



Embedding a love and enjoyment of reading is one of the most valuable gifts you can share with your child.



What can I do to help?

You may find it useful to remember the following:

- Find somewhere quiet and comfortable.
- Reading should be an enjoyable experience, so only read for as long as your child wishes.
- There is no expectation for your child to complete the book in one sitting. Little and often is best.
- Make sure your child can clearly see the pictures and the text. Encourage them to point to the words as they are reading.
- Allow time to discuss what has been read. A valuable question is: “What do you think will happen next?”
- The pictures often give clues, take time to talk about the pictures and what can be seen.
- Re-read a book or page as often as your child wishes. Repetition is an important part of learning to read. It is fine if your child regularly chooses their favourite book.
- Share a range of reading materials with your child, not just the books which are sent home from school. This could include magazines/comics, cookbooks, pages on the internet, even food packaging!
- Read to them, as well as having them read to you. Take turns to read a page at a time, particularly if they are reluctant or tired. Do not force participation.
- Ask lots of questions to help develop their understanding of the text – who, what, why...?

Most importantly, praise and encourage all your child's efforts and attempts at reading.



How to use your child's reading record

Reading at home



There are boxes for you to sign or tick each time your child reads and then a box for any reading comments you feel would be useful for your child's class teacher to know.

What could I write in the reading record?

The following list offers some suggestions that may be helpful. Your child's enjoyment of the text is always good to comment on. Please note, there is **no expectation for each of the following area to be commented on after each reading session!**



- How enthusiastic is your child about the choice of book?
- Can you child remember the story so far?
- Is your child using the pictures for clues?
- Does your child understand the words they are reading mean something?
- Can you child read words out of context e.g. when you point to a word without reading the whole sentence?
- Is your child confident to attempt new words?
- What reading strategy is your child using e.g. sounding out, using the pictures, using the context?
- Can your child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making e.g. words containing *oa*, words beginning with *sh*?
- Does your child recognise mistakes and self-correct?
- Is your child recognising many tricky words?
- Is your child aware of punctuation?
- Are they reading with expression?
- How long are they able to sustain reading?



We look forward to seeing what your child has been reading at home. It is very important this record is brought into school **every day** to enable us to share and record any reading comments from school.

Below is an example on how to fill in your child's reading record.

Week beginning: _____

Title(s):	Mad About Minibeasts
	The Old Billy Goat

My reading at home									
Total reads:	✓	✓	✓	✓	✓	✓	✓		
Comments: 😊 We read 4 pages tonight. NAME read lot of tricky words by sight. NAME needed some help to read words containing 'er'. NAME really enjoyed this book. They loved learning all about insects.									

My reading at school				
Mon	Tues	Wed	Thurs	Fri
				
Comments: <ul style="list-style-type: none"> NAME read confidently today – they were able to independently decode words containing our new focus grapheme 'ph'. Please practise the red shape tricky words. NAME is beginning to read with increasing fluency and expression. Well done! 😊 				

Tricky word mat

the be
he me
we she

I was
to are
do all

you your
some come

said here
there

go no
so they
my

one by
only old

like have
live give

little down
when what

why where
who which

other were
because want

any many
more before

could would
should

right two
four

goes does
made their

once upon
always

also of
eight

love cover
after

every
mother
father