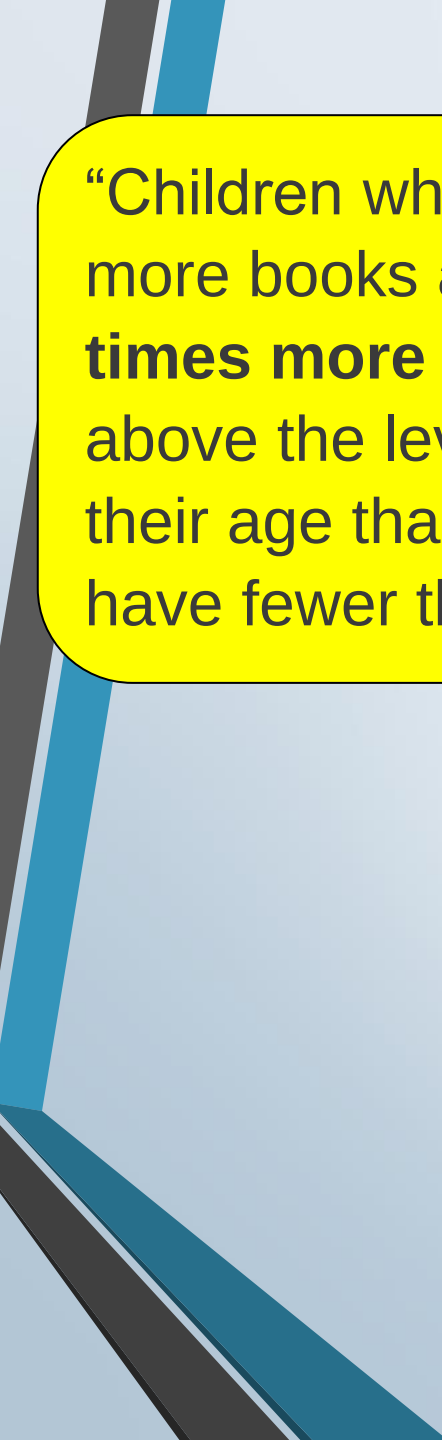


Guidance for parents on supporting reading

Year 1 & 2

Why reading?

“Making sure that children become engaged with reading from the beginning is ... one of the most important ways to make a difference to their life chances.” (The Reading Framework)



“Children who have 60 or more books at home are **5+ times more likely** to read above the level expected for their age than their peers who have fewer than 10 books.”

“If we don't learn to love books, we don't read. And if we don't read widely, we don't think deeply.” Michael Rosen

How do we prepare children at Mytham?

- Share class novels/stories daily to inspire a love of reading.



How do we prepare children at Mytham?

- Have inspiring book corners/libraries which are updated regularly.
- Model great reading every day.
- Putting reading at the heart of everything we do
 - Topic/Science as well as English.



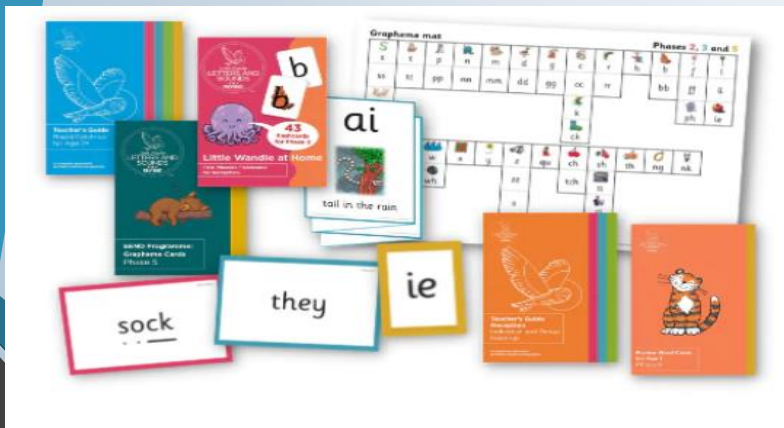
Phonics at Mytham

Little Wandle Letters & Sounds Revised

Phonics is taught daily in groups.

Groups consist of children working on the same sounds – we stream across early years and KS1 so that children are taught the sounds they need and gaps in learning are addressed quickly.

We assess children regularly to see which sounds they remember and which sounds children may need some additional help with.



In year 1 we will teach:

Weekly Teaching and learning will include:

- specific GPCs
- the alternative pronunciations of graphemes
- digraph and trigraph recognition in words
- how to move away from overt blending to blending in their heads
- how to chunk up longer words to read
- fluent reading of tricky words

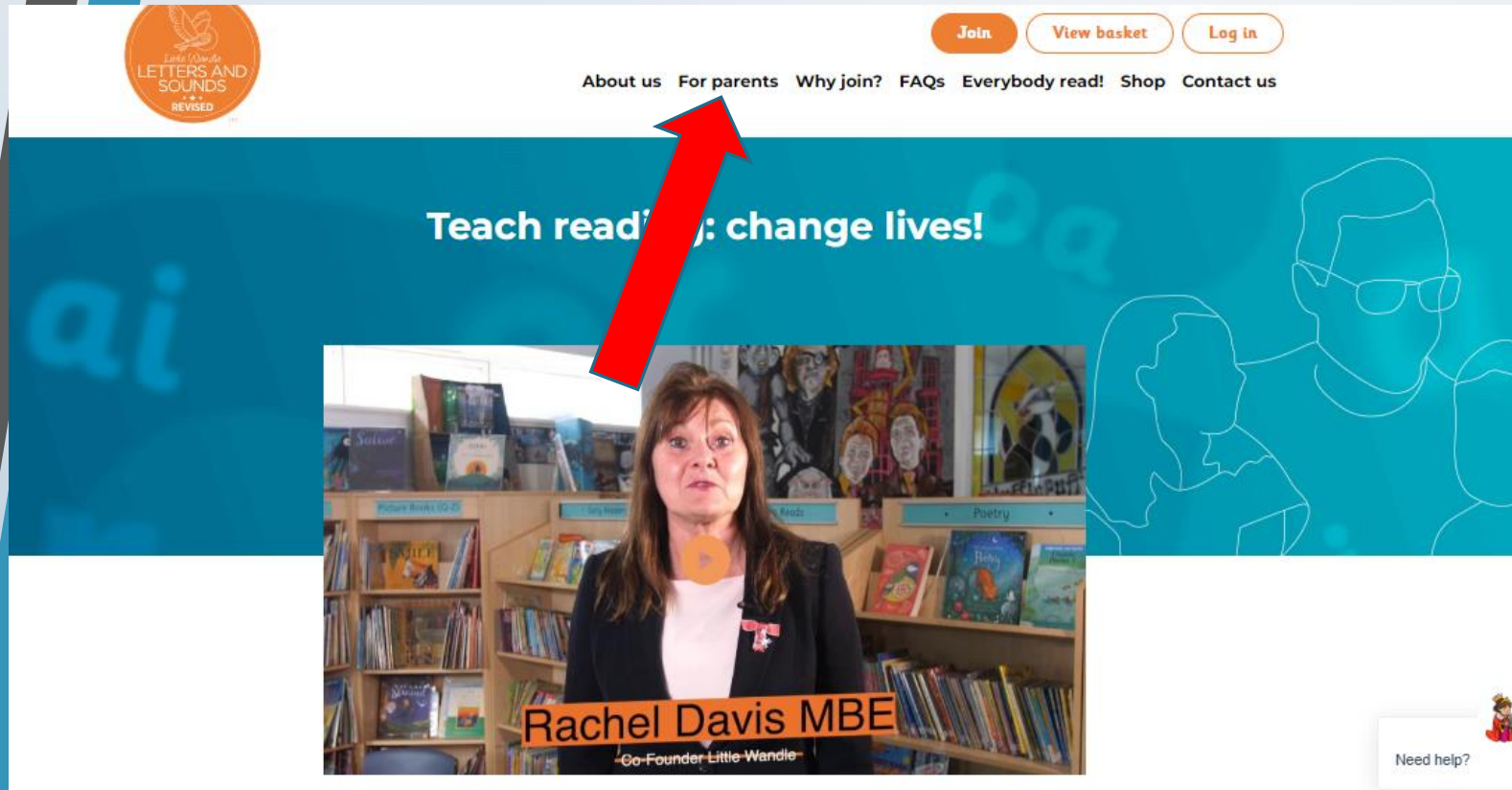
In year 2 we will teach:

Year 2 will focus on phase 5 phonics and addressing any gaps in phonics knowledge that become evident during teaching and learning; particularly during reading and writing lessons and activities.

Children who did not pass the year 1 phonics screener, or those identified as falling behind will need ongoing daily phonics lessons and additional intervention to ensure that these children catch up.

Children who have fallen behind will be supported to ensure they are confident with all phonics GPCs, tricky words and application of these in reading and writing.

<https://www.littlewandlelettersandsounds.org.uk/>



We strongly recommend our families to visit the Little Wandle website and click on the 'parent' tab at the top of the home page.

There are practical parent guides to how we teach phonics in school and how you can help at home.

viewed by members.

Support for phonics

How we teach

Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say: 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

Videos



Phase 2 sounds taught in Reception Autumn 1



Phase 2 sounds taught in Reception Autumn 2



Phase 3 sounds taught in Reception Spring 1



Phase 5 sounds taught in Y1



Reception Autumn 1 sounds

Download a guide to how children are taught to say their sounds in Reception Autumn 1.

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	ch

It is important to remember that every child is different, and too will be their stage in reading. Please be assured we support every child in school.

What do we do if a child is falling behind with their reading?

- Additional 'catch up' sessions for phonics.
- We may ask parents to help by providing additional materials at home.
- Additional reading (either small group or 1:1) with teachers, reading buddies or our trained reading volunteers.

How will I know where my child is up to with their phonics and reading?

Your child's phonics homework and reading scheme books will always be matched to what we are learning in class. Your class teacher will keep you informed if there are any concerns.

Guided Reading



We have additional sets from other approved publishers, such as Oxford Reading Tree & Bug Club; school have carefully audited these to ensure they too match phonics progression here at Mytham

Mytham have invested in sets of Collins Big Cat texts for children predominantly in Reception class & KS1.

These texts are high quality decodable texts covering a wide range of subject matter (both fiction & non-fiction).

The books match children's phonic progression perfectly and are ideal for pupils to apply their ever-expanding knowledge during short stories and information texts.

How can you help?



Home reading is a hugely important part of your child's reading journey and it makes a big difference to the progress your child makes.

Each week your child will bring home a reading scheme book, and also a 'reading for pleasure' book.

Both books are equally important.

Please do not worry if your child has read the reading scheme book in school; this is best practice and will help your child to become a confident, fluent reader.

We will be sending home some additional guidance for parents soon!



How can you help?

The Reading Record is a fantastic way of communicating quickly about your child's reading as these are checked at least weekly in every class by staff.

Please ensure that your child has their record and reading book in school EVERY day.

Date, book and page number	Comments Give a score out of 10 to show how much you

It is best that adults add the comment (see below) and remember to sign 4x a week – no more (although they should read daily).

To ensure we work together, we will text you if your child has not met the 4x reading each week or their reading record is missing.

We will contact you to discuss support and options if this becomes more regular.

In Your child's reading record, please add the book title, pages read during that session and the date read.

My Reading BooksLevel/colour/
point value

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Log finished books here as a great record of your child's reading diet.

(Confident, able children should be encouraged to do this themselves.)

Tricky words, or new words I have learned

As we heard, vocabulary is key to learning. When your child finds a new, unfamiliar word, discuss it, and log it here. Staff in school can then revisit the words to embed them. We will do the same in school for you to revisit.

The Building Blocks of Sentences

Nouns

We use **proper nouns** to give names to particular people, places, companies, etc.

Examples: Jody, London and Spain

Common nouns such as child, town and cat are general names.

Noun Phrases

Noun phrases are groups of words doing the job of a noun.

Example: The old yak walked slowly to the field.



The old yak

Pronouns

Pronouns are used in place of nouns in sentences.

Examples: Jane went to school → She went to school

Pronouns like mine and yours are called **possessive pronouns**. They show who something belongs to. **Example:** Yours is the best.

Relative Pronouns

The words **who**, **which** and **that** can be used as **relative pronouns**. Relative pronouns introduce relative clauses. A relative clause is a special type of subordinate clause that behaves like an **adjective**.

The boy who lives next door

Relative clause

Determiners

Determiners give important information about nouns.

Examples: the, a, an - the picture was amazing
this, that - that book is fantastic
some, every - some noisy people arrived
my, your - my name is Sam

Adjectives

Adjectives describe things (nouns). They can tell us about 'size', 'how many' and lots more.

Examples: The blue pencil. An enormous bar of chocolate.

Verbs

Verbs often tell us what someone or something is doing or has done. Verbs have different tenses.

Examples: I feel full. (Present tense) They walked back.

The Building Blocks of Sentences

Modal Verbs

Modal verbs are words like: will, would, can, could, should, might and must. They change the meaning of other verbs.

Examples: You should help your mother. We must follow the directions.

Conjunctions

Conjunctions usually connect words or clauses together inside a sentence.

Examples: and, but, or, when, because, although, if

Dave and his friend went outside.

They couldn't get to school because the snow was too deep.



Adverbs

Adverbs usually tell us information about 'how', 'when', 'where' or 'how much'. They can be used with verbs, adjectives or other adverbs.

Examples: He shouted loudly. The game was really exciting. She ran very quickly.

Connecting Adverbs

Connecting adverbs link ideas in one sentence or clause to ideas in another.

Examples: however, furthermore, consequently, secondly, meanwhile
I enjoyed my dinner. However, I'd like something different tomorrow.

Connecting adverbs and conjunctions are sometimes called **connectives**.

Adverbials

an adverb.

of a sentence.



n France.



often have



There are some key grammar/writing terms explained here.

Questions About Your Book

Try asking yourself some of these questions to check that you are understanding what you are reading.

Before you start

- Why did you choose this book?
- What do you think will happen in the story?
- If this is a non-fiction book, what do you hope to find out?

Halfway through

- What has happened so far?
- Who are the main characters?
- How do you think the main characters are feeling now?
- How would you describe the story so far?
(For example it could be funny or exciting.)
- What might happen next?

Questions about non-fiction books:

- What have you learned so far?
- What are you hoping to find out next?
- What is the most interesting thing you have learned?

At the end

- Did you enjoy this book?
- What was the best part of the story?
- Would you recommend this book to a friend?
- Why would you recommend it, or why wouldn't you?
- Would you choose more books by the same author? (If so, you could look for some.



Figurative Language

Look out for great use of language by the author of your book and make a note of any outstanding examples in your reading record. Watch out for:

Metaphors	It was a deep, dark secret.
Similes	She swims like a tuna.
Personification	The litter danced in the wind.
Hyperbole	I've asked you a thousand times.
Idiom	Now you've let the cat out of the bag.
Alliteration	The wild winds whistled through the trees.
Onomatopoeia	The sizzling sausages smoked in the pan.



It is still important, even when your child can 'read', to listen to them read aloud. This supports fluency which leads to understanding.

You can then discuss their reading with them. These questions can be a great starting point. If your child struggles to answer the questions, they are likely not to have fully understood what they've read.

Unmissable Books Challenge - Year 1

Can you finish each of these great books during
Year One?

1. Read the book (alone, with a friend or with an adult but you should know it well)!
2. Tell your teacher/teaching and learning assistant.
3. Complete your 'Read-it' task.
4. Get your stamp and tick.
5. Let your teacher know when you've read all six!

Enjoy your reading!

'The more that you read the more things that you know, the more that you know, the more places you go!' (Dr Seuss)



Unmissable Books Challenge - Year 2

Can you finish each of these great books during
Year Two?

1. Read the book (alone, with a friend or with an adult but you should know it well)!
2. Tell your teacher/teaching and learning assistant.
3. Complete your 'Read-it' task.
4. Get your stamp and tick.
5. Let your teacher know when you've read all six!

Enjoy your reading!

'The more that you read the more things that you know, the more that you know, the more places you go!' (Dr Seuss)



The Unmissables!

What other resources are available?

