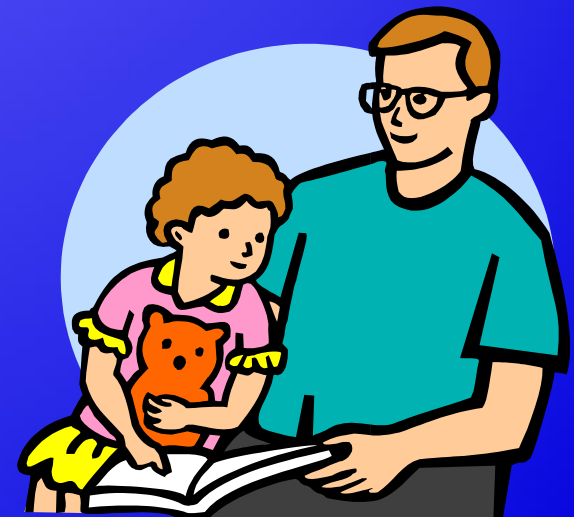


# Supporting your child with their reading



Y2 and Y1  
November 2014



# Reading in the curriculum

- 'Shared reading' with Big Books
- Text on Interactive white board
- Guided reading with the class teacher
- Individual reading with teacher, T.A, parent helpers
- Own writing
- Use of IT and cross curricular

**Important to introduce texts of different genres, both fact and fiction e.g. poetry, factual, stories ,retell, posters, letters, leaflets, recipes**

# Individual reading at Caversham Primary

- Scheme books - variety, genre, covers all levels, e.g. poetry/fiction/non-fiction;
- Books Banded-pink to lime (National Curriculum levels);
- Great support from parents at this school ensure children read aloud regularly;
- Aiming for them to read with fluency, expression, confidence and understanding;
- Focus on comprehension and developing higher level reading skills in Year 2.
- Library Time

# How do we help children learn to read at the start?

- Enjoying picture books and books they've made encourages book handling and story-telling language
- Memorising is an important stage - helped by repetitive text and rhyming words
- A rich book introduction, including taking time to look at the pictures, helps them make good attempts or links to previous experiences
- First letter as a prompt
- Look and say- flash cards, Y1 word sheets - help children to build up a fluent word bank - especially important for non-phonetic words
- Phonics- using the sounds they know to decode words (do not over-rely on phonics!)
- Be a great role model - let your child see you reading!

ENCOURAGE THE USE OF A WIDE RANGE OF STRATEGIES!

# Phonics

- Phonemes - a,b,c,d,e...qu .....z plus sh ch th ng nk: pure, short sounds!
- Vowels:-a,e,i,o,u - pure and short
- Word building - c a t = cat
- They need these phonemes to *write* and *read* CVC words
- In the beginning, phonetically plausible spellings are more than acceptable!

# SET 2 phonemes

ay as in day,  
ow as in snow,  
igh as in high,  
oo as in poo,  
oo as in book,  
ou as in out,  
ir as in girl,  
air as in fair,  
ar as in car,  
ee as in see

By the end of Set 2 they have one choice of grapheme for each phoneme.

Issues.....  
came/caym  
I/ igh

SET 3 -now introducing a  
choice of graphemes for each  
phoneme

- a/e, ea, i/e, ai, oa, o/e, are,  
u/e, ur, ew, ow, oi, ire, ear, ure,  
er, aw

# Other reading/writing skills

- Letter strings: -at, -ing, -ound,
- Onset and rime e.g. d-og, s-ing,
- Chunking/segmenting e.g. ch/ur/ch,
- Words within words and compound words e.g. everyone,
- Silent letters - ght, kn, write etc.



The scheme recognises there are common key words (red) that cannot be 'sounded out' to read & spell

he

what

busy

she

son

all

over

was

old

saw

by

# How can we be really effective reading partners?

- Give the child your undivided attention
- Start with a quick book introduction
- Don't be too quick to jump in when they make a mistake or get stuck
- Let the child hold/control the book
- Move them away from pointing to each word early on

Lots of success and specific praise!!

- 2 stars and a wish!

# Moving the reading on

## Talk about the book and the reading skills

- Predictions-What could happen next? How will it end?
- Characters, personalities, feelings and motives - how do we know?
- Structure of book e.g. contents page, glossary, index
- Make links to similar stories, outcomes etc.
- Retell from memory correctly sequencing.
- Learn a poem by heart
- Work on expression and intonation - including responding to punctuation

Any  
questions?  
Feedback always  
welcome!