



St Augustine's Catholic Primary School

Head Teacher: Mrs J Foley



# Helping your child learn to read





# St Augustine's Catholic Primary School

**Head Teacher: Mrs J Foley**

**We love and learn by growing in friendship with Jesus**



Reading is an important part of your child's development. This booklet explains how your child will begin to read and has a couple of ideas of how you can support your child on their reading journey. Many of these ideas we are sure you already do, so they are just little reminders.

**Talking** to your child is so important and it is one of the first steps on their reading journey. It helps them to develop and widen their vocabulary, which in time will aid their comprehension skills. You might talk to your child about what you are doing or ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?

## Story Time

Before sharing a book together sit and get **comfy**. Encourage your child to hold the book and turn the pages. Use puppets, props and silly voices to bring the story alive.

Look at the pictures and talk about them. For example, 'Can you find a dog?', 'What else can you see?', 'What are the children doing? Have you ever done that before?'

In the document '*The Reading Framework. Teaching the Foundations of Literacy 2021*' published by the Department of Education they give the following advice:

## How to read a story to your child

If you can read the read-aloud book to yourself first, so you can think about how you're going to read it to your child.

On the first reading:

- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
  - Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in...? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them.

It is nice to **re-read** your child's favourite stories so that they become familiar with the vocabulary and know it so well that they too can join in with the repetitive phrases and text, such as 'run, run as fast as you can, you can't catch me...'. Remember too that reading both fiction and non-fiction books to your child is important and just go with your child's interests.

**Library-** Visit your local library and enjoy choosing books together. Keep an eye out for events that your local library or bookshop might be holding.

Make a **storytelling box**. Collect together a group of objects and put them in a box. Your child can choose a character and using the objects from the box enjoy making up a story about the things they have found in the box.

**Story Sack/bag-** This bag contains the book itself and CDs, related non-fiction texts or objects linked to the book. It is an exciting way children can be introduced to a new book and explore it further, using the props to role play the story.

**Poetry and rhymes-** Singing nursery rhymes and listening to rhymes helps children become familiar with vocabulary and patterns of language, rhyme, alliteration and can provoke emotional reactions. By sharing rhymes and poetry together children obtain an awareness of their own voice and how they can control it.

**Signs and Labels-** Encourage children to recognise and read familiar signs in their environment- road signs, shops signs.

Encourage different family members and friends to read to your child as the more they see others enjoying reading the more likely they will be to want to read and enjoy reading too.

In preparation for your child to read, we use the Jolly Phonics scheme, which is a thorough foundation for reading and writing. The Jolly Phonics scheme teaches the letter sounds in an enjoyable multi-sensory way and it enables your child to use them to read and write words.

The five basic skills for reading and writing are:

1. Learning the Letter Sounds
2. Learning Letter Formation
3. Blending
4. Identifying sounds in words
5. Spelling the Tricky words

These skills are taught together.

### 1. Learning the Letter Sounds

In Jolly Phonics the 42 sounds of English are taught, not just the alphabet. The sounds are split into 7 groups. These are not in alphabetical order but in an order, which can make simple three letter words. Your child will learn each letter by its sound, **not its name**, as this helps with blending. Your child will learn the names of the letters later in Reception.

1. s a t i p n
2. c k e h r m d
3. g o u l f b
4. ai j oa ie ee or
5. z w ng v oo oo
6. y x ch sh th th
7. qu ou oi ue er ar

Each sound has an action, which helps children to remember the letters that represent it. Your child will learn 3/4 letters a week. Children are ready to learn at different stages and they will learn the sounds of the alphabet when they are ready to. It is important not to rush this crucial process and we will tailor the Jolly Phonics scheme **to your child's needs**.

When your child learns a new sound there is a story, an action, sound sheet and song that your child will learn. We ask that you go **through your child's sound sheets** each night and ask your child to do the action to match the sound. Your child will also bring home games to play with you. A great game to play is eye spy to help

your child hear initial sounds and then they can match this sound to the action. On the school website you can find links to the Jolly Phonics songs to help your child with the pronunciation of these sounds.

## 2. Learning Letter Formation

It is very important that your child holds their pencil in the correct way. The pencil **should be held in the 'tripod' grip between the thumb and first fingers**. Your child needs to form each letter the correct way. Please refer to the handwriting sheets that can be found in your Induction pack.

## 3. Blending

Blending is the process of saying the individual sounds in a word and then running them together to make a word e.g. d-o-g and making dog. This technique is very important for your child to learn and it improves with lots of practice! The sounds must be said quickly for your child to hear the word. It can also be helpful to say the first letter louder than the others.

## 4. Identifying sounds in words

For your child to spell a word they need to listen to the sounds in words. A good way to start this process is to play games like I-spy. The next step is to try and listen for the end sounds as the middle sounds are the hardest to hear. Begin with CVC words such as cat, hot, sit and when you say the word tap out the sounds. Three taps mean three sounds.

## 5. Spelling the Tricky words

Your child will also learn Tricky words e.g. the, to, be, there etc. which they will learn to read and spell. These tricky words will be sent home so that you know what your child is learning in school.

During the process of learning the 42 letter sounds and when we feel your child is ready to read, your child will begin to bring home reading books. Initially these books will have no words in them. These books are for you and your child to discuss the pictures and make up your own stories.

Once your child has learnt the key sounds and tricky words, they will bring home reading books with words that they can decode and read. Please hear your child read every day and sign their reading record book.

We have books that we use in Guided Read (GR). These will also be sent home each week for your child to share with you. The expectation is that you will read Guided Read (GR) books together supporting your child with unfamiliar words.

### Spellings and Phonics

Phoneme	A single unit of sound
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word. E.g. ten
Digraph	A type of grapheme where two letters represent one phoneme (sound) E.g. tree/fish
vowels	The letters a,e,i,o,u
Consonants	The letters b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z
CVC	A word made of consonant, vowel, consonant e.g. cat/dad
Tricky Words	<b>A word which can't be phonetically decoded.</b>

### Reading

Segment	Breaking a word up into phonemes (sounds)
Blend	Putting the phonemes (sounds) back together
Decode	Breaking a word down into different phonemes to help read the word
Retrieval	Finding information from the text

### Grammar and Punctuation

Sentences	Combining words to make sentences.
Capital Letters	Used at the start of the sentence and for names and places.
Full Stop	Used to mark the end of the sentence
Word	A single element of speech or writing used to form a sentence.
Finger Spaces	Separation of words with spaces
Adjective	Used before a noun to make the noun's <b>meaning more specific</b> and to describe it e.g. The brown chair
Noun	Words to name people, places or objects e.g. frog, chair
Rhyme	A word that rhymes with another word when the final stressed syllable shares the same sound, e.g. cat, hat or red, said

Thank you in anticipation for all your support, as the learning process is a partnership between your child, yourselves and us - the Foundation Stage team.  
Happy Reading!