



St Augustine's Catholic Primary School

Head Teacher: Mrs J Foley



Helping your child learn to read





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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 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- for example, you might talk to your child about what you are doing or ask them about their day. What have you/they been doing? What was your/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, this will enable you to 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 **reread** 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. Follow 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 such as, 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.

By reading to a child for 10 minutes a day you can give them one year's extra progress in reading.

In preparation for your child to read we use the 'Little Wandle letters and sounds **revised**' scheme, which is a thorough foundation for reading and writing. The Little Wandle scheme teaches the letter sounds 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 Letters 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

Through the Little Wandle programme 45 graphemes are taught, not just the alphabet. The sounds are split into phases. 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.

Phase 2- s a t p i n m d g o c k ck e u r h b f l

Phase 3 – j v w x y z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er

Your child will learn 3/4 sounds a week.

You will be given an overview of when your child will learn each grapheme. Please practice these graphemes with your child during the week they are planned to be **taught and watch the videos on the 'Little Wandle' website to help your child with the pronunciation of each phoneme.**

A great first game to play is eye spy to help your child hear initial sounds and then they can match this sound to the action.

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 or ask a member of staff for a copy.

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.

Picture books

Initially the books your child brings home 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 in that they can decode and read. Please hear your child read at home, celebrate their achievements and sign their reading record book. Your child will also bring home a library book each week for you to read to them.

Phonics- Reading and Spelling	
Phoneme	The smallest unit of sound that can be identified in words.
Grapheme	A letter or group of letters used to represent a particular phoneme when writing.
Digraph	A grapheme using two letters to represent one phoneme.
Trigraph	A grapheme using three letters to represent one phoneme.
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	A word which can't be phonetically decoded.
Segment	identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.
Blend	To combine individual phonemes into a whole word, working all the way through from left to right.

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!

