



# How to support your child's reading at Westminster CE Primary

We hope you find the following pages useful. This booklet has been written to assist parents with supporting their children's reading at home.

Reading is not only about reading print. It is about ensuring the reader can comprehend the written word.

As well informing of ways you can support reading at home this guide also outlines how we teach reading and how children develop as a reader.

We appreciate any support you can give at home to promote and encourage reading to enable your child to develop a lifelong love of reading. It is a life skill (power skill), but also an enjoyable relaxing hobby that can broaden horizons, enrich our lives and help us acquire knowledge.



# Reading with your child

By reading together, you will provide opportunities for your child to

- Listen to stories read aloud
- Talk and extend vocabulary
- Read for meaning
- Extend general knowledge
- Develop social skills
- Improve confidence and stimulate an interest in books and stories

## Activities and suggestions

- Find a quiet comfortable place to read
- Give lots of praise and encouragement
- Be sensitive to their ability
- Enjoy this special time – children grow up fast, we've learnt to our sorrow!
- Don't rush children
- Let them talk about the pictures first – this will help them read
- Read together often – set a regular time – just before lights out/just after tea etc.
- Take it in turns to read
- Don't correct every mistake
- Encourage children to look at the first and last letter, use their phonic knowledge to segment and blend – more on this later.

When you begin reading the book with your child

- Talk about the book. Discuss the cover, author and layout
- Ask what she /he thinks about the book
- Look at the "blurb" – the information on the back cover.
- If the story has been read before, ask what can be remembered about it
- Read the story aloud
- Stop and ask questions about the illustrations
- At certain points in the story, stop and ask, "What do you think will happen next?"
- As you read, point to the words with your finger
- If your child is reading they should point to the words with their finger as they read and turn the pages themselves
- Stop at difficult or unfamiliar words and explain what they mean
- Ask him/her to go back to find particular words or reread tricky words
- Focus on letters. Ask your child what letter certain words begin with
- Talk about characters. "Who is she?" "What are they like?" "Where does he live?"
- Part way through the story ask what has happened so far and what will happen next
- Once you have read the story together ask "Which was your favourite part?2 "Did you like the story?" "why?"

It's all about balance – so try not to stop children too much as your child may lose interest and the thread of the story.

Remember the three Ps whenever you hear your child read: Pause, prompt praise

**Pause** – If your child is stuck, try to wait to give him time to work it out

**Prompt** – encourage children to look at the pictures

Ask – What word might make sense?

What does it start with?

Can you break down the word and sound out the parts.

**Praise** - It is so important to use lots of praise. You could say,

"I like the way you....,"

"Well done....."

"That's really brilliant.....,"

“You must have been practising hard...”  
”You did a lot of work today..”

## Support with punctuation and expression

If your child doesn't stop at full stops, encourage them to reread the sentence and pause at the full stop. It sometimes helps if you read the passage without pausing so they can see it doesn't make sense. Similarly if they pause at the end of each line of text encourage them to read ahead until the full stop.

Books will gradually introduce inverted commas (speech marks) exclamation marks and question marks. It can help to model how these should be used to add expression to the reading.

As children become more confident they can be encouraged to move from robotic decoding to reading more fluently with expression. Praise their attempts and demonstrate through reading at bedtime or through story CDs.

## Using print in the environment

Children naturally notice print around them and quickly recognise McDonalds, ASDA, NEXT etc. Try to point out other words they can decode in shops, laptops, magazines around the house. Help them to write/read the shopping lists.

Above all reading should be FUN. Reading with you should be an enjoyable experience for both of you. It is not a steeple chase with huge hurdles to be overcome as quickly as possible. It is a celebration of the skill and ability to read anything, anywhere, anytime and not just a race to get to the end of the reading scheme.

## Reading non-fiction books

Children should also be introduced to factual books (“finding out” books.) It is good to let your child to see different book formats and will improve their comprehension skills. Factual books have often been found to motivate boys more than fiction.

Non-fiction books:

- Are full of interest and fascinate young children
- Test and improve their general knowledge
- Help your child to learn to find information
- Introduce your child to contents, indexes, glossaries, photographs and diagrams
- Provide opportunities for questions finding answers and talking together.

Non-fiction books are very different from story books and you can help your child to learn these differences. When enjoying non-fiction books

- Sometimes just enjoy the pictures, photographs and diagrams. Don't feel you have to just read out pages of facts
- Ask your child “What have you found out from this book?”
- Find out before reading what your child already knows about this subject.
- Think of some questions you have after reading the book – how can you find out more?

## How Reading is taught at school.

Initially, in Reception class, children are taught synthetic phonics. They are then issued with wordless books to encourage them to use illustrations to tell a story using detail. As their phonic

knowledge increases they are introduced to books with simple sentences. The following pages look at the teaching of phonics and other ways reading is taught.

# Phonics

We believe that children's effortless recall of phonics is a very important skill as the **first strategy in word recognition**, ensuring that they go on to become competent functional life-long readers.

Phonics is a systematic system that breaks up words into small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words. In phonics lessons at Bradford Academy, children are taught three main things:

They are taught grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are **s, a, t, p**.



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.

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.

Our phonics planning brings together Letters and Sounds (planning and structure), Jolly Phonics (actions). This allows for a broad range of experiences for the children to inspire all learning styles. Phonics experiences begin from day one. As a whole class, children work through a stimulating range of activities to explore and discriminate between sounds. The classroom and outdoor provision are carefully planned to ensure children have the opportunity to independently consolidate and develop their own phonic knowledge. Children in Nursery who demonstrate confidence and are advanced in their phonic skills gain individual adult time to work on the next stages of reading and writing – this is always in addition to the whole class activity and children are never pulled away from a listening activity.

In the Reception year children receive daily phonic sessions. As the year develops children are brought together in groups which reflect their growing confidence in using and applying skills previously learned. This ensures children gain confidence, don't feel out of place, achieve success in an unthreatening environment and experience far simpler planning and delivery catering for the needs of all the children. These groups are flexible and practitioners regularly meet to discuss the progress of all children. We recognised the importance of early identification of those children who are finding phonics challenging and supporting them individually or in small groups.

Children are introduced to all the sounds and actions during reception year. These are sent home one or two at time to enable you to practise them at home.



## The Actions

s	Weave hand in <i>s</i> shape, like a snake, and say <i>ssssss</i> .
a	Wriggle fingers above elbow, as if ants crawling on you and say <i>a, a, a</i> .
t	Turn head from side to side as if watching tennis and say <i>t, t, t</i> .
i	Pretend to be a mouse by wriggling fingers at end of nose and squeak <i>i, i, i</i> .
p	Pretend to puff out candles and say <i>p, p, p</i> .
n	Make a noise as if you are a plane hold arm out and say <i>nnnnnn</i> .
ck	Raise hands and snap fingers as if playing castanets and say <i>ck, ck, ck</i> .
e	Pretend to tap an egg on the side of a pan and crack it into the pan saying <i>e, e, e</i> .
h	Hold hands in front of mouth as if you are out of breath and say <i>h, h, h</i> .
r	Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say <i>rrrrrrr</i> .
m	Rub tummy as if you are seeing tasty food and say <i>mmmmmm</i> .
d	Beat hands up and down as if playing a drum and say <i>d, d, d</i> .

g	Spiral hand down, as if water going down the drain, and say <i>g, g</i> .
o	Pretend to turn light switch on and off and say <i>o, o; o, o</i>
u	Pretend to be putting up an umbrella and say <i>u, u, u</i>
l	Pretend to lick a lollipop and say <i>lllll</i>
f	Let hands gently come together as if toy fish deflating, and say <i>fffff</i> .
b	Pretend to hit a ball with a bat and say <i>b, b, b</i> .
ai	Cup hand over ear and say <i>ai, ai, ai</i>
j	Pretend to wobble on a plate say <i>j,j,j</i>
oa	Bring hand over mouth as if you have done something wrong and say <i>oh!</i>
ie	Stand to attention and salute, saying <i>ie ie</i> .
ee or	Put hands on head as if ears on a donkey say <i>ee-or, ee-or</i>
z	Put arms out at side and pretend to be a bee, saying <i>zzzzzz</i> .
w	Blow on to open hand, as if you are the wind, and say <i>wh, wh,wh</i> .
ng	Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying <i>ng...</i>



Action: Pretend to lick a lollipop, and say *lllll*.



ur	Roll hands over each other like a mixer and say <i>ererer</i> .
ar	Flap hands as if a seal. And say <i>ar, ar, ar</i> .
v	Pretend to be holding the steering wheel of a van and say <i>vvvvvv</i> .
oo	Wave arms like a ghost and say <i>ooooo</i>
oo	Use your hands to pretend you are putting up a umbrella and say <i>oo, oo, oo</i> . 'Sometimes ooo sometimes oo, oo, oo.'
y	Pretend to be eating a yogurt and say <i>y, y, y</i> .
x	Pretend to take an x-ray of someone with an x-ray camera and say <i>ks, ks, ks</i> .
ch	Move arms at side as if you are a train and say <i>ch, ch, ch</i> .
sh	Place index finger over lips and say <i>shshsh</i> .
th	Put you thumb and index finger close together and stick your tounge out a little and say <i>th, th, th</i> . (bigger emphasis on the th sound) Then point your finger and say <i>th</i> , as in that. (smaller emphasis on the th sound)
qu	Make a duck's beak with your hand and say <i>qu, qu, qu</i> .
ou	Pretend your finger is a needle and prick thumb saying <i>ou, ou, ou</i> .
oi	Cup hands around mouth and shout to another boat saying <i>oi!</i> ship ahoy!
ue	Point to people around you and say <i>you, you, you</i> .

# Other ways reading is taught at school

In Key Stage 1 children engage in a daily lesson in which they experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We have high expectations that all children can achieve their full potential.

Children are very aware that ICT can improve and support their work and use ICT in Literacy lessons where it enhances their learning, as in drafting their work, researching, voice-recording and filming. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

Children in Reception read individually to a member of staff every week and we work with parents to support and encourage regular reading at home. In Year One every child reads to a practitioner twice a week and these sessions are followed by comprehension discussion. Also in these year groups we share a story at the end of the day. There is a reading area in every class and children have planned time in provisions to access the wide range of texts here independently and with peers.

Throughout school we highly value big books as a resource for modelling key skills for reading. In Nursery big books are planned and used once every two weeks and from reception onwards big books are shared as a whole class at least once a week. From Year One children experience planned grouped reading every week.



Guided Reading with the teacher, takes place weekly in Year 1 and up into KS2. This helps develop and improve comprehension skills.



# Our Reading Scheme

We have enriched our reading scheme to include some Bug Club, Rigby Navigator and other books in. Children are allocated a book band colour based on a reading assessment by the teacher. These coloured levels are similar to the Oxford Reading Tree numbered levels, but there may be occasions when these don't quite match.

The table below gives you an indication of the book band colour. We will attach a coloured sticker on each child's individual reading records to indicate the colour band they are currently on. These will be replaced by the next colour when the teacher assesses that the child is ready to move up.



If a book is too hard, then it can actually hinder progress, an instructional level is when a child struggles with 2-5 words per 100 words. If there are more words than this it can become frustrating and comprehension of the text is difficult and reading becomes boring and reduces enjoyment.

If you are buying books to support reading at home, then you can check the banding matches the instructional level they are on, as most books now have the colour band on the back.

<b>Band</b>	<b>NC</b>	<b>Focus</b>
Lilac		Wordless books that tell stories and develop understanding about how stories and information books work. They help children to explore and develop vocabulary and language patterns. Children can be encouraged to discuss characters and predict how the story will end. Demonstrate how to hold the books correctly and turn pages.
Pink		Children get used to reading from left to right and matching the spoken word to the written word. These books will have simple structured text, repetitive sentence structures and high frequency words. Children can be encouraged to read 'and' 'the' effortlessly.
Red		These books will enable children to gain more confidence, starting to help them self-correct, read more rhythmically and increase their recall of sight words. Books will be slightly longer and contain a simple story. More varied punctuation is introduced.
Yellow		More varied sentence structure is introduced at this level. Help children to take note of different punctuation. Children will use their increasing phoneme knowledge to decode unfamiliar words.
Blue		Children will begin to read longer and more varied sentences. Children will be self-correcting by rereading to decode new words and enhance phrasing. As they are growing in confidence as a reader, there will be more lines on the pages and have more events and contexts.
Green		Children will be reading more fluently, and paying attention to punctuation. Children's comprehension skills can be encouraged and their ability to discuss and interpret character and plot more thoroughly.
Orange		Children will be able to read longer phrases and more complex sentences. Encourage children to infer meaning and use appropriate terminology when discussing texts. The proportion of text to pictures increases.
Turquoise		Children will tackle more complex sentence structure, sue expression and tackle more complex words. There will be more extended descriptions and fewer pictures.
Purple		Children begin to read quietly or silently at a more rapid pace. They will adapt easily to different texts and genres. Chapters may be introduced and story lines extended over longer texts.
Gold		Children can predict content and story development. Children will experience a greater variety of non- fiction texts. Children can be encouraged to retell part of the story with increasing accuracy, using the text and pictures to add detail.
White		Children will read silently, sustaining interest for longer. They should be able to return to the book after a short time and remember the story do far. Encourage children to express opinions about the books they read and the characters.
Lime		Children will manage much more complex sentences, punctuation and sentence structure. Re-treading dialogue, and text to improve understanding. They will sustain interest in longer texts. The range of genres will be extended to include plays, poetry etc.
Brown		Children read a range of texts fluently and accurately. They will be able to respond to tension in a story, justify predictions and begin to find meanings beyond the literal. Children will scan ahead to help them pause appropriately in response to punctuation and meaning.
Grey		Children will show more awareness to the listener when reading aloud, through use of pace and emphasis. They will be able to understand the meaning of a sentence is shaped by punctuation and word order. Children can be encouraged to locate key information, identify points using inference and deduction.

Dark Blue		Children will tackle unfamiliar and challenging texts with confidence. They will be able to identify and recognise complex sentences, language conventions and how language is structured in a range of text types. Children can now be encouraged to skim, scan and note take to pick out key parts of text to support their predictions and opinions.
Dark pink		Children will clearly understand a story and be able to draw on specific detail to give persuasive answers to questions, selecting relevant sentences, phrases and information to justify their answers and opinions. Children can be encouraged to identify key features, themes and characters across a range of appropriate texts and explain implied meanings, referring to the text. Children can successfully use note taking to summarise a text.
Free Readers		Children will access the KS3 Accelerated Reading Scheme and read extended novels and non-fiction material.

# High Frequency Words

By the end of year one children should be able to read and write the first 100 high frequency words. These are words that occur often in texts and may not all be phonetically correct. As part of our phonics we help children learn these. There are a lot of on line games to help children with these.

<b>a</b>	<b>an</b>	<b>as</b>	<b>at</b>	<b>if</b>	<b>in</b>
<b>is</b>	<b>it</b>	<b>of</b>	<b>off</b>	<b>on</b>	<b>can</b>
<b>dad</b>	<b>had</b>	<b>back</b>	<b>and</b>	<b>get</b>	<b>big</b>
<b>him</b>	<b>his</b>	<b>not</b>	<b>got</b>	<b>up</b>	<b>mum</b>
<b>but</b>	<b>the</b>	<b>to</b>	<b>I</b>	<b>no</b>	<b>go</b>
<b>into</b>					
<b>will</b>	<b>that</b>	<b>this</b>	<b>then</b>	<b>them</b>	<b>with</b>
<b>see</b>	<b>for</b>	<b>now</b>	<b>down</b>	<b>look</b>	<b>too</b>
<b>he</b>	<b>she</b>	<b>we</b>	<b>me</b>	<b>be</b>	<b>was</b>
<b>you</b>	<b>they</b>	<b>all</b>	<b>are</b>	<b>my</b>	<b>her</b>
<b>went</b>	<b>It's</b>	<b>from</b>	<b>children</b>	<b>just</b>	<b>help</b>
<b>said</b>	<b>have</b>	<b>like</b>	<b>so</b>	<b>do</b>	<b>some</b>
<b>come</b>	<b>were</b>	<b>there</b>	<b>little</b>	<b>one</b>	<b>when</b>
<b>out</b>	<b>what</b>	<b>could</b>			
<b>don't</b>	<b>old</b>	<b>I'm</b>	<b>by</b>	<b>time</b>	<b>house</b>
<b>about</b>	<b>your</b>	<b>day</b>	<b>made</b>	<b>came</b>	<b>make</b>
<b>here</b>	<b>saw</b>	<b>very</b>	<b>put</b>	<b>oh</b>	<b>their</b>
<b>people</b>	<b>Mr</b>	<b>Mrs</b>	<b>looked</b>	<b>called</b>	<b>asked</b>

## Second Set High Frequency Words

Water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air

trees	bad	tea	top	eyes
fell	friends	box	dark	grandad
there's	looking	end	than	best
better	hot	sun	across	gone
hard	floppy	really	wind	wish
eggs	once	please	thing	stopped
ever	miss	most	cold	park
lived	birds	duck	horse	rabbit
white	coming	he's	river	liked
giant	looks	use	along	plants
dragon	pulled	We're	fly	grow

# Handwriting

Letter formation is also a key component of our phonics teaching. Ensuring children do not form bad habits. We use Letter-join formation – an interactive scheme. That helps children’s gross and fine motor skills.

Initially lowercase letters are taught and need to be formed as shown:

**a b c d e f g h i j k l m n o p q r**  
**s t u v w x y z**

**0 1 2 3 4 5 6 7 8 9**

As reception year progresses and children are secure in lower case letter recognition CAPITAL letters are taught.

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

# Writing

Children initially “mark make” by scribbling (usually in a clockwise direction), they then start to draw pictures and recognise that letters can represent meaning. As they emerge as writers they may just use the initial letter of each word. So, J J w u t h t g a p o w. Might be Jack and Jill went

up the hill to fetch a pail of water. Children will tend to draw a picture and then write, so when asking them to read their story, ask them to talk about the picture first.

Children will then start to recognise that words contain more than the initial sound and start to use the last letter or other letters within the words. Children will respond to lots of encouragement at this stage and should never be forced to write for more than a few minutes. At home, signs around the house to encourage reading and copying can help, as can letter friezes, jigsaws and magnetic letters.

Encourage children to write frequently at home – write postcards, birthday cards, lists etc. To help them have old envelopes, cards and notepads. You can send them small letters so they find them under their pillow, in their lunch boxes etc. They can then reply to them. Support and encourage any attempts and celebrate tiny steps of progress.

Hold a sentence strategies can be used to help children write a well-constructed sentence. Get them to say the sentence out loud, hold it in their head and then write it down. Suggest to them to keep sentences to about one or two lines in length.