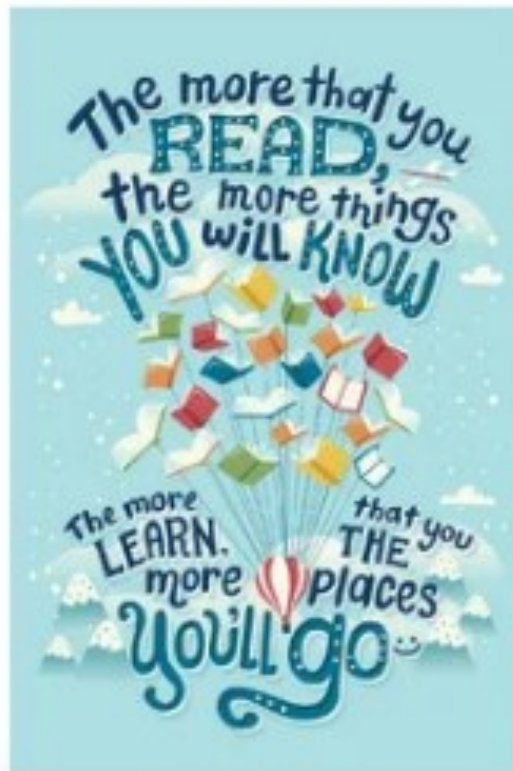


Reception and Year One

Reading Record

Name: _____

Class: _____



**CHAWTON C.E.
PRIMARY SCHOOL**

'Love, Courage and Fellowship'

Dear Parents,

As well as being a reading record where you and/or your child can record their daily reading, this has been designed to help you—as parents—support your child at home with their reading journey. Reading is complex! Learning to decode by understanding that letters are sounds is the first step, but it is vital that children understand and comprehend what they are reading too. This reading record will help you to understand how we teach your children to read, both in those early stages by decoding sounds and then as they grow in confidence, to understand what they are reading.

We hope that the questions will help you to enjoy book talk at home and will help your child to grow into a confident and successful reader.

If you have any questions, please speak to your child’s class teacher or to myself.

Mrs Goldsworthy

“Reading is the gateway skill that makes all other learning possible.”
BARACK OBAMA

Supporting Readers at Home

Open University research suggests there are three important ways to support readers and a love of reading.

- Read Aloud**: Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.
- Family Reading Time**: Making time to read alongside one another helps develop children’s reading stamina and interest. Let them choose what to read and relax together.
- Book Chat**: Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!

Children who read, and are supported as readers, develop strong reading skills and do better at school.

For more ideas see the OU website: www.ourfp.org

I wonder if...why... what...who...

Books featured: *The Very Hungry Caterpillar*, *Boy Back to Class*, *Secret Friends*, *MORAG HOOD I AM BAT*, *BEANO*.

Supporting your child in learning to read:

The information here will help you to support your child in making steady progress with their reading.

In our school, children read each Read Write Inc. at least three times in class with their partner. Re-reading the same book helps children become more confident readers. Each time they re-read they build their fluency/speed and comprehension. They love reading and want to read because they can read all of the words in the book.

We do not send stories home the children cannot read because we always want them to be set up to succeed in their reading. We want to make sure they enjoy reading so that they want to read. The more they read, the faster the progress they will make.

So, after the third read in class, children bring the same story book home in their book bag because they feel confident about reading it to you, their grandparents or even their teddy bear!

Please avoid saying 'This book is too easy for you!'. Instead say: 'I love how well you can read this book!' They are meant to be able to read all of the words in the book as it is at the correct level.

Encourage them to share their enjoyment of the story with you and read it in their storyteller voice—again and again. If they hesitate over a word, remind them to read the word using 'special friends', 'Fred talk' and read the word. For example, this means they can spot the 'sh' then Fred talk and blend the word. e.g. sh-i-p ship

Some words are tricky because they contain letters that don't match the sounds the child has been taught. For example 'said' has 'a' making an 'e' sounds. We teach these common exception words as 'red' words and in groups (we call them Teddy and Rocket words). In some of the Read Write Inc. books, these 'red' words are printed in red text. Remind your child to not use Fred talk to read red words but instead to stop and think. Tell them the word if needed. We will regularly check that your child can read and spell these words and they will then progress to the next set of words.

In your child's bookbag, they will bring home:

- The storybook they have read in class to practise reading what they can already read
- Another book closely matched to your child's reading ability so they can practise sounds and words they have learnt over time
- A library book, or a picture book to share and enjoy together
- Your child will also be bringing home 'Speed Sound Practice Sheets' each time they learn a new sound in their phonics lesson.

If you would like further support and resources, please visit:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>



**“ Reading is
to the mind
what
exercise is
to the body. ”**

Richard Steele

“

**The more that you
read, the more
things you will know.
The more you learn,
the more places
you'll go. ”**

Dr. Seuss
































**“ To learn
to read is
to light a
fire ”**

Victor Hugo, Les Miserables

Read Write Inc.

These are the sounds in the order that your child will learn them. We call these 'Set 1' sounds; most of these are 1 letter = 1 sound.









Speed Sounds Set 1

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 
sh 	th 	ch 	qu 	ng nk

Set 2 and Set 3 sounds.

These become more complex as there are at least 2 letters=1 sound. There are pictures and 'ditties' to match each sound to help remember them. Ask your children what their favourite ditty is!

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy to enjoy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Letterjoin handwriting

At Chawton we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum. **Please encourage your child to use this letter formation in all writing.**

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking. This is why we teach cursive handwriting from reception.














Cursive Lower Case Letters



Reading is complex.

As well as **learning to read**: (we call this decoding), we need to teach our children to think like a reader, so they can **read to learn**. These are the strategies (your children will become familiar with the images for each strategy over time) we teach them to understand/comprehend what they are reading so that they become skilled readers. Please ask your child questions about what they are reading to help them become skilled, fluent readers. This reading record has many examples of questions you can ask your child when you are sharing a book, but there will also be other questions in the Read Write Inc books your child will be bringing home to share with you.

From comprehension strategies → comprehension skills

				
apply word reading strategies	notice breakdown and fix it	infer	skim	scan
				
form opinions	think aloud	visualise	connect to prior knowledge	predict
				
ask questions	get the gist	note text structure		

Reading Tips for decoding



If you are stuck on a word, try this...

Try looking at any pictures to see if there are clues in them.

Add dots and dashes to help you.

Look at the sounds in the word: sound it out using 'Fred talk' and blend the sounds back together.

Look for clues in the text. Try reading the whole sentence and miss out the word you don't know. Then re-read the sentence with a word that it could be. Does it make sense?

Look at the **first** letter. Look at the **last** letter.

Is it a 'tricky' word?

Do you recognise any groups of letters from other words? 'igh' in **sigh**, **high**, **light**

Make reading enjoyable by...

Finding a quiet space and time when you can read without interruptions.

Share the reading and take it in turns to read a page each.

Talk about the book: the pictures, the characters and the story. Why has this happened? What might happen next?

Discuss favourite characters, authors, poets, poems, subjects.

Talk about books!

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

My Reading Progress

Sound focus:

Date	Title of the book and page number	Comments (parents/carers/teacher/pupil)	Sounds/words to learn

Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: 'Clarify'

To stop and notice the things that do not make sense.



What does this word/sentence tell you about

_____?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Can you give me another sentence with the word _____ in it?

How does this word/description make you feel?

Why did the author use the word _____ to describe

_____?

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Sound focus:

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Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Select and Retrieve**

To select the specific.



What happened
after?

Can you name
the...?

Who was that...?

Who spoke to...?

Where is the
word that
means?

How
did ...happen?

How many...?

Can you select
the...?

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Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Summarise**

To develop a mental map of the text.



What happened
after?

What happened
first?

What happened
before...?

What do we
know about...?

Can you recall/
sequence the
main events?

What are the key
events?

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Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Respond and Explain**

To justify and idea or opinion.



What is your view
of the character?
Why do you think
that?

Where and when
do you think the
book is set?

What parts/words
would you select to
show...?

Why do you think
the character did...?

What clues does
the author give us
about...?

What was life like
for...before the
story?

Why did the
character behave
this way?

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Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Inference**

To fill gaps, make links and dig deeper.



How do you know...?

Why did...?

How could you describe...?

Why did...behave like...?

How did...react?

What does...tell us about...?

Can you predict the outcome?

What is the character like?

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Sound focus:

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My Reading Progress

Sound focus:

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Ask your child and write their answers to:

This week I have got better at:

Next week, I need to practise:

Let's focus on: **Language for Effect**

To explore the writer's choices and the impact on the reader.



How does the writer describe?

What effect does ... word have on you?

What words have been used to...?

Let's focus on: **Themes and Conventions**

To identify any messages in the text.



What big ideas are there in the text?

What is the writer suggesting?

What do you think the message is?

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