



Everybody read!

Why reading to your child really matters



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 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.



Why do I have 2 books?

- Our reading books link to our Little Wandle Phonics (Big Cat), they have a number 2 and a small purple lion on the spine.
- Phase 2 is where we start on our phonics journey.
- We all move along together as the phonics stages change.
- Phase 2 – Christmas
- Phase 3 – Easter
- Phase 4 – End of reception
- The second book is a sharing book – either fiction or non fiction book that your child chooses.
- The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.



How to approach reading at home with my child and their reading books.



- Choose an appropriate time of day.
- Settle in with as few distractions as possible.
- Reading book - Little Wandle (Phase 2 with a lion on the left hand side)
- Hold book appropriately, discuss the front cover, what can they see, what might the book be about, identify title, author and look at the blurb.
- Walk through the book starting with the title page and discuss the pictures, making predictions as you walk through.
- Get the children excited about reading the book.
- Use a variety of voices and speech with intonation
- Try to refrain from reading the whole book to your child to begin with.



How to approach reading at home with my child and their reading books.



- Start again at the beginning, using your finger to follow the text in the correct direction.
- At this stage your child may just identifying phonemes that we have taught so far.
- With the shorter words your child may begin to orally blend these. (e.g. i-s, i-t)
- Model blending these small CVC words aloud to your child so they can hear the order and each phoneme.
- When you have read the sentence discuss the picture and make connections with the pictures.
- If your child is overwhelmed with a whole book just do a page or two at a time to maintain concentration and focus.



What if I have read the whole book in one night.



- There are other ways you can approach the book.
- Discuss the sequencing of the story and can they remember it?
- Make predictions on what might happen.
- Discuss alternative endings, characters and settings.
- Identify any tricky words and use these as a focus to consolidate their recognition in both reading and writing.
- Discuss features such as speech bubbles, thought bubbles and punctuation.
- Refer to the 'Review: After Reading' comprehension pages at the back of the books.



Reading expectations

- Books are changed weekly – staff will do this.
- Ideally the children should be reading daily as the children have daily experience of reading and phoneme recognition every day during our phonics session.
- Please record in your child's yellow reading when they have read.
- We will do weekly 'Guided Reading' sessions with a teacher, you will see a stamp in the reading records when this has happened.
- For correct pronunciation please use the Little Wandle website for guidance



What is guided reading?

- Guided reading can be when either we read with a small class or a whole class read the same text together.
- Small and whole class sessions each happen once every week with an adult.



How do we teach early reading at Vernon?



- We use a systematic synthetic approach to teaching phonics using the Little Wandle phonics scheme.
- Children are taught phonics within their class and their progress is closely monitored and tracked.
- The session is a variety of phoneme recognition, oral blending, blending to read, segmenting to spell new words and writing.
- The children have a grapheme mat with them for every lesson.
- You will be updated weekly with the new sounds that we are teaching via Tapestry.



How do we teach early reading at Vernon?

- Daily phonics is taught in phases, providing the opportunities for teacher modelling, scaffolding, rehearsal & practising to consolidate the children's learning.
- Phonics is taught in phases.
- Phase 2 – all single phonemes, some digraphs (2 letters – sh, ch, ng, nk, th) and tricky words.
- Phase 3 – Digraphs and trigraphs. (e.g. ai, ee, igh, oa & oo & oo)
- Phase 4 – No new sounds. (consolidation)
 - Longer words including taught digraphs and trigraphs
 - Consonant clusters (e.g. bl, fl, fr, sl)
 - Compound words and root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est



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'.



Links from Little Wandle Website

- ['How to' videos | Letters and Sounds](#)
- ['How to' videos | Letters and Sounds](#)
- [For parents | Letters and Sounds](#)



Assessment

- At the end of every half term we will assess your child's understanding of the taught sounds and tricky words for that half term.
- We monitor progress in lessons, guided reading and hearing your child read.
- Your child may come home with a keyring to support them to consolidate their understanding of taught phonemes at home alongside their reading book.
- Some children may need extra reading sessions daily in class with teaching assistants to support progress.





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

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!



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.

