



Read every day with your child!

- Just before they go to bed is a good time ... but not in front of the TV!
- Be enthusiastic about the story ... or choose another.
- Allow the child to choose whenever possible. Yes, they will often choose their favourite over and over again ... this is quite natural but find another by the author, around a similar topic or theme
- Books read to children can help enrich and extend them. As well as the 'book language' children learn at this time, those who are read to regularly, develop a positive attitude to and a love for reading.
- This positive feel and love of books is a powerful incentive to children to learn to read for themselves ... which after all is what we really want.



Before you read you may like to:-

- Read through the story yourself first. (It's a big help if you know the story well ... it helps you to lead up to the exciting bits and encourage joining in).
- Decide (even practise) the bits to read like a giant or ant.
- Decide good places to stop and ask; "What do you think will happen next?"
- Decide which pictures to stop and talk about.

During the reading:-

- Show your enjoyment ... laugh, smile, look scared, look sad, sound excited, etc.
- Spend some time just reading the pictures and talking about them.
- Use lots of describing language when you read the pictures and invite the child to help you.
- Run your finger along the line under the words as you or the child read.
- Invite the child to turn the pages over ... you may need to guide their hand first.
- Talk about the pictures ... "Can you see the wolf hiding?"

After reading:-

- Talk about similar experiences your child might have had. "Do you remember when you ..." "It's just like when you ..."
- Talk about the story afterwards. "Which bit did you like?" "Wasn't it funny when ..."

Key Stage 1 Reading



Difficulties or mistakes for the child...

If your child comes to a difficult word and stops, you may like to try some of the following ideas ...

- Ask them to look at the first letter of the word
- Encourage sounding out each letter to build the word and blend the sounds together
- Ask them to look at the picture for clues
- Ask them to miss the word out and read to the end of the sentence. Then go back to the beginning of the sentence and make a guess. They could use the first letter of the word to help them
- Ask them to look for any words they might know
- Ask them to think about the story
- Ask them to look for patterns in words eg. *ing*, *-ed*, *ight*

If they still do not know, then tell them the word. You can go back later to reread the tricky bit. Try to keep the story flowing so you can both enjoy reading together. It is more important for your child to know what the book is about, rather than read every word correctly.

Try to be positive and praise your child for their effort and achievement, even if they do not read the whole book fluently!

Glossary of useful phonics terms:

blend— to draw individual sounds together to pronounce a word, e.g. s- n-a-p, blended together, reads snap
cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
digraph — two letters making one sound, e.g. sh, ch, th, ph.
vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site
grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
segment — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
VC, CVC, CCVC — abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam