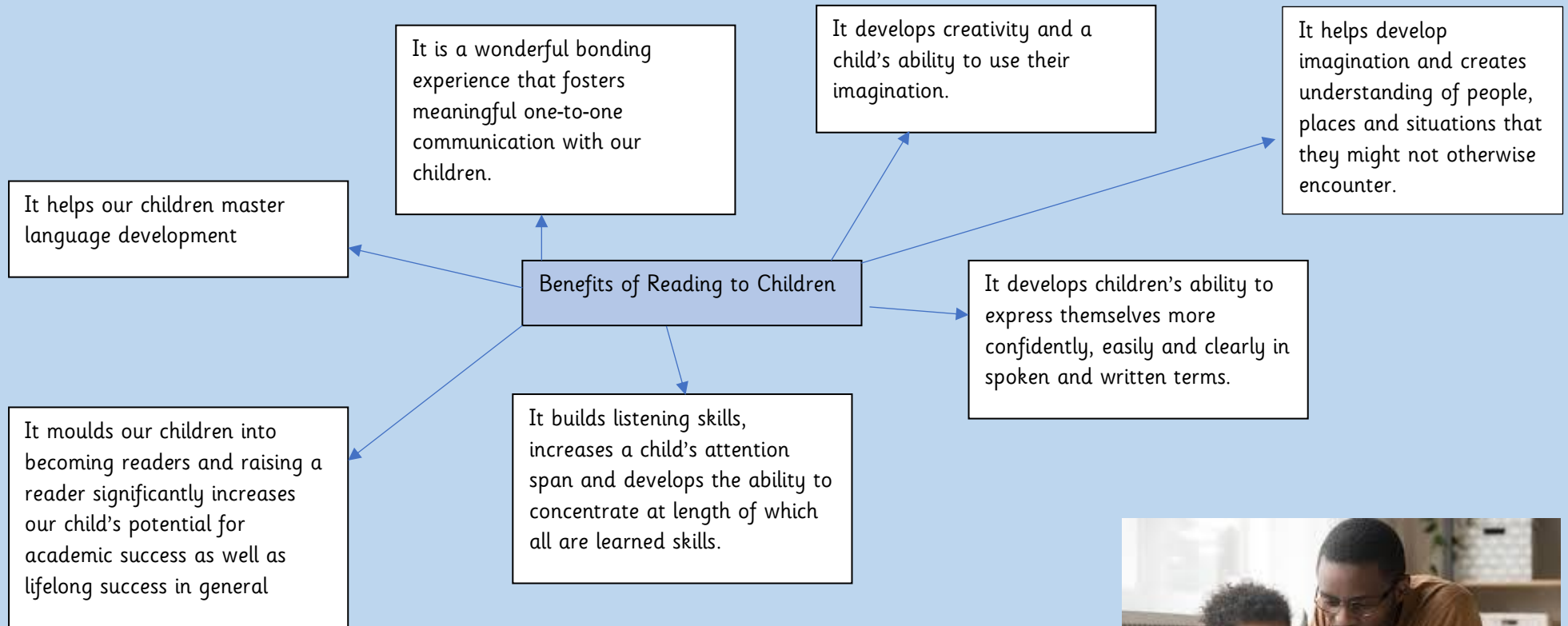




Reading at Springfield

Reading to your child is an important way of introducing stories and vocabulary to them as well as being a wonderful bonding time with your child. When children are reading their own Reading books, you can help your child with their reading by being supportive and encouraging. Talk about the pictures and what is happening. Talk about the meaning of words too.




Parents of children in Reception, Year 1 and Year 2 are invited to reading mornings in school each week where you can read to your child and borrow a book to take home for bedtime stories.




Do you know how valuable it is for your child to read every day?


Child A
Reads 20 minutes a day.
= 3600 minutes in a school year.
That's 1,800,000 words!



Child B
Reads 5 minutes a day.
= 900 minutes in a school year.
That's 282,000 words!



Child C
Reads 1 minute a day.
= 180 minutes in a school year.
That's 8,000 words!



By the end of Year 6, Child A will have read the equivalent of 60 whole school days. Child B will have read just 12 days.

Early Reading Strategies

Children learn to read by using their knowledge of the sounds that letters make to decode words. They sound out words and blend the sounds together to read words e.g c-a-t= cat. Children who are the stage of early reading will have phonics lessons to support their reading through phonetically decoding. Children will bring a Phonetically decodable book home to help them practice this skill.

In addition, we find our children also find it beneficial to read texts where they will need to use other strategies to learn to read. These strategies involve using the Meaning, the Sentence structure (syntax) or using the Visual information. Children are not taught these in isolation, they are taught to use these strategies in conjunction with one another to be successful readers.

How do I encourage my child to read?

Read yourself- not just books, all forms of text.

Show the value of books in the home.

Encourage reading in the environment.

Visit the library.

Make time to read: a regular slot for you to read to your child and your child to read to you, helps to give it the importance.

Support your child to read their Common Exception words (Tricky words)

Help your child with their reading challenge and encourage your child to read 5 days per week.



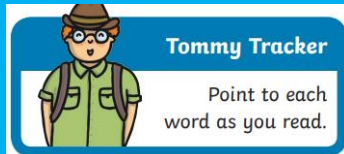
Use reading prompt questions to support your child.

Use lots of praise and encouragement.

Ask questions to check their understanding of what they have read.

What strategies does my child use when learning to read?

Initially it may help children to point to the words as they read. When children become more confident and fluent, children are encouraged to remove their finger and 'read with their eyes' only.



M is for Meaning

Meaning is taken from the context of the story and the pictures. The knowledge of the story and the pictures can help your child to read an unknown word.

For example, the story is about some emergency vehicles. The unknown word is Fire engine. The child sees a picture

Therefore, looking at the pictures and talking about what might be happening and exploring the vocabulary is a really important before your child starts to read the text.

Sharp Eye

Look at the pictures.



S is for Syntax

Thinking about what makes sense in the sentence can help children read an unknown word.

If children re-read the sentence again up to the tricky word, they may be able to consider which word would fit there.



Hop, Skip and Jump

Read to the end and come back.



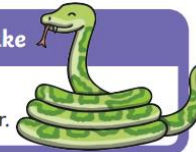
Children are taught to use these strategies together and not in isolation.

V is for visual information

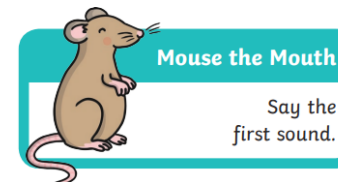
Early readers will use the letter sounds to help them to read unknown words. Blending to read words is taught through our Phonics scheme
e.g c-a-t=cat

Slide the Snake

Blend the sounds together.



Sometimes, when children re-read a sentence saying the first sound of the unknown word, helps them to read it!



Longer words may need 'chunking' into parts. Say the sounds then blend each chunk.

Sound Talk It

Say each sound.



Flippy Dolphin

Flip the vowel from short to long.



Chunky Monkey

Look for chunks.



To support your child to use these strategies when they read to you, you could ask the following questions as they read....

To use meaning

- You said.... Does that fit there?
- What can you see in the picture which could help you?
- What do you think they might say/do next?

To use syntax clues

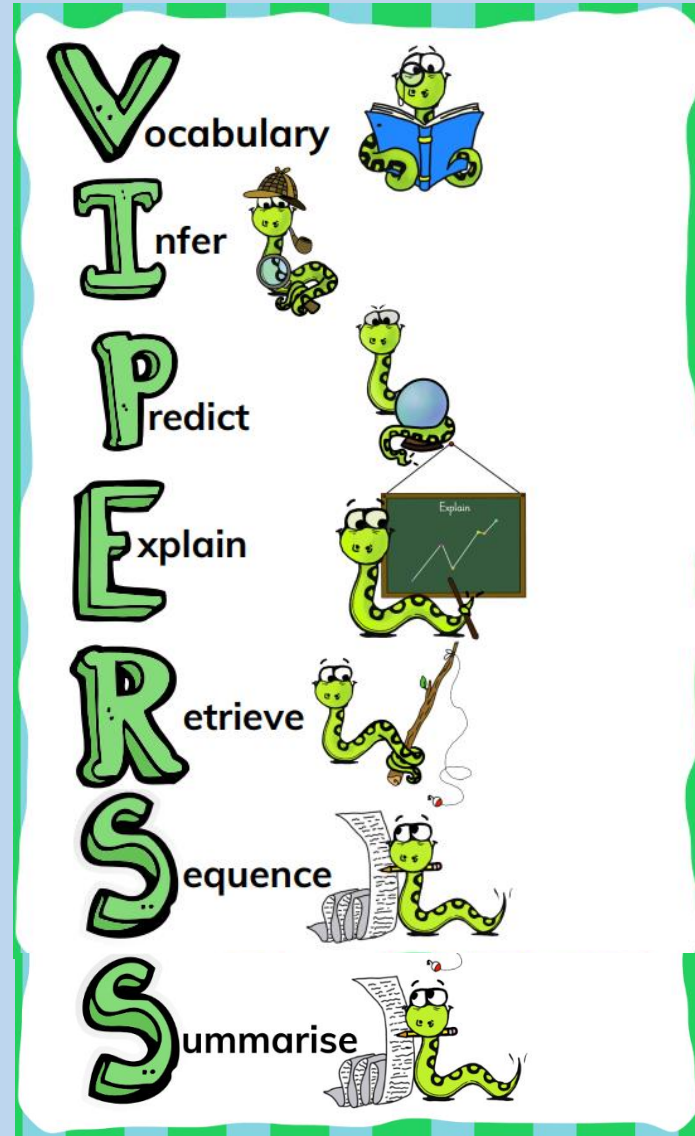
- You said Does that sound right? Does that make sense?
- Which word could that be?
- How do you know that word said....does it fit there?
- Try that again.
- Re-read the sentence and see what could fit there.

To use visual information

- What is the first letter?
- Get your mouth ready to say that word.
- Can you sound talk it?
- Blend the sounds together.
- You said... does that look right?
- What sounds does it make? What's its name?
- Try that again

What are VIPERS?

VIPERS is an acronym that we use in school to recall the 6 areas of Reading that we believe support children to improve their reading comprehension skills.



VIPERS question prompts.

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

How Reading and Phonics are taught at Springfield.

Reading books

The first books use pictures without words to tell the story. This is so children can build up the skill of using the meaning from pictures to tell the story. Lots of vocabulary can be explored when orally telling the story.

Children will initially learn to read unknown words using their phonics skills. Level 2, 3, 4, 5 and 6 phonics levels have books which use the sounds they are learning in their phonics lessons, this will help your child apply their phonics knowledge when reading stories. There are common exception words (CEW), also known as tricky words within these books. CEW are taught within phonics lessons. A common exception word is a word which you cannot blend to read using your phonics knowledge. They have an exception to the phonics rule. E.g we cannot be read as w-e. The tricky part is the 'e' as it does not sound like the phoneme 'e' when we read the word.

Common exception words can be found on your child's class page on the school website on the 'Reading and spelling' tab and look like this:

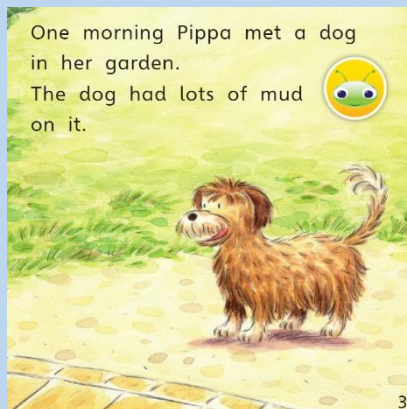
Springfield Primary School Common Exception words Level 2 Level 3 Level 4 Level 5 Phonics									
Name _____									
a	I	to	the	no	go				
he	she	we	me	be	was	my	you	they	here
all	are								
said	so	have	like	come	some	were	there	little	one
do	when	out	what						
could	should	would	want	oh	their	Mr.	Mrs.	love	your
people	looked	called	asked	water	where	who	why	thought	through
work	house	many	laughed	because	different	any	eye	friend	also
once	live	please	coming	Monday	Tuesday	Wednesday	brother	more	before
January	February	April	July	scissors	beautiful	castle	treasure	door	floor
bought	favourite	autumn	gone	colour	other	does	talk	two	know
Highlight = can read. Tick = can spell									
<u>Comments</u>									

Children who have phonics lessons will take home a decodable phonics text to practise at home. All children will also take home a book which requires further skills to read unknown words. Beginning at Reading recovery level 1, these books are patterned texts e.g Dad is cooking, Dad is painting etc. Children will learn concepts about print, sentence structure, picture cues and recognise common exception words and frequently used words in these texts. Levelled books and Phonetically decodable books are used for teaching reading and are sent home for further practice. Children will then be introduced to VIPERS skills to support their development of comprehension skills.



Bug Club is our online reading scheme. Children are allocated books matched to their reading level. These books are 'unseen' books. These texts support your child to read for pleasure and have access to further reading materials.

Book club can be accessed via a web address: <https://www.activelearnprimary.co.uk>. Your child has their own log in details. There additional reading tips inside the cover of these books of how you can support at home.



Where there is a 'Bug' icon, children click on this and answer a comprehension question. These can be found throughout the books.