

## Helping your child with reading in Year R



We are often asked by parents for suggestions of ways to support children as they practise reading at home. Here are a few guidelines that may be useful.



### Learning how to read words in the book

This starts with learning the alphabetic code of the English language. Our approach is to teach letter/sound recognition through phonics, and we encourage this as the first strategy when learning to read. There are other reading skills that follow later.

Children begin in Year R to recognise letters and letter groups - there are over 44 spoken sounds that these letters represent. They take a lot of learning! We begin in Year R with the 44 most common sounds, and as we learn new sounds these will be added to your child's phonics Sound Booklet. A little practise of sound recognition before reading each day can really help boost your child's confidence. Children learn the skill of sounding out and blending all through the word. The children can only be expected to read books for themselves once they have developed this skill, although some children quickly develop other skills such as memorising words.

We will match reading books with your child's level of phonic knowledge so that children can practise blending sounds together, and will move the children to more challenging material when they are ready.



### Understanding the contents of a book

You can begin to share books with your child by reading to them and talking about pictures, characters and story. This develops vocabulary, imagination and comprehension. Children with memorised stories in their heads have a huge advantage when it comes to writing stories later on as they have learnt a lot about language structures. The first books we send home with your children will have no words to give children practise in making up and sequencing stories.



### Tracking text

Please encourage your child to point at the words they are reading because that will help them focus on individual words and the sounds each word contains. When your child meets a word that they cannot blend or that they cannot quickly recognise by sight please tell them that word, don't let them struggle. This helps to maintain the flow of the reading.

### Word Lists

To consolidate your child's blending skills we will send home lists of words concentrating on the sounds your child is currently learning.

Books that come home also include words that cannot be blended phonetically - after time children learn a bank of 'tricky' words that are recognised by sight. We will send home the 'tricky words' in separate lists.



### Reading at School

We will read regularly with your child, not only in individual reading sessions with the class teacher and TA, but also in daily phonic sessions. Your child will read at least once a week and will change their reading book with the member of staff to ensure they have an appropriate book to practise with you. Please check your child's reading diary for targets to work on, and use it to communicate your own comments about your child's reading progress. When your child is a confident reader, they will begin guided reading sessions in small groups.

### Reading at Home

Try to read regularly with your child - just 5 - 10 minutes helps enormously. Find a good time when your child isn't tired, sometimes weekends may be better than weekday evenings. If reading time becomes difficult for whatever reason please let us know, as this should be an enjoyable experience for you both, and we will help where we can.