



Reading with your child – Early Reading Experiences

Our Aims:

- For your child to be a confident and enthusiastic reader
- To develop a love of reading all things

What do we do?

In addition to all the work we do together in class involving books, stories, language, print, reading and writing your child will have a reading book from our “banded reading books” and you are always welcome to choose a book from our Library and we will provide lots of opportunities for your child to access library and free choice books in class.

- Our reading books are “banded” - put into categories/bands of similar abilities – usually based on the number of words and the difficulty of these words.
- Some books do not have any words at all – but there are always stories to be developed and told, from your child’s own imagination and experiences, so these books are just as valuable as those with words. The purpose of these books are to encourage language – regardless of a child’s individual confidence as a reader.
- Each category of book has a sticker on the spine, all books with the same colour sticker are of a similar level; however, you may find that there is a variation in the book lengths etc and some are stories and others non-fiction; all are valuable early reading opportunities.
- We aim to share reading time (hear your child read), work with books with your child on a very regular basis and we will note on a calendar (inside your child’s reading folder) what your child has been doing – this could be Individual Reading, looking at books with your child on a one-to-one level; Shared Reading – looking at a book in a small group; we will also look at tricky words and develop your child’s phonic confidence daily (Letters and Sounds Work)
- Developing Early Reading Confidence – we teach children to look at picture clues, letters and sounds, whole words, context (eg leaving a gap to see what might “fit” then returning to check what the word may be by looking at the letters) and also making sure that what they are reading makes sense!
- We encourage the children to read with expression.
- We talk about what might happen next, how characters feel in the relation to clues in the book (See questions and prompts to develop reading in your child’s folder)
- We introduce key words/tricky words as appropriate. These are words which children will encounter frequently in their reading and writing.
- Some words can be sounded out phonically eg c-a-t, others can only be recognised by sight eg “said”; your child will have a list of about 6-8 appropriate tricky words to learn that is reviewed regularly and the list is then developed. Teachers and staff work initially on ensuring that children can recognise and read these words in the first instance (spelling of words is developed later).

How to help your child at home:

- Read lots of stories and look at books together whenever you can
- When reading at home, don’t spend too long asking your child to “read” the text; we usually “read” for about 5 minutes; high quality work with the text, looking closely at words etc – then a further 5 minutes talking about the book, asking questions and developing answers and finally another 5 minutes looking at words (including playing games with the words, checking recognition and confidence with finding key/tricky words).
- Point out words around you – print in the environment; draw attention to print, letters and words in all places and of all kinds.



- Share a wide variety of books not just their school reading books; take it in turns to read, so that your child enjoys the time with you, loving reading.
- Take your child to the library, let them choose their own books
- Play games like “I Spy” and “I went to the market and bought...” these develop links with new letters and sounds, help with concentration, recall and sound recognition.
- Make up stories with your child about what they see, also about their own imaginative play experiences (fantasy/adventure) to help with further imaginative development and language skills.
- Remember that each child will read when he or she is ready to do so, and this will be at his or her own pace.
- Praise – lots of it! – especially for effort.

Encouraging confidence as a reader is the most important thing of all; pressure to achieve and comparison with peers or siblings can mean that you as parents/carers can feel under pressure and also a child can become easily disheartened and put off reading.

Above all – Enjoy books and reading together!!

Reading Folders/Home contact folders

The folders that your child brings home are for you, your child and teacher to develop a shared resource to help develop your child’s reading and phonic skills. They are one of the ways that we share learning and key experiences throughout the year. The folder will come home daily in your child’s book bag/bag and each morning your child will need to remove it from their bag and bring it to class so we can check it too.

We will write in it:

- On the calendar – we will let you know what “reading/phonic” related work your child has undertaken, whether this be group reading, individual reading, Letters and Sounds work etc
- When your child and a teacher/teaching assistant spends time reading a book staff will fill in a “Let’s Read” form which lets you know what pages were read, what questions were asked about the book and also perhaps which key/tricky words were looked at, or maybe which words your child spent more time practising
- We will provide you a list of the letters and sounds that your child is working on – these lists are developed as your child becomes confident with new sounds and increasingly is able to recall their sounds.
- We will provide you with a list of tricky words – high frequency words – these are key words which often are “sight” words, which your child will practise in school and can be reinforced at home.
- Letters will also be put into your child’s bag with the folder – including any “bumped head” notes; although we do endeavour to speak to parents and carers about these if needs be.

This book is a shared resource, please write in it and use it too!

If you read with your child do fill in a “Let’s Read” Form too – or use the questions that the Teaching staff have used with your child – or let us know that you have read with your child, and what books you have been looking at.

If you are concerned about anything, come and speak to us either before or after school – or at a mutually convenient time.