

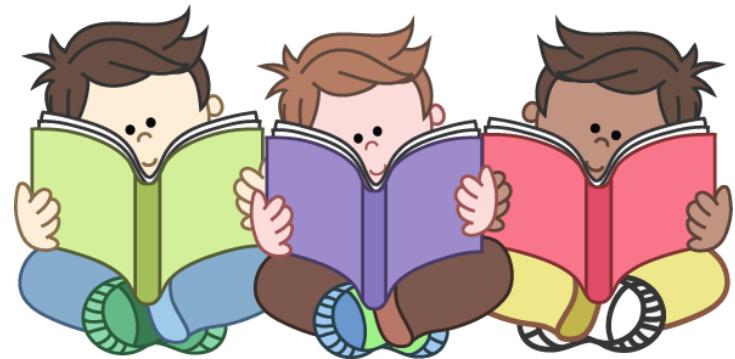
Commenting in Home Links book It helps us enormously if you write a brief comment in your child's Home Links book each time they read at home and if you could note which of the three reads it is and comment on the focus (decoding, fluency or comprehension), that would be really helpful. Once books have been read three times, they will be changed in accordance with our class system.

We really value this method of communicating about your child's progress. What you write really depends on how the reading session went; you may want to just acknowledge your child's effort, raise a concern, share your pride in the progress you see or ask us a question. The following list of possible comments may be of use, but please write whatever you would like to!

- \* \_\_\_\_\_ tried very hard tonight.
- \* \_\_\_\_\_ was tired tonight so we just looked through the pictures and chatted about what was happening.
- \* \_\_\_\_\_ enjoyed this story.
- \* \_\_\_\_\_ managed to spot lots of "Tricky Words" in this book including "the" and "go".
- \* \_\_\_\_\_ blended the sounds to read 'tent' all by herself.



# Primary School Reception



## Helping your child with reading

We have produced this leaflet in response to a number of requests from parents over the years for advice about supporting their child with reading at home. We hope that you find it useful but please do not hesitate to come and see one of us if we can clarify anything or help further.

## Phonics

### What happens in school?

As you know, we have a daily phonics session in Reception which is a short, interactive lesson which the children always enjoy. In this lesson, we introduce new graphemes (written letters) and teach children the related phoneme (sound). We also teach the children how to blend these sounds together to read words and how to segment whole words into their sounds in order to spell them. All of this is done through games and songs.

### How can I help at home?

- Work with your child to practise the graphemes we have taught during the week. These are sent home each Friday and also included on the letter is a list of suggested games and activities to help you do this.
- Go back over previously learned graphemes to ensure children still know them.
- Play games to improve children awareness of sounds and words such as I Spy and Robot Talk.

## Reading

### What happens at school?

Children are taught, and given the opportunity to practise, their developing reading skills throughout the school day. In addition to this, your child will regularly spend time reading individually with a teacher. During this session, we will talk about the title of the book; predict what

it might be about; encourage the children to use a range of strategies in order to make sense of the text; spot words from our Tricky Words to read on sight; blend sounds together to read unfamiliar words; ask questions about events in the story / information in the text; encourage children to talk about related experiences they may have had, plus lots more!

### How can I help at home?

- Read your child's decodable reading book three times during the week: decoding, fluency and comprehension. The videos on our school website will support you in getting the most out of these reads but here is a brief guide to the focus of these three sessions:

#### Read One: **Decoding**

Recap previously taught graphemes in the inside cover. Can your child recall which sound each one makes? As you go through the book, encourage your child to use their blending skills to read the words and to read on sight any Tricky Words. It is important to ask your child to re-read the full sentence once they have decoded all the words to ensure they maintain the gist of what they have read.

#### Read Two: **Fluency**

In this read, encourage your child to read on sight any words that are repeated through the text as well as Tricky Words they encounter. Talk about punctuation and how this affects our reading: stopping at full stops; pausing for commas and changing tone for exclamation marks. There should be less decoding in this read now that your child is more familiar with the text.

#### Read Three: **Comprehension**

Ask your child to read through the text with fluency and expression and chat with them about events in the story (or information in a non fiction text). There are question prompts on the back inside cover that could support you with this.