

Top Tips for Reading



Pretend that you are unable to read particular words within your child's phonic knowledge and ask them to read them to you.

Play with magnetic letters on the fridge. Ask them to spell simple words e.g. pan.



Ask your child to write the weekly shopping list.

Put flour, salt, rice or sugar on a baking tray and spell out words together.



Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?

Pretend to be a robot. 'Can you bring me your s-o-ck-s?'



Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the word.

BRYN AWEL PRIMARY SCHOOL

SUPPORTING YOUR CHILD TO READ AT HOME



Developing Readers



Curriculum Expectations

There are two what matters statements in the language, literacy and communication area of learning and experience that relate to reading:

1. Understanding language is key to understanding the world around us.

This involves learners applying their phonetic knowledge to reading, whilst also being able to use a range of different strategies (e.g., recognising sight words, using pictorial cues etc.). Learners should be able to identify the features of different texts and talk about them. Learners should be developing their understanding of what they read and be able to infer meaning from pictures and text. At this stage learners should be able to read with expression and increasingly understand and respond to punctuation they encounter when reading. Learners are expected to respond to what they have heard, answering a range of comprehension questions that demonstrate their understanding. Through reading a variety of texts, learners develop their vocabulary and are able to use these new words in different contexts.

2. Literature fires imagination and inspires creativity.

Learners should be able to listen to and remember poetry, drama and prose, and retell stories accurately. They will be taught to use their imagination to adapt literature and create their own work. Learners should be able to respond to what they have read by asking and answering questions and demonstrating their understanding. Learners should also begin to show empathy towards characters within the literature that they read.

Questions to ask your child when reading

Before Reading

1. Go to the middle of the book- What do you think happened before this? Why do you think that?
2. Discuss the setting of the story- Have you read another book with the same setting?
3. Go through and find unfamiliar words- Can you find the word in the dictionary?
4. Can you think of any other stories like this? How did they end? Do you think this will end in the same way? Why?

During Reading

1. What is happening? What can you see in the picture?
2. Which word could the author of used that's a bit more exciting than 'big'? (Use an online thesaurus together).
3. Make predictions- what do you think will happen next? What makes you think that?
4. Can you put your finger on the word...? How many times does it appear on this page?
5. What do you think... is saying/thinking/feeling? Why?
6. Is this character a good/bad character? How can you tell?

After Reading

1. Have you learned anything whilst reading this book that you didn't know before?
2. Did you enjoy that story? What was your favourite part?
3. So if... what might happen next?
4. Why do you think the author chose this title?
5. Can you tell me what happened in the story?
6. What do you think the author meant when...? Why does the author use the word... here?

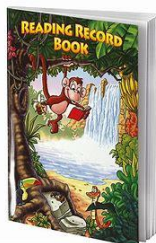
Things you can do at home to support reading

Access Reading Eggs. Your child's log-in details can be given to you by their class teacher if you don't already have them.



Sign for a free Oxford Owl account to read books online. There are also activities to go with some of these books.

Ensure your child reads their reading book/ goes through their sounds and words daily. Communicate with us via their reading record and tell us how they did.



**The more that you
READ,
the more THINGS
you will know.
The more that you
LEARN,
the more PLACES
YOU'LL GO**
-Dr. Seuss

What does my child need to be able to do?

What children need to know	How you can support
Make inferences on the basis of what is being said and done.	Look at the picture, how do you think... is feeling? What makes you say that? What might they do next/? What makes you say this? Look at the words the author has used to describe... What sort of place do you think it will be?
Read aloud with pace and expression e.g., pausing at a full stop, raising their voice for a question.	What kind of voice can we read that in? What do you need to do when you reach a full stop?
Recognise capital letters, full stops, question marks, exclamation marks within texts.	Can you find 3 capital letters on this page?
Know why the writer has used the above punctuation in a text.	What is that (point to a punctuation mark)? What does that do? What is it used for?
Know the difference between fiction and non-fiction texts. Decide how useful a non-fiction text is.	Is this a story or is this an information text? If I wanted to learn about... would this be useful? Why?
Learn rhymes and poems off by heart.	Can you sing Humpty Dumpty whilst I put the washing on the line? Could you teach... the words?
Be encouraged to say whether or not they like the text, giving reasons why.	Did you enjoy the story? What was your favourite part?
Be aware that books are set in different times and places.	Do you think this book was set when you were alive? What about when I was alive? Why?
Related what they have read to their own experiences.	Do you remember when we went to... and saw...? The story reminds me of that.
Recognise key themes and ideas within a text.	It seems like this story says that you always be honest. Do you know any other stories about honesty?

Phonological Awareness

We follow the Read, Write, Inc. phonics scheme in Bryn Awel Primary School. It teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. Read, Write, Inc. phonics including reading books written using only the letters they have learnt at each level (and a small number of separately taught tricky words). The children quickly develop their confidence and the programme promotes feelings of success.

The following website provides lots more information on the programme, and has helpful videos and resources for you to use at home.

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)



Phonological Awareness

The Read, Write, Inc. phonics programme is progressive and split into different stages.

Set 1

These are speed sounds written with one letter: **m a s d t i n p g o c k u b f e l h r j v y w z x**. Learners then progress on to sounds written with two letters (these are referred to as 'special friends'): **sh th ch qu ng nk ck**. Your child will also learn to read words containing set 1 speed sounds by sounding blending (saying each letter sound and then putting them together to read the word).

Set 2

These include the following sounds: **ay, ee, igh, ow** (as in blow), **oo** (as in zoo), **oo** (as in book), **ar, or, air, ir, ou** (as in shout), **oy**.

Set 3

These include the following sounds: **ea** (as in tea), **oi** (as in spoil), **a-e** (as in cake), **i-e** (as in smile), **o-e** (as in home), **u-e** (as in huge), **aw** (as in yawn), **are** (as in care), **ur** (as in nurse), **er** (as in letter), **ow** (as in brown), **ai** (as in snail), **oa** (as in goat), **ew** (as in chew), **ire** (as in fire), **ear** (as in hear), **ure** (as in pure).

