



Helping your  
child with  
their reading

Welcome!

# What do we want for our children?

- \* To read for pleasure
- \* To be able to sight-read fluently (at appropriate age)
- \* To be able to summarise what has been read
- \* To read with understanding
- \* To read with expression
- \* To be able to choose what they would like to read for themselves
- \* To have reasons for preferences in what they read

# Reading opportunities at school

- \* Weekly visit to the library.
- \* Individual reading time at least once a week with class teacher or Learning Assistant.
- \* Guided Reading in small groups once a week.
- \* Reading Owls website.
- \* Books to read at leisure in the classroom or outside.
- \* Daily Phonics session.

# Phonics

- \* Children have now learnt 26 sounds that correspond to the 26 letters of the alphabet.
- \* They learn at least one tricky word every week. A tricky word is a word learnt by heart as it is not easily decodable. i.e go, me, the.
- \* They will start learning digraphs in two weeks. A digraph is a combination of two letters that make a sound, i.e. ch, th, oy, ai.
- \* Reading is blending sounds, putting sounds together to make words.



**Let's learn a new  
sound!**

# A gradual process

- \* Segmenting or decoding is to split up a word into its individual sounds. Children will first segment when they read sounds individually and they will then blend sounds to read whole words.
- \* VC, CVC, CCVC. CCVCC examples:  
at, cap, spot. Children gradually learn how to read longer words.

# By the end of Reception children will:

- \* Read and understand short sentences with words that are decodable as well as tricky words.
- \* Read 42 tricky words that they will have memorized during the academic year.
- \* Read the 45 high frequency words appropriate for their age group without resorting to segmenting. Some of them are tricky.

# Tricky words in Reception

the	to	I	no	go	into	he
she	we	me	be	was	you	they
all	are	my	her	said	have	like
love	so	do	some	come	were	there
little	one	when	out	what	oh	their
people	Mr	Mrs	looked	called	asked	could



# High Frequency words in Reception

I	the	and	no	cat	go	of
they	yes	get	come	we	my	for
said	went	this	see	a	to	up
dog	on	dad	in	you	me	away
can	day	like	mum	he	was	going
it	am	look	big	at	all	are
she	play	is				

# At home

- \* Please use the sounds not the letter names.
- \* Encourage your children to read everyday if they bring a book back home but don't force them if they are tired, they need to enjoy reading with you, stay positive! Reading chart.
- \* Remember that children will read at a different pace from the rest of their friends, it is not a race but an enjoyable journey.
- \* Please keep the same book for three days to start with so that your child can revisit it.
- \* Write a comment in their reading diary.

# Useful websites

- \* [www.jollyphonics.co.uk](http://www.jollyphonics.co.uk)
- \* [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) look for Phase 2, 3 and 4
- \* [www.letters-and-sounds.co.uk](http://www.letters-and-sounds.co.uk) look for phase, 2, 3 and 4
- \* [www.ictgames.com/literacy](http://www.ictgames.com/literacy)
- \* [www.starfalls.com](http://www.starfalls.com)
- \* [www.topmarks.co.uk](http://www.topmarks.co.uk)
- \* Alphablocks, a cbeebies programme but available on youtube.

Let's have a go!

# Write about the following:

1. Were there any sounds they could not read?
2. Were they able to read all the sounds in each word?
3. Could they blend the sounds to read the word?
4. Tell us if they could read even just one sound in a word.
5. Were they able to tell you about the story they read?
6. Did they use the illustrations to make sense of the story?

**Thank you!**

**Any questions?**