

Supporting Your Child with Reading in Year 1 and Year 2

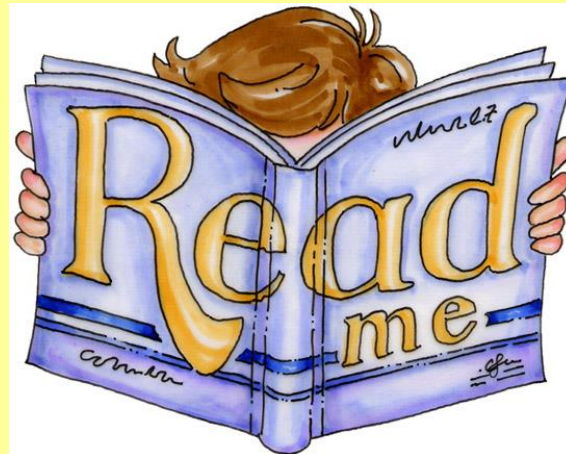
**Reading is a message
getting, problem solving
activity which increases in
power and flexibility the
more it is practised.**

(Marie Clay)

Discuss.

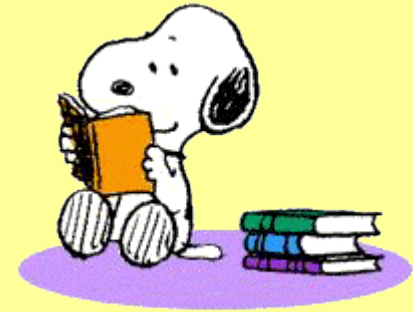
Did you know?

To become a good reader,
most children need to read 600
– 1000 words a week.





Aims



- To help you understand how children learn to read and the skills they need so that you feel confident reading with your child.
- To give you strategies when helping your child at home.

So why is reading important?

- It helps children learn about the world in which they live.
- Good writing starts with good reading.
- It is a key skill needed to progress in all other subjects.
- Children learn how language works.
- Children develop a love of reading.



Good reading skills

- A good reader:
 - Has good phonic knowledge – knowledge of letters and their sounds.
 - Can recognise words on sight.
 - Is able to make sense of what they read.
 - Understands how text works.
 - Is exposed to a rich variety of texts e.g. fiction and non-fiction.
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- Reading comprehension starts at birth through:
 - Speaking and listening
 - Acquiring language
 - Understanding how language works

Reading at School

These are the reading experiences that children have in school:

- Regular phonics lessons to learn about letters and their sounds and to teach them to segment and blend these sounds. (e.g. sh ar p → sharp)
- Shared reading with the class and their teacher where the teacher models good reading skills.
- Story reading by the teacher where children hear the rich storybook language.
- Guided reading individually, in small groups or whole class, when specific reading strategies are taught.

The more practise children get the better they become at reading. This works best in partnership with you at home.

Reading at home

- We have a wide range of books available to take home from school.
- You should aim to read with your child little and often (every day is ideal)
- Your child will have a chance to swap their books every week.
- We will keep track of the books your child is taking home so that we don't lose any!

Reading at home

- Our books are banded by colour.
- Your child will continue to swap their book for one in the same colour book band until their teachers has moved them onto the next band.

Guided Reading Book Bands

Level	No. of words	Colour
30 - 50 months	0	0 Lilac
40 - 60 months	Under 25	1 Pink A/B
ELG	25-45/45-80	2 Red A/B
ELG / 1,1	80-120	3 Yellow
1,2	100-200	4 Blue
1,2	200-300	5 Green
1,3	300-450	6 Orange
1,3	450-600	7 Turquoise
2,1	600-850	8 Purple
2,2 / 2,3	850-1100	9 Gold
2,3	1100-1500	10 White
3,1 / 3,2	1500-2000	11 Lime
3,3	Over 2000	12 Copper
4,1	Over 2000	13 Topaz
4,2	Over 2000	14 Ruby
4,3 / 5,1	Over 2000	15 Emerald
5,2 / 5,3	Over 2000	16 Sapphire
6,1 / 6,2	Over 2000	17 Diamond
6,3	Over 2000	18 Pearl

Reading at home

We will keep track of children's reading throughout the year using a form like this one:

Child's Name		Class		
Turquoise Band Year 2				
Title	Genre	Publisher	Book Number	Date
The Treasure Chest	Fiction	ORT	1	
<u>Superdog</u>	Fiction	ORT	2	
Pirate Adventure	Fiction	ORT	3	
Gran	Fiction	ORT	4	
The Ghost Train	Fiction	Puffin	5	
Master Bun the Bakers Boy	Fiction	Puffin	6	
Mrs Wobble the Waitress	Fiction	Puffin	7	
Mrs Archimedes Bath	Fiction	Puffin	8	
Miss Jump the Jockey	Fiction	Puffin	9	
Mrs Lathers <u>Laundrey</u>	Fiction	Puffin	10	
Mr Tick the Teacher	Fiction	Puffin	11	
Seashore Plants	Information	Eleanor Curtain	12	
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Spinderella	Fiction	Egmont	14	
Hamilton Hats	Fiction	Macmillan	15	
The Red Knight	Fiction	Ladybird	16	
Tale of Peter Rabbit	Fiction	Ladybird	17	
Fuzz the Famous Fly	Fiction	<u>Southwood</u>	18	
Master money the Millionaire	Fiction	Puffin	19	

We will be able to see how often they are swapping their books by writing the date in here.

And we can keep track of their progress through the coloured bands.

By reading with your child you are:

- Stimulating imagination
- Helping develop language skills
- Helping develop comprehension skills
- Demonstrating that reading is important



Supporting your child with reading: Before you start the book...

Choose a time when you both feel relaxed and turn off things that might distract.

Talk about front cover, author and read the blurb at the back and the title to your child. What do you think it's going to be about?

Walk through the book talking about the pictures together and introduce characters (if the book is fiction).

- Ask questions to engage them in story:
 - What's happening in that picture?
 - Do you remember when we visited the zoo too?
 - Does it remind you of another story?
 - What do you think is going to happen in the end?

During Reading

Pause, Prompt and Praise.

Pause - give your child time to try something to work out an unfamiliar word (about 5 seconds) but tell them if it's too hard.

Prompt - give them ideas of what they could try if they are stuck e.g.:

- Point to the picture if it will help get to the target word.
- If the word can be sounded out encourage them to do so.
- Ask them a question that will lead to the target word.
- Get them to reread the sentence up to the unknown word so they can hear what might fit in with the story.

Praise.

Let your child be clear about what you are praising them for so they know it's a good thing to try again e.g.:

“You sounded out that word and worked it out.”

“You heard that word didn't sound right and you went back to fix it.”

“You looked at the picture and the first letter and worked out that word.”

Remember – it doesn't matter if they make mistakes, **praise** your child for noticing their mistake and trying something to solve the problem.

Good readers will:

look at the pictures and think about the story and

look at the word and sound out the letters and

check it sounds right and looks right.

After Reading.

- Ask your child questions about the story because it is important they understand and enjoy what they have read.
- Ask them about their favourite part/character/picture and why it is their favourite.
- Ask them, 'Would you choose this book again?' 'Why?'

Don't worry if your child keeps choosing the same favourite book, it's all good practice. Ask their teacher and the local library to recommend similar books they might enjoy. Libraries don't usually charge fines on late return of CHILDREN'S books.

Most of all – Enjoy your reading together.

Read for **MEANING** – the story is about getting the message not just reading words.

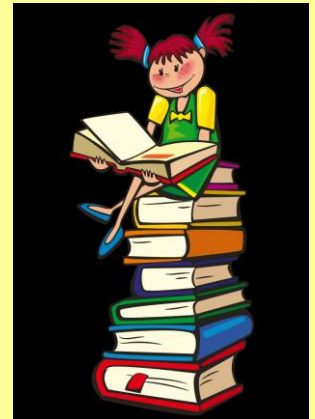
My child won't read to me!

Strategies to engage reluctant readers.

- Read a story to them instead - they are still getting the valuable story language. Visualisation works very well for reading. Children are very used to screens to support their interest. It's all about teaching them that they have the most portable screen in their heads – their imagination! Get your child to close their eyes and visualise the images to match the words.
- Get them up and moving! As you read to them, get them to act out the movement of the piece or characters involved. This gets them concentrating on the main themes or repeating patterns in the text.
- Share reading – take turns to read a page. Or you could make it a game! As you are reading, stop at a random point and ask your child to read the next bit.

More strategies

- Let your child see you reading and enjoying books.
- Reading might be comics, cereal packets, signs outside, recipes, instructions to make something, text on Minecraft. Talk about it with your child.
- Let them spend some time doing something they enjoy **AFTER** reading but keep the reading time light and unpressured.
- Find out what they like reading about and visit the library or look in charity shops for good, cheap books.
- Don't make it into a battle.



Cut up Sentences

Choose a sentence from your child's reading book together.

Write it out on a strip of paper.

Cut up the sentence into words.

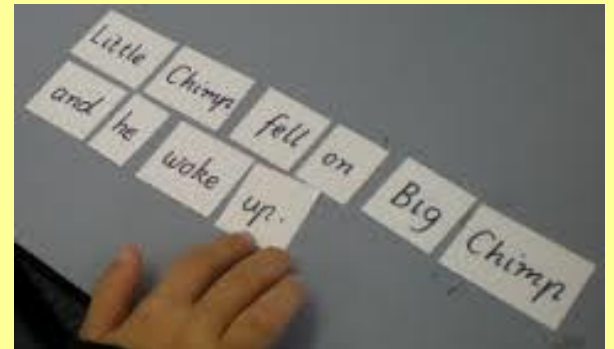
Ask your child to read the words as you do so.



Ask your child to put the sentence back in order, leaving spaces between the words.

They will be using early reading strategies to do this:

- *Using the first letter sound to search for a word.
- *Identifying known words.
- *Assembling it from right to left.
- *Re-reading to check it makes sense.
- *Using punctuation.



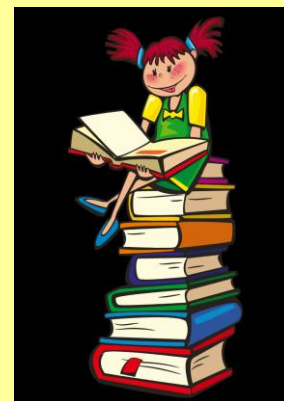
Your child can now stick the cut up sentence on a piece of paper and draw a picture to go with it.



Your child will build up a collection of sentences that they can read back to you.

My child is a great reader. Can I still help them?

- Yes, as children develop their reading skills they may want to read in their heads. When they do become fluent readers, you should not insist on too much reading aloud but there are still many things that you can do.
- Use questioning to develop their comprehension and challenge them further.
- Check that they understand the vocabulary that they are able to read.
- Discuss different types of punctuation.
- Spot different types of word e.g. adjectives or adverbs.



Do you have any
questions?

Thank you for coming.