



Sharing reading

Tip 1: It's still good to share

Don't give up on talking about picture books, short chapter books and even sharing bedtime stories and information books with your child. Choose what to read together and exchange views. Sharing a love of reading will rub off on them!

Tip 2: Take the lead

Try reading slightly more difficult books together – you read one page and your child reads the next, or you read the main information and they read the captions. Hearing you read fluently and seeing you read for information will help them to see what reading can be.

Tip 3: Encourage an opinion

Talk about books when you've finished reading together. Talk about the characters and what happens in a story, or what specific bit of information was most useful, but also get them to give you their opinions too. Let them tell you if they don't like a book, and why. It's OK not to like some books or to prefer reading on-screen sometimes!

Tip 4: Make links

As well as talking about the book itself, make links between events or information in the book and your child's own experiences: 'Do you remember when we did that ...?'. Get them to ask questions too: 'Is that how Grandad does it too?'.





Practising developing reading skills

Tip 1: It's still important to listen

Your child may be bringing home slightly longer books from school now, but they are still likely to be part of a structured programme and levelled in difficulty so teachers can match the best books to your child's skills. It should be a comfortable read – endless struggling is no fun and can put children off! Enjoy talking about it together too.

Tip 2: Still phonics first

It's still good to begin with a phonics first approach when your child gets stuck on a word. But now you may also try different tactics too. For example, get them to say the first sound of the word, or break it into chunks or read the whole sentence again, focusing on the meaning.

Tip 3: Try chunking


Sometimes your child will still need to work out an unfamiliar word sound by sound, but increasingly it might be easier to look at the chunks or syllables in a word, for example camp-ing or butt-er-fly. Help them to do this.

Tip 4: Spot letter patterns in words

Ask your child to point out words that look like they should rhyme but don't: home and come; do and no. And words which do rhyme even though they look different: come and sum; there, bear, hair. This will help with their writing too.

Tip 5: Quiet time and silent reading

As well as reading books aloud together, encourage your child to sometimes read alone and sometimes silently. This isn't as easy as it sounds, but it shows that your child is reading more effortlessly. Show how you read your own book or newspaper silently.

<p><i>Questions to ask your child when reading</i></p> <p><u>Before reading the book:</u></p> <ul style="list-style-type: none">• Can you point to the title? Or what is this? (Pointing to the title)• Is this a fiction (story) or a non-fiction (information) book?• What do you think this book will be about?• What do we call the writing on the back of the book? (Blurb) or what does the blurb tell us? <p><u>During the reading of the book:</u></p> <ul style="list-style-type: none">• What is happening in the pictures or photographs?• What has happened so far? Is it what you expected to happen?• What might happen next? How do you think the book might end?• What sort of character is...?	<p><i>Questions to ask your child when reading</i></p> <p><u>At the end of the book:</u></p> <ul style="list-style-type: none">• Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)• What was your favourite part? Why?• What is the most interesting/ exciting part of the book? Can you find it?• What sort of character was...? How do you know?• What happened in the story?• What facts did you find out that you didn't know before? (information/non-fiction book) 
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Phonics

Children are taught phonics every day. They are then encouraged to use their phonic knowledge when writing and reading. Children are taught to segment (break down and sound out an unfamiliar word) and then blend the word together to help them either write or read the word.

For Example:

Sh o p = Shop

L igh t = Light

B o ss = Boss

	the main letter/s-sound correspondences introduced and/or revisited in each unit
unit 1	s a t i p n c k ck e h r
unit 2	m d g o u l -ll f -ff s -ss b j y ai ay w oa ow ie igh -le o
unit 3	ee or z -zz w wh ea e-ea /z/ s se ze
unit 4	ng nk v ve oo-oo y -y x ch sh th-th
unit 5	qu ou ow-ow oi oy ue-ue er ar -ve -ce s-ss ge- -se y-y-y
unit 6	ce,ci,cy ge,gi,gy o-oe 'oes' ie,i-e ee,e-e oe,o-e ae,a-e ue,u-e air are ear ere eer ear ere ier ir ur ear wor er,our -re
unit 7	le il al el aw au al oar oor ore our ch,tch ge,dge x,x kn wr mb sc gu bu ch rh
unit 8	sh,ch ti ci ssi /zh/ si s z g ge ou 'ous' ph gh g,gg,gh ch,ch,ch wa qua war gn st
unit 9	-ey eigh -ea -aigh -ey -ie -y -ie ei
unit 10	-o -ew -ul -ou -o eu ew -lew
unit 11	ough augh ch qu -que quar
unit 12	-gue -ine -ine -ine mn ps alm alt -ture -eau -re