



Phonics Reading Book

Reading At Home Guidance – Key Stage 1



Dear Parents and Carers,
Information about reading with your child at home.



Reader - Read, Write, Inc home reader

Monday – book to be returned and reading journal signed and returned.

Every week your child will bring home a reading book. This book will be linked to a sound or sounds that they have been learning in their phonics session, therefore it will be well matched to their reading level and sounds that they know and are familiar with. This is the book that **they will read to you**, with your support.

This book will be changed weekly. This is to allow for a range of reading activities to take place at home linked to the book. These activities will work towards the building fluency (pace of reading), comprehension and skimming and scanning skills. We would encourage that the book is read daily during the week and that you use some of the activities below each day to ensure that the children master these skills. Although this may seem repetitive, this is the key to building phonic knowledge, fluency and comprehension skills.

Activities (to be done on different days of the reading)

1. **Re reading the book** several times over the week with fluency – a pace that is not too fast and not too slow – and using expression/storyteller voice. The fluency and pace of reading should build up over the week that you have the book at home.
2. **Word hunt** – skim and scan through the book to find words with the focus sound – this can be found on the back of the book.
3. Answer the **questions** about what they have read, found at the back of the book.
4. Go through the book and re read the **‘red words’** – high frequency words that do not follow phonics rules – they are written in red in the books.
5. **Play ‘jump in’** – the adult reads the sentence but stops before the last word and the child ‘jumps in’ and finishes the sentence by saying the last word only. This builds tracking skills when reading.
6. **Retell the story** in your own words. (there is a page for this at the back of the book)
7. **True or false** – ask true or false questions about the story, can the child prove it by finding the relevant sentence in the text?
8. **‘Hot seating’** – pretend to be a character from the book and answer questions as if you are them – begin to infer feelings based on what they have read.

Book Bag Books

- Extra reading practice at home
- Uniquely matched to the *Read Write Inc.* Phonics Storybooks.
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.



What can you do?

- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice.

Reading for pleasure book

Your child will also bring home a picture book that they have chosen at school. This book will be for you to read to them, at bedtime or story time and is for pleasure and enjoyment – we want the children to love and cherish books and stories.

Please find below ideas to use with this book, to raise the children's awareness of language, vocabularies and book talk and discussions.

1. **Make predictions** – What do you think will happen next? Why do you think that?
2. **Retrieval questions** – Where did they go on holiday? How did they get there?
What was the boy's name? What happened after they got to the beach?
3. **Vocabulary** – discuss any words that are not familiar to the child and explain their meaning.
4. **Sequencing** – Can the child retell the story in the correct order? Can they draw the different parts?
5. **Opinions** – What was your favourite part? How did the story make you feel?
6. **Inferences** - How is the character feeling? How do you know?
7. **Links to other texts** – Does the story/character/setting/beginning remind you of any other books you know? Can you think of another character who goes on an adventure/helps someone else?

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say / do next?
- What do you think this book will be about? Why?
- How do you think that this will end?
- Who do you think has done it?
- What might.... say about that?



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

Sequencing Questions with Suki

- What happens in the beginning of the story?
- How/where does the story start?
- What happened at the end of the...?
- Can you retell the story to me in 20 words or less?
- What happened before that?



If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Just five minutes every day makes a huge difference.