

Please follow the chart below to help to understand how you can best help your child to make good progress in their reading. Your child will be bringing home.....

Phonic Book	“Read together” Book
<p>This book will be familiar to your child as they will have looked at it with an adult in school. It will contain sounds that your child will have previously learnt in their phonics sessions and this book is for your child to practise working out the sounds in words to <b>decode</b> them.</p> <p>As this book is familiar to your child, it should help them to develop fluency (speed) when they read. They should be able to read at a steady pace. Please do not worry if this book appears ‘easy’ for your child to read, we aim for children to be able to read these books with 90% fluency (accuracy). Lots of practise will help to develop their confidence as a reader and help them to develop successful strategies.</p> <p><b>Top tips if you child seems “stuck”</b></p> <ul style="list-style-type: none"> <li>❖ Ask your child to segment (split) sounds in their head then blend them back together.</li> <li>❖ Try not to jump in and read the word for them, these books are for children to practise decoding.</li> <li>❖ Don’t worry about asking questions about this book (e.g. what is happening). These books are purely for your child to practise their phonics decoding skills and develop fluency in reading. We send a second book home (class library book) for children to focus more on enjoying the story with an adult.</li> </ul>	<p>This book is for you to enjoy reading together. Ideally, it is for you to read to your child to support them to develop a love of reading and story-telling, but they may want to join in with some parts of the book. If there is repeated language in the book, encourage your child to join in and speak the phrases out loud.</p> <p>You may also have opportunities to talk about the book and ask questions to get them thinking, such as:</p> <ul style="list-style-type: none"> <li>• How do you think the character is feeling?</li> <li>• What might happen next?</li> </ul> <p>Encourage your child to say why they think this, and support their ideas with clues given from the pictures. You could also discuss the different parts of the story and predict (guess) how it might end.</p> <p><b>Top Tips.</b></p> <ul style="list-style-type: none"> <li>❖ Try looking for vocabulary (words) that may be new for your child and talk about the meaning of them.</li> <li>❖ Try to make time for 5 minutes a day to read this story together. It could be before bedtime, during bath time or any time where you can have some 1:1. If your child is resistant to reading the book together, try to reassure them it’s a nice story they can listen to just like when they listen to a story at the end of the day at school.</li> </ul>

## High Frequency words

At school, your child will also be taught to recognise and read words that appear in reading on a frequent basis – we call these high frequency words or common exception words. Often these words cannot be ‘sounded out’ through phonics and the best approach to use with them is to remind your child that this is a word we have seen a lot in our reading and support them to remember it. When these words appear in books you are reading at home, don’t let your child struggle on them for too long - let them have a couple of tries then tell them the word but ask them to say it out loud after. When/if it comes up again in the book, see if they can remember it.

High Frequency words. (words that appear often in reading books)							Y1 Common Exception Words (words that don't follow a typical reading/spelling rule)						
the		we		mum		get		the		you		where	
and		can		one		just		a		your		love	
a		are		them		now		do		they		come	
to		up		do		came		to		be		some	
said		had		me		oh		today		he		one	
in		my		down		about		of		me		once	
he		her		dad		got		said		she		ask	
I		what		big		their		says		we		friend	
of		there		when		people		are		no		school	
it		out		it's		your		were		go		put	
was		this		see		put		was		so		push	
you		have		looked		could		is		by		pull	
they		went		very		house		his		my		full	
on		be		look		old		has		here		house	
she		like		don't		too		I		there		our	
is		some		come		by							
for		not		will		day							
at		then		into		made							
his		were		back		time							
but		go		from		I'm							
that		little		children		if							
with		as		him		help							
all		no		Mr		Mrs							
an		saw		off		called							
so		make		asked		here							