**Supporting Your Child To Read At Home**



At LMPS, we know how reading skills are essential to future for success for our pupils. Learning to read is the most important thing that your child will learn at our school so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We also want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

**How will my child be taught to read?**

All children begin their reading journey through exposure to books and engagement in the ‘Read, Write, Inc’ (‘RWI’) phonics programme from the early years. This means that they learn how to ‘read’ the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters.

We believe that teaching your child to read relies on a good partnership between home and school. When you are teaching your child to read at home, it is important that the sounds you say are the 'pure sounds.' Ask them to show you what these are! Appendix 1 shows you the progression of the sounds as they are taught in school as well as how to pronounce these sounds.

Children will be introduced to ‘Ditty books’ when they successfully begin to read single words. Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children’s vocabulary. **Green**words are linked to the sounds they have been learning and are easily decodable.

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading ‘Nonsense words’. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

If you would like any further information, the Ruth Miskin Wesbite has a plethora of useful videos and information:

<https://www.ruthmiskin.com/parentsandcarers/>

As your child progresses through the school, their independent reading book will change to a ‘book banded’ book using the Collins scheme (see Appendix 2). Again, this is to ensure that the children have access to reading books that they can access and read independently to support their fluency and comprehension. Once they have progressed through this scheme, children move onto non-scheme literature where access is provided to a wide range of books, both fiction and non-fiction, to support both a love of reading and language development.

We further promote reading through whole class reading, both on texts matched to the curriculum that are read together and by adults reading to the children so that they get to know all sorts of stories, poetry and information books. This also further widens their vocabulary and knowledge.

Woven between the support provided for reading fluency is the teaching of comprehension. We comprehensively cover National Curriculum Objectives across the school through reading lessons, focussing on the development of information retrieval, prediction, summarising and inference, for example.

We also use the ‘VIPERS’ acronym with children to support their understanding of different reading skills:

V - Vocabulary

I - Infer

P - Predict

E - Explain

R - Retrieve

S – Summarise

You will find two documents linked to the website that suggest question openers for each of these different areas of the curriculum. Why not practise some with your child at home next time you read with them?

**Reading at Home**

Developing readers will bring home either a RWInc book or a levelled book *(according to their stage of development) and a 'love of reading' book*.  Once children have completed RWInc, they will bring home a self-selected book levelled book from our supplementary books, along with a 'love to reading' book.  Once the children are independent advanced reader, they will bring a text from our school or class library.  Please encourage your child to change their book regularly, so they can read each evening; speak to your child's class teacher if you believe this is not happening. Appendix 2 shows the progression in book banded books in use at LMPS.

We recommend that your child reads at home for 15 minutes or more each day when possible and at least three times a week.  Your support is hugely important for developing their reading skills, confidence and understanding.  Even if your child is an independent reader, it is still important for you to read with them, listen to them and discuss the books they are reading.  Please fill in your child's reading log (if your child is in reception) or the relevant section of their planner (if your child is in years 1-6), so that the class teacher can see your child is reading at home.  Reading logs / School Planners will be collected weekly, so please can you ensure that the children bring in their reading records daily.

**How to support developing readers at home**

* Try to listen to and read with your child regularly, 15 minutes a day is better than a longer session once a week.  It can help if a regular time is set aside so that it becomes part of a routine.
* Find a quiet place to share books where you can feel comfortable and relaxed – learning to read needs to be a positive experience - build their confidence by praising their efforts.
* Encourage your child to have a go at reading words, by using phonic skills to read any unfamiliar words, and by working on building up their sight vocabulary.
* Talk about the meanings of words to help to develop your child’s understanding and use of language.
* Encourage your child to read a range of texts such as stories, newspapers, comics, labels, poetry, non-fiction, tickets, signs, leaflets etc.
* Read books to your child; if they see you enjoying a book it will encourage and motivate them to want to learn to read.
* Ask them questions about the text to develop their understanding.

You may also find the VIPERS question prompts that are linked on the school website helpful in supporting your child’s comprehension skills. If you would like a paper copy of either of these documents, do speak to us.

**How will I know how well my child is doing?**

We will always let you know how well your child is doing and maintain communication with you in relation to their progress.

We use various ways to find out how the children are progressing with their reading.  We use the information to decide what reading text level they should be on and what support they might need.  Your child will work with children who are at the same reading level as them when / if working as part of a reading group.   Your child will have one-to-one support if we think they need some extra help to keep up - this is called 'Fast Track!'

We also use reading assessments so that we can ensure that all our children are at the level that they should be for their age, compared to all the children across the country.

In the Summer Term, the government asks us to do a Phonics Screening Check of all the Year 1 children and any child in Year 2 that did not pass the screener when they were in Year 1.  These assessments provide us with extra information about their progress.

Children also complete a nationally set, optional, reading test at the end of Year 2, and a further, compulsory, assessment at the end of Year 6. Information about the Year 2 assessment will form part of the end of year report for the children. Parents / carers of children in Year 6 will have information about their child’s reading assessment shared directly following its marking (externally to school).

**How long will it take to learn to read well?**

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on.

Progress can vary from child to child – we will keep you informed as to how they are progressing in relation to national expectations in every school year.

**How do I know the teaching will be good?**

All our staff who are involved in the teaching of reading have received appropriate training in order to deliver the curriculum. We actively engage with professionals from RWI, who offer further professional development to staff. Our team also has weekly CPD sessions where best practice is shared.  Additionally, Senior Leaders regularly coach and team teach with our teachers to make sure that the children are learning in the way that we know is most effective.

**What can I do to help? Is there anything that I shouldn't do?**

When your child starts school in reception, you will be invited to a meeting so that we can explain how we teach reading.  Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own (‘Learn To Read’ book) or whether this is a book that you should read *to* them (‘Love To Read’ book). Your child's class teacher will have explained which is which.  *Please* trust your child’s teacher to choose the book(s) that will help your child the most.

For younger pupils, support with learning phonics will accelerate your child’s ability to read. Help them to sound out the letters in words (Fred Talk) and then to ‘push’ the sounds together to make a whole word.  Try not to refer to the letters by their names. Help your child to focus on the sounds.  Please see appendix 1 for a list of how to pronounce the sounds.

Sometimes your child might bring home a picture book that they know well.  Please don’t say, ‘This is too easy.’  Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story. This is part of engaging children positively in reading.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it will really help your child to learn about books and stories.  They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family.

**Does it matter if my child misses a lesson or two?**

It matters a lot if your child misses school! The way we teach children to read is very well-organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

**What if he or she finds it difficult to learn to read?**

We are committed to ensuring that all of our children learn to read successfully, however long it takes us to teach them.  We will find out very quickly if your child is finding reading difficult.  First, we may move children to a different group, so that we can make sure that they have learnt what they need to know.  If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won’t miss out on any of the class lessons.

If we have any concerns about your child’s reading, we will talk to you about this.  If you have any concerns, please speak to us!

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word ‘cat’. That is ok and children learn at different rates. Practice make perfect!

**What if my child turns out to be dyslexic?**

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

**My child has difficulty pronouncing some sounds. Will this stop them learning to read through phonics?**

This isn’t a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound.

Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging them to look at your mouth when you say the sound. Children can easily learn to read, even if they find sounds difficult to say.

Don’t hesitate to contact us if you have any concerns. We are here to help!

**Appendix 1 – progression of sounds including pronunciation guide**

**Step 1:**

**Set 1 Sounds**are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

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| **Set 1** |
| **Sound** | **Rhyme** |
| **m** | Down Maisie then over the two mountains. Maisie, mountain, mountain. |
| **a** | Round the apple, down the leaf. |
| **s** | Slither down the snake |
| **d** | Round the dinosaur's back, up his neck and down to his feet. |
| **t** | Down the tower, across the tower, |
| **i** | Down the insects body, dot for the head. |
| **n** | Down Nobby and over the net. |
| **p** | Down the plait, up and over the pirates face. |
| **g** | Round the girls face, down her hair and give her a curl |
| **o** | All around the orange |
| **c** | Curl around the caterpillar |
| **k** | Down the kangaroos body, tail and leg |
| **u** | Down and under the umbrella, up to the top and draw a puddle |
| **b** | Down the laces, to hell, round the toe |
| **f** | Down the stem and draw the leaves |
| **e** | Lift off the top and scoop out the egg |
| **l** | Down the long leg |
| **h** | Down the horse's head to the hooves and over his back |
| **sh** | Slither down the snake, then down the horse's head to the hooves and over his back |
| **r** | Down the robot's back, then curl over his arm |
| **j** | Down his body, curl and dot |
| **v** | Down a wing, up a wing |
| **y** | Down a horn, up a horn and under the yak's head. |
| **w** | Down, up, down, up the worm. |
| **th** | Down the tower, across the tower, then down the horse’s head to the hooves and over his back |
| **z** | Zig-zag-zig, down the zip. |
| **ch** | Curl around the caterpillar, , then down the horse's head to the hooves and over his back |
| **qu** | Round the queen’s head, up past her earrings and down her hair |
| **x** | Down the arm and leg, repeat the other side |
| **ng** | A thing on a string |
| **nk** | I think I stink |

**Step 2:**

The children are then taught **Set 2 Sounds**- the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds.**

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| Long  vowel sound | **Set 2 Speed Sound cards** | **Set 3 Speed Sound cards** |
| ay | ay: may I play | a-e: make a cake | ai: snail in the rain |
| ee | ee: what can you see | ea: cup of tea | e: he me we she be |
| igh | igh: fly high | i-e: nice smile |
| ow | ow: blow the snow | o-e: phone home | ao: goat in a boat |
| oo | oo: poo at the zoo | u-e: huge brute | ew: chew the stew |
| oo | oo: look at a book |   |   |
| ar | ar: start the car |   |   |
| or | or: shut the door | aw: yawn at dawn |   |
| air | air: that’s not fair | are: share and care |   |
| ir | ir: whirl and twirl | ur: nurse for a purse | er: a better letter |
| ou | ou: shout it out | ow: brown cow |   |
| oy | oy: toy for a boy | oi: spoil the boy |   |
| ire |   | ire: fire fire! |   |
| ear |   | ear: hear with your ear |   |
| ure |   | ure: sure it’s pure? |   |

**Appendix 2 – LMPS Book Banding Colours**

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| **Book Colour** | **Scheme** | **Approximate Year group/age** |
| Blending booklets | **RWI** | Reception 4-5 |
| Red- Ditty | **RWI** | Reception 4-5 |
| Green | **RWI** | Reception 4-5 |
| Purple | **RWI** | Reception 4-5 |
| Pink | **RWI** | Reception 4-5 |
| Orange | **RWI** | Year 1- 5-6 |
| Yellow | **RWI** | Year 1- 5-6 |
| Blue | **RWI** | Year 1- 5-6 |
| Grey | **RWI** | Year 1- 5-6 |
| Gold | **Collins Big Cat** | Year 26-7 (Move onto Gold when completed RWI scheme) They don’t have to stay long on this colour if fluent and have good comprehension.  Year 2 |
| White | **Collins Big Cat** |
| Lime | **Collins Big Cat** |
| Copper | **Collins Big Cat** | Year 37-8 Dandelion Scheme for catch up if needed |
| Topaz | **Collins Big Cat** |
| Ruby                                     | **Collins Big Cat** | Year 48-9  Dandelion Scheme for catch up if needed  |
| Emerald                              | **Collins Big Cat** |
| Sapphire                             | **Collins Big Cat** | Year 5/69-11Fresh Start RWI phonic interventions  |
| Diamond                            | **Collins Big Cat** |
| Pearl                                   | **Collins Big Cat** |
| Non Scheme ‘free reading’ | **Non Scheme** | Year 59-10 10-11 (advanced literature available from library- see LS if needed)<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/>Year 610-11 (advanced literature available from library- see LS if needed)Other texts suggested for year 6<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>Look at suggested list for Year 7<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/>(some titles available in school/book corners- please ask LS if more needed) |
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| **Alternative Schemes of Books for Less Confident Readers** |
| Catch up readers Years 3/4 | Dandelion Catch Up Readers | Books to support children who have not completed the RWI at the end of KS1.  Some children may benefit from continuing with RWI scheme and some may need to do this scheme.  Discuss with LS if unsure |
| Progress ReadersText Level/Age Level | Collins Big Cats | Books to support less confident readers with more advanced topics.  Text coloured/ Age level |
| Little Gem Dyslexia friendly texts(Gold level to Lime) | Little Gems | Books written to support children with Dyslexia |