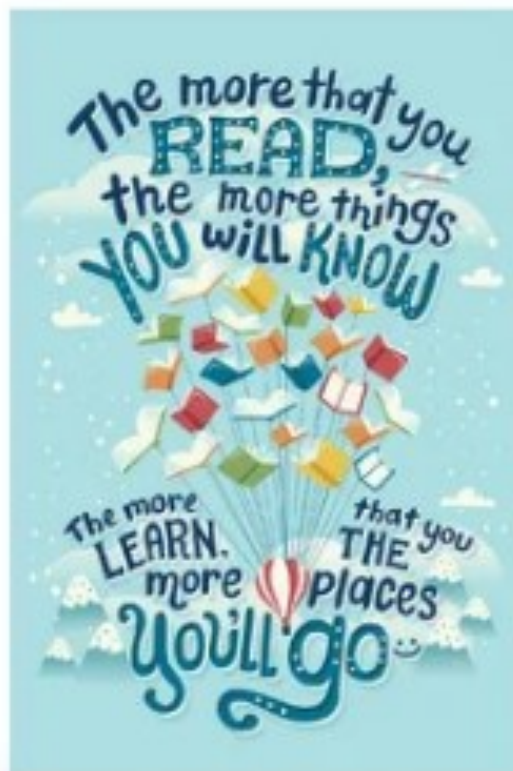


Year Two, Three and Four Reading Record

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 and also to gain fluency and speed.

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.

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

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

Supporting your child in learning to read:

The information here will help you to support your child in making steady progress with their reading. By the end of year two, most children will not need discrete phonics lessons and should be reading fluently and with increasing confidence and speed; using intonation and using their 'storyteller's' voice to show understanding of the text.

In our school, if children still need discrete phonics lessons they will read each Read Write Inc. book at least three times in class with their partner, aiming to build their fluency/speed, comprehension and confidence.

By the time the children bring home a book read in class, they should be able to read it like a storyteller—they feel confident about reading it and can't wait to read it to you, their grandparents or even their teddy bear!

This is becoming even more important by this stage as the children really need to increase their fluency to be able to continue to move forwards. If you don't feel that your child is reading most of the text with fluency, please do talk to your child's teacher as they may need some extra support to help them in moving forwards confidently.

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. Remind your child not to use 'Fred Talk' to read red (tricky) words, but instead to stop and think. Tell them the word if needed. When they have needed to Fred Talk a word or had help, encourage them to re-read the whole sentence, or page, trying to recall that word this time,

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

- The storybook they have read in class to practise reading what they can already read (if they are still having discrete phonics lessons)
- 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 they are still having discrete phonics lessons).

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		think aloud		get the gist
	form opinions		infer		visualise		note text structure
	skim		connect to prior knowledge		predict		scan

Reading Tips for decoding

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

If the word starts with a capital letter, it is the name of a place or a person. Don't worry if you can't pronounce it properly—move on.

Meet another word that you are not sure of? Read the sentence before and after again and look for clues. Then keep going.

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?

Use a line-guide finger / ruler / spare paper if you need one to keep you in place and help you to concentrate.

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

'Turn on the TV inside your mind' whilst reading. This will help keep you focused and make some of the images within the text more memorable.

Make reading enjoyable by...

Finding a quiet space and time when you can read without

Discuss favourite characters, authors, poets, poems, subjects with your friends and family.
Talk about books!

My Reading Progress

Sound focus:

Week commencing:

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:

Week commencing:

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.



Can you list the parts ...?

Which words are nouns/verbs/adjectives/adverbs?

List three words to describe ...

What has happened?

Which is your favourite/least favourite ...?

What do you think was meant by ...?

My Reading Progress

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My Reading Progress

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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?

What was the
problem with ...?

Who was that...?

What evidence
can you find to
support ...?

Where is the
word that
means?

Why did ...
changes occur?

What facts
would you select
to show ...?

What effect does the
choice of nouns/verbs/
repetition, etc, have on
you the reader?

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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: **Summarise**

To develop a mental map of the text.



Can you explain what must have happened when ...?

Describe the relationship between ...?

How is ... similar to...?

What do we know about...?

Can you recall/sequence the main events?

What is the gist of this paragraph?

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My Reading Progress

Sound focus:

Week commencing:

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: **Respond and Explain**

To justify and idea or opinion.



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

What questions
would you ask the
characters about ...?

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

Why do you think
the character did...?

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

How did ... make
you feel?

Why did the
character behave
this way?

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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.



What was the problem with ...?

Why do you think ...?

How would you solve ... using what you've learned ...?

What would result if ...?

Can you make use of the facts to ...?

Do you think that is how the writer wants you to feel?

What does the writer do to make you think/feel that?

Which events could have happened ...?

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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 phrase/word ... make you feel about ...?

Can you add to the writer's description of ...?

Which ... do you think is most effective in...?

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

To identify any messages in the text.



What was the underlying theme of ...?

Is this similar / different to a text you know?

If ... happened, what might the ending have been?

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