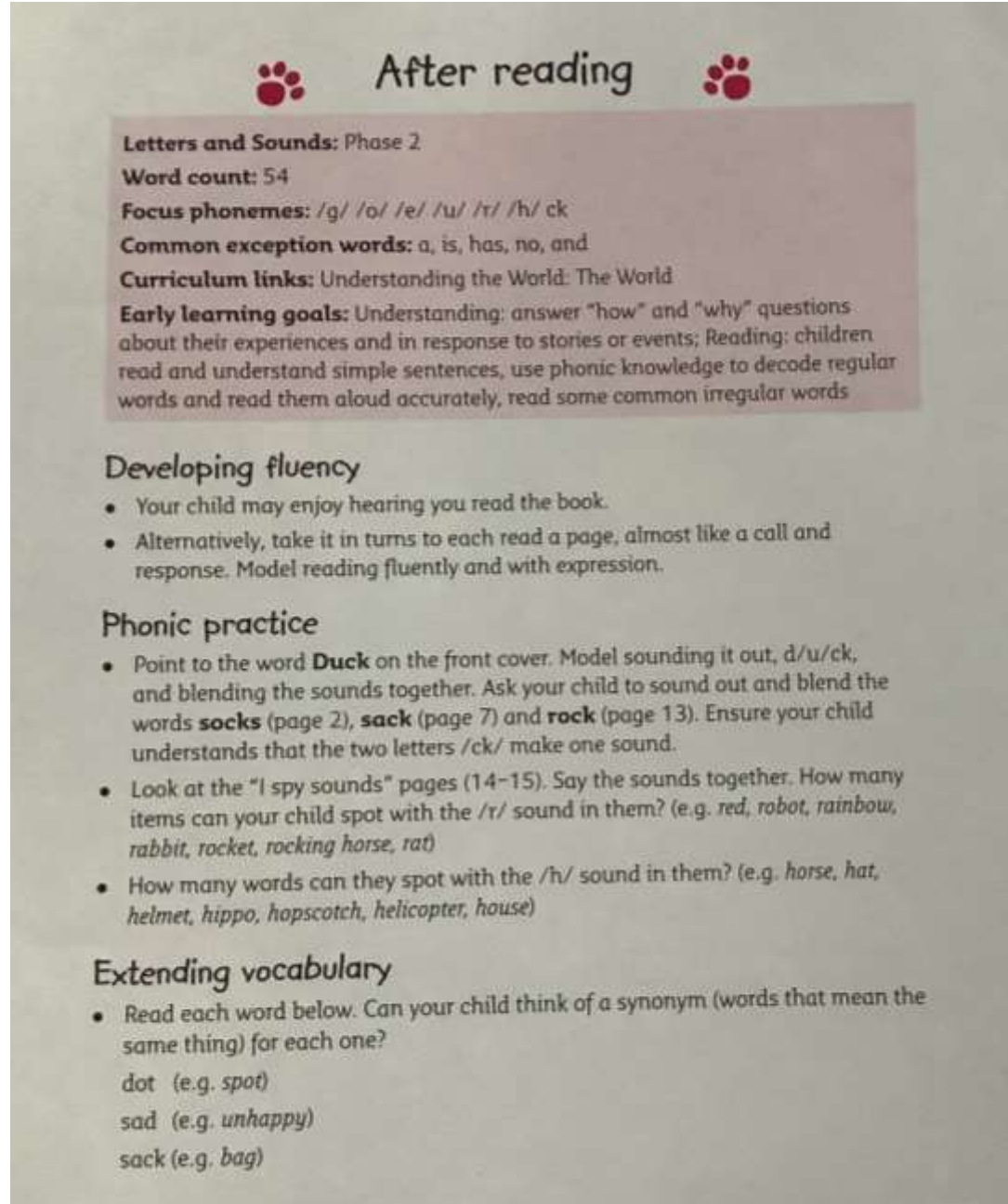
- Explain that in this book **rock** is used to mean something that is really good. (e.g. *socks rock*)
- Explain that **dig** is used to describe searching, i.e. "dig in".

Talk about it

- There are two ducks in this book that are friends – Hop and Hip. Look at the cover together.
Ask your child:
 - What do you notice about the duck's socks? (*they are odd, one is spotty and one isn't*)
 - What makes a nice friend?
 - Have you ever done anything kind for a friend? What did you do?
 - What do you think the story could be about?
- Now read the book. Enjoy looking at the pictures and talking about them.

Reading practice books

- ▶ And the inside back cover gives us some activities for after we've finished reading.
- ▶ There can also sometimes be some comprehension (understanding) questions here too which will help you child show you how much of what they've read they've understood.
- ▶ Use these inside front and back pages with your child.



After reading

Letters and Sounds: Phase 2
Word count: 54
Focus phonemes: /g/ /o/ /e/ /u/ /r/ /h/ ck
Common exception words: a, is, has, no, and
Curriculum links: Understanding the World: The World
Early learning goals: Understanding: answer "how" and "why" questions about their experiences and in response to stories or events; Reading: children read and understand simple sentences, use phonic knowledge to decode regular words and read them aloud accurately, read some common irregular words

Developing fluency

- Your child may enjoy hearing you read the book.
- Alternatively, take it in turns to each read a page, almost like a call and response. Model reading fluently and with expression.

Phonic practice

- Point to the word **Duck** on the front cover. Model sounding it out, d/u/ck, and blending the sounds together. Ask your child to sound out and blend the words **socks** (page 2), **sack** (page 7) and **rock** (page 13). Ensure your child understands that the two letters /ck/ make one sound.
- Look at the "I spy sounds" pages (14-15). Say the sounds together. How many items can your child spot with the /r/ sound in them? (e.g. *red, robot, rainbow, rabbit, rocket, rocking horse, rat*)
- How many words can they spot with the /h/ sound in them? (e.g. *horse, hat, helmet, hippo, hopscotch, helicopter, house*)

Extending vocabulary

- Read each word below. Can your child think of a synonym (words that mean the same thing) for each one?
dot (e.g. *spot*)
sad (e.g. *unhappy*)
sack (e.g. *bag*)

Home school reading records

- ▶ Use these to communicate with your child's class teacher.
- ▶ Give them updates on your child's reading progress.
- ▶ Were there any words or phonemes they struggled with? We can help support with these in school.
- ▶ Did you child read fluently?
- ▶ Were any discussions had around what had been read?
- ▶ Did they particularly like the book? Would they like more books like the one read?
- ▶ What else have they been reading? Have they been enjoying other sources or reading like magazines, comics, newspapers etc.
- ▶ All of your communication helps us build a picture of your child as a reader.
- ▶ In return we will try to let you know when you child has read with an adult in school, how impressed we are with their effort and any difficulties that could be supported with at home.
- ▶ Again, however, the most important thing is just to spend time reading with your child!



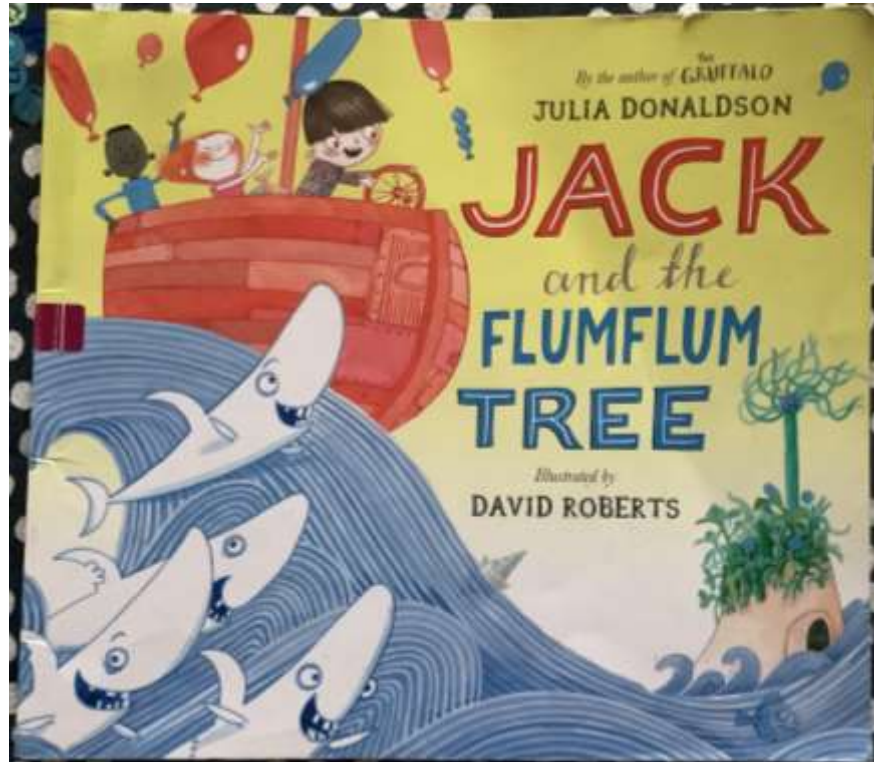
Home school reading records

- ▶ These suggested comments might help you...

<p>Word reading</p> <ul style="list-style-type: none"> • Read familiar words independently. • Found it difficult to read familiar words independently. • Worked out new words using phonics / picture cues / the whole sentence / the first sound of a word. • Struggled to work out a lot of the vocabulary. • Read one word at a time. • Could decode technical vocabulary in non-fiction texts. • Was unable to decode technical vocabulary. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Showed good understanding. • Did not understand the text. • Able to predict what might happen next in the text. • Struggled to predict what might happen next. • Discussed the story and characters well. • Struggled to retell main events. • Could work out the meaning of technical vocabulary in non-fiction. • Unable to work out the meaning of technical vocabulary. 	<p>Expression</p> <ul style="list-style-type: none"> • Read with fluency and expression. • Read one word at a time. • Did not take full stops / exclamation marks / question marks into account when reading. • Was able to take into account " " . • Was not able to take into account " " .
<p>Engagement</p> <ul style="list-style-type: none"> • Enjoyed reading this book a lot. • Not engaged in this book. • Struggled to concentrate on this text. 	<p>Errors</p> <ul style="list-style-type: none"> • Self-corrected own errors independently. • Struggled to self-correct errors. • Did not attempt to self-correct errors. 	<p>Support</p> <ul style="list-style-type: none"> • Found this book hard to read independently. • Able to read this book with some help. • Able to read this book with lots of help. • Able to read this book independently.
<p>Genre</p> <ul style="list-style-type: none"> • Able to identify the type of text (fairytale, story, information etc). • Struggled to identify the type of text or purpose of the text. • Could use the glossary / contents / index pages appropriately. • Found it difficult to use the glossary / contents / index pages. 		

Reading for pleasure

- ▶ In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.
- ▶ Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



Reading for pleasure

- ▶ Choose a book together
- ▶ Turn off devices
- ▶ Find somewhere comfortable to read and snuggle up together
- ▶ Share the reading
- ▶ Definitely do “voices”
- ▶ Try to include actions
- ▶ Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home
- ▶ Read for a long time or read for 2 minutes, whatever suits your child
- ▶ Give books as presents
- ▶ Read, read and read again the same books, especially your child’s favourites
- ▶ Visit the library
- ▶ And most importantly...

Reading for pleasure

▶ **ENJOY READING AND HAVE FUN!**

