



Everybody read!

Why reading to your child really matters



Why read with your child at home?



Reading a book and chatting about it has a positive impact on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Does it matter how we read with our children?



Studies show that it's the enjoyment and chat that matters!

The more you chat together about the book and things that interest your child, the more impact it has.

You don't even have to read the words on the page – talking about the pictures is just as important.

If you can read the words, then use your voice to make them come alive. It will help your child understand the book even better.



Does it matter which language we use?



Use your home language.

It is better for your child to hear expert talk from you in your language.

Many studies tell us it is the back-and-forth talk between adults and children when they are sharing books that makes the difference to children's language and comprehension.

This impact will translate to better language and comprehension for your child in English.



Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?



Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!



How do we teach early reading at Vernon?



We use a systematic synthetic approach to teaching phonics because it offers the vast majority of young children the best and most direct route to becoming skilled readers.

The children in Reception and Year 1 take part in a daily phonics session based on the same systematic synthetic programme, 'Little Wandle Letters and Sounds', using Collins Big Cat reading books.

Children are taught phonics within their class and their progress is closely monitored and tracked.



How do we teach early reading at Vernon?

Our programme overview (found on the school website) shows the progression of Grapheme-Phoneme Correspondence (GPCs) and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words.

All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.



tail in the rain



sheep in a jeep



march in the dark



Phonemes and Graphemes



A **phoneme** is the smallest unit of sound in a word.

A **grapheme** is the letter(s) representing a phoneme.

- Phonemes are represented by graphemes.
- A grapheme may consist of one (**t**), two (**ch**) or more letters (**igh**).
- A phoneme can be represented/spelt in more than one way: **c**at, **k**ennel.
- The same grapheme may represent more than one phoneme: m**e**, m**e**t.



More useful definitions ...



Segmenting – identifying the individual sounds in a spoken word (e.g. h-i-m, s-t-or-k, n – igh-t) and separating into the different phoneme-grapheme correspondences.

Blending - recognising the phonemes in a written word, for example c-u-p, sh-ee-p, and merging or synthesising them in the order in which they are written to pronounce the word: 'cup', 'sheep'.





A love of reading is the
biggest indicator of future
academic success!