

"There is more treasure in books than in all the pirate's loot on Treasure Island."
— Walt Disney

Thank you for taking the time to look through this booklet. We hope that you will find the tips inside useful in helping your child to become a more fluent and confident reader who enjoys sharing and reading books.

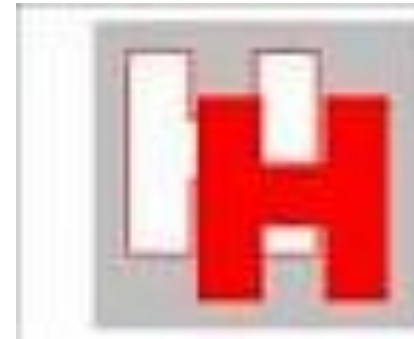
If you have any other questions, please make an appointment to speak your child's class teacher.



"The more that you read, the more things you will know. The more you learn, the more places you'll go."
— Dr. Seuss

Holland Haven 2012

Progression for Reading



Holland Haven Primary School

Holland Haven Primary School

Year 1 & 2

W1-3c

OUR AIM

The aim of this booklet is to better support you as the parent/guardian of your child to know and help support your child with their reading. It will give you strategies and indication of the level your child is currently working at and their next steps as a reader.

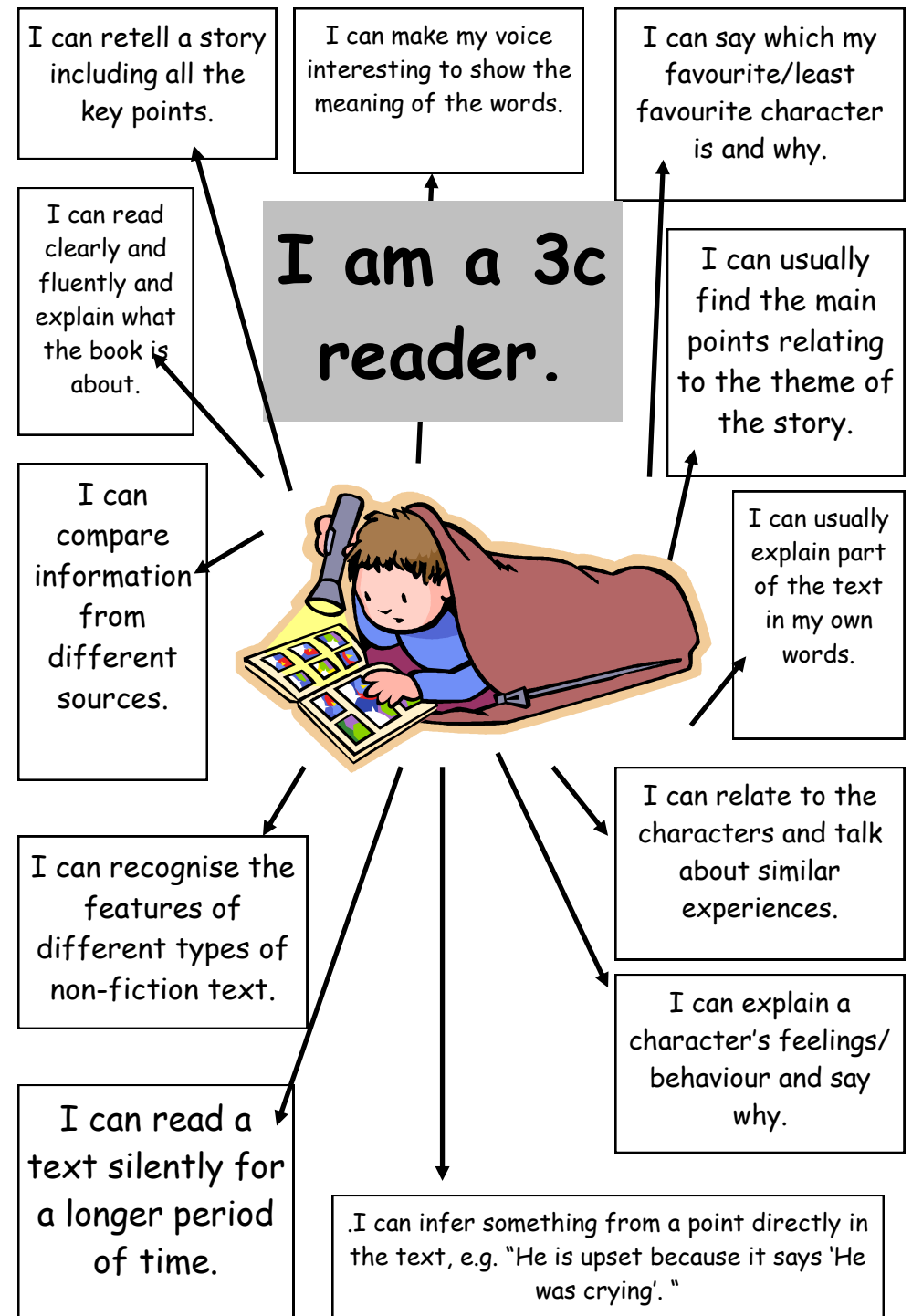
We will provide some helpful resources and websites in this booklet that are linked to the Letters and Sound programme in Foundation Stage and KS1 classes, to help your child prepare for reading. Level descriptors to show progression for reading up to Year 3 are also included, plus some comprehension based questions to test your child's knowledge on what they are reading.

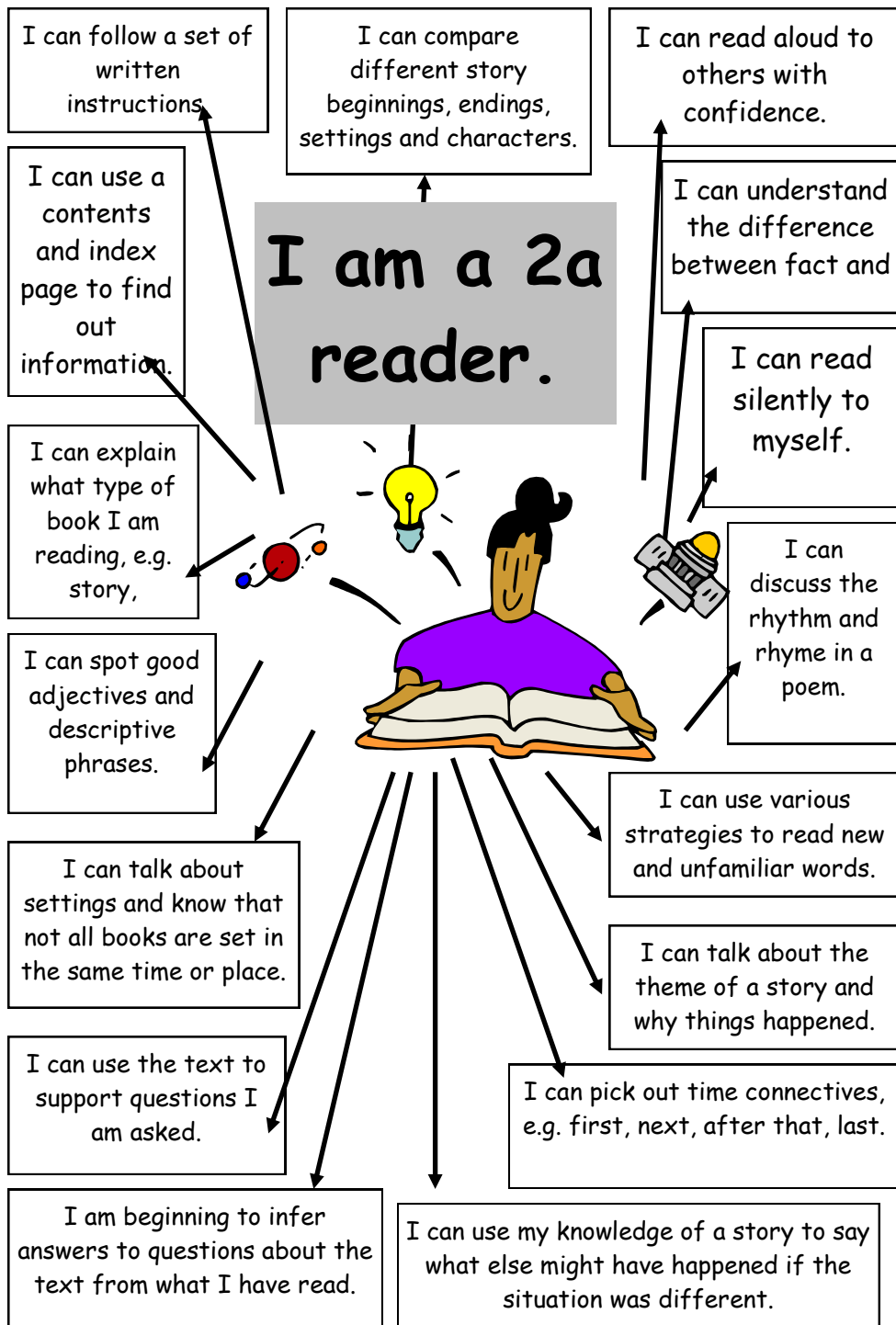
Reading in school

At school, we do our best to hear your child read every week. In KS1 and KS2, these are through guided reading sessions. These sessions show the children's reading ability and understanding of the text they are reading. Children are expected to change their books regularly and the teacher will not always do this for them. We expect the children to show more independence by changing their books. **Children should not change their book band colour.** This is down to the discretion of their teacher.

Other programmes are run in the school to help support your child with reading, i.e. Letters and Sounds, so all children are given a reading input.

In Foundation Stage, children are heard read independently and also given reading intervention and programmes (Letters and Sounds).





Guided Reading

All classes across KS1 and KS2 participate in guided reading sessions. This allows the teacher to spend time on a text with your child once a week based on the AF's for reading, which can be found further on in this booklet.

In KS1 the children focus on each AF, which could be listening to/reading a book of each genre (fiction, poetry, non-fiction), watching a film clip or a picture. The idea is to get the children to interpret and infer the text that they are exploring, as well as taking meaning from it.

Children are also heard read during guided reading and will be given 1:1 reading with their school reading book. It will be during this guided reading session when your child's book level may be changed, although this may only happen once every half-term.

Reading at home

The expectation for children's reading at home is to be heard read at least 3 times a week. The books should range from their reading book which helps build upon decoding and fluency, to other books of various genre, e.g. Library books, magazines. We would like children to find reading enjoyable and not just a chore.



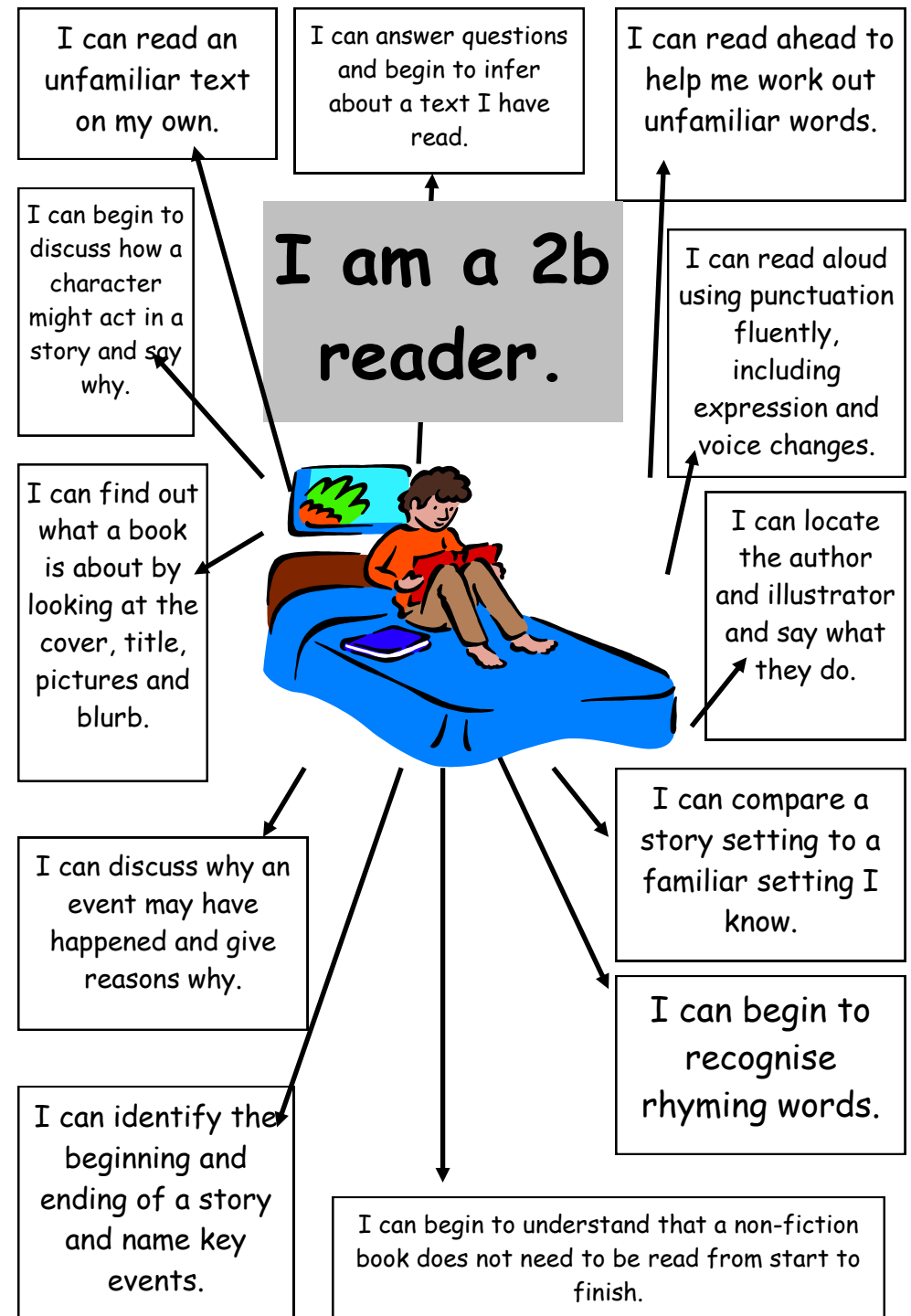
READING TIPS

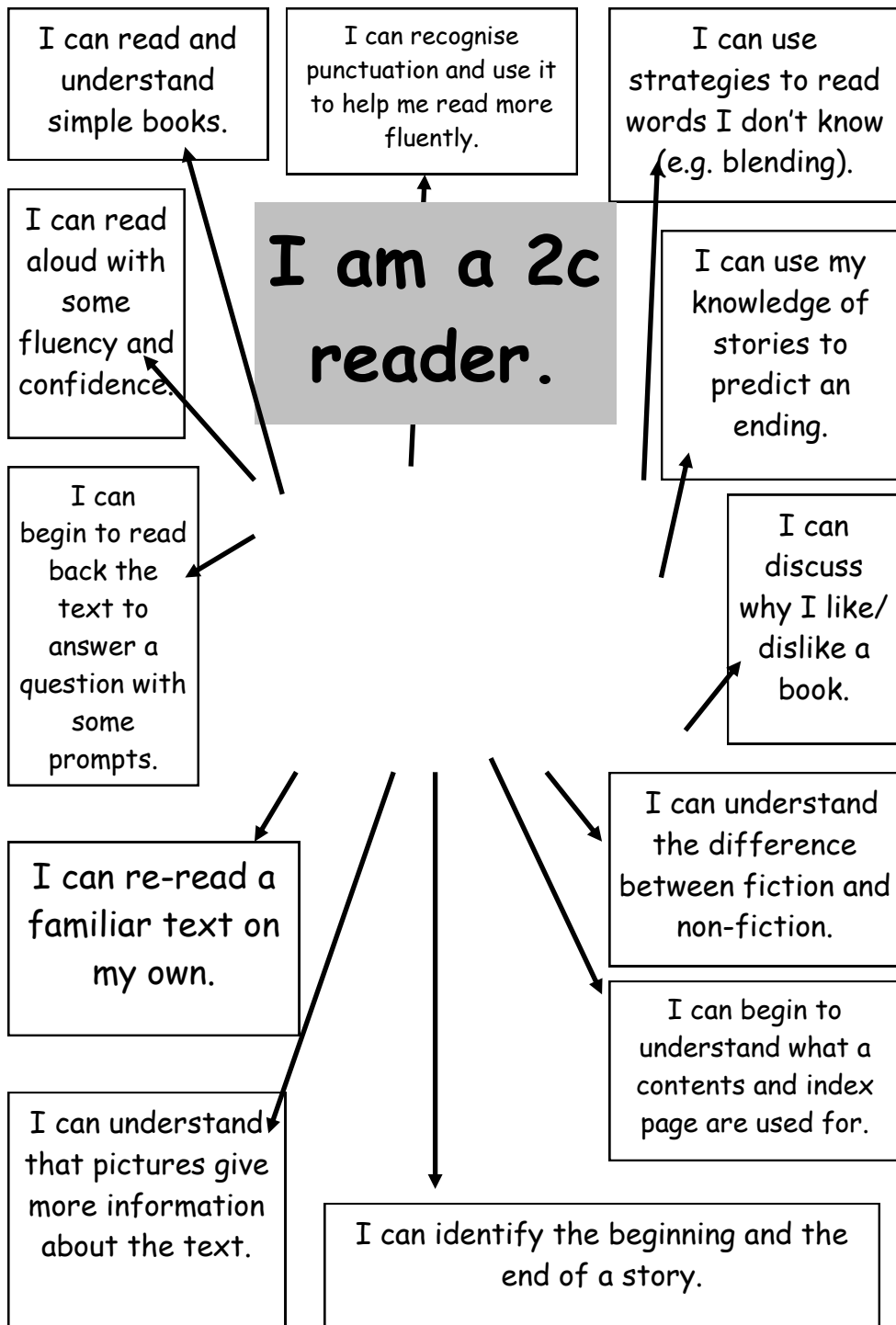
Based on Reading Recovery programme

- Reading familiar books is good practice for children, because it increases confidence, speed and fluency.
- When reading a new book, introduce the book first. Talk about the overall setting and plot, ask them if they have prior knowledge or experience and model unfamiliar names or phrases.
- Let the children read after their book introduction; if they make a mistake, try not to jump in right away! Let them finish their book and return to the mistake- let them try it again and rectify it if they can. Make sure you praise how they were reading first, i.e. *I look how you got faster and more fluent as you read...I thought you read that in a big, clear voice, well done!*

When reading in early stages (reception and Yr 1) think about these sequence of skills:

1. Turning the page and reading from left to right, line by line.
2. 1:1 word matching (finger pointing to each word).
3. Checking the initial sound in a word—by saying that first sound out loud.
4. Trying to read without using their finger (yellow 1c level). Some children may need a card under each line as transition.
5. When there is a breakdown in meaning of the word being read due to over-use of sounding out, fluency is lost. Prompt children to restart the sentence and try again.





6. Encourage children not to segment (sound out) beyond the first 3-4 sounds, whatever the word length.
7. Ask children try and notice familiar chunks of words or find patterns in words unfamiliar to them, e.g. call = c-all, wanted = want-e-d.
8. Encourage the children to be independent at all stages.

Accelerated Reader

In KS2 a new programme for reading has been introduced where children can take comprehension tests on a computer and move through levelled books from a choice in the new school library. In KS1, some children are given the opportunity to have a go at these tests, but they are not all required to do so until Year 3. The testing is a lengthy process and we hope to have all children onto the system by the summer term.



Letters and Sounds

Letters and Sounds is a daily reading programme which is taught throughout reception to Year 2. The national expectation is that all children will know these words by the end of Year 1, but the staff at Holland Haven understand that all children learn at a different pace.

Children are also expected to begin naming both the **names** and **sounds** of the **alphabet**.

Children will not only be expected to read words with sounds in them, but also some sudo (fake) words to identify, sound out and blend the word together, e.g. shad, chob, thid.

Attached are different sound mats through the phases to help you and your child familiarise themselves with the sound (phoneme) and spelling (grapheme) of each one, plus a picture to attach meaning.

Useful internet games and websites

To help articulate sounds (or phonemes), please use this website, **Mr Thorne does phonics**. He will show you how to use your mouth to articulate the sounds and show the spellings for each one. Some short sessions are given in video clips that you and your child can watch together.

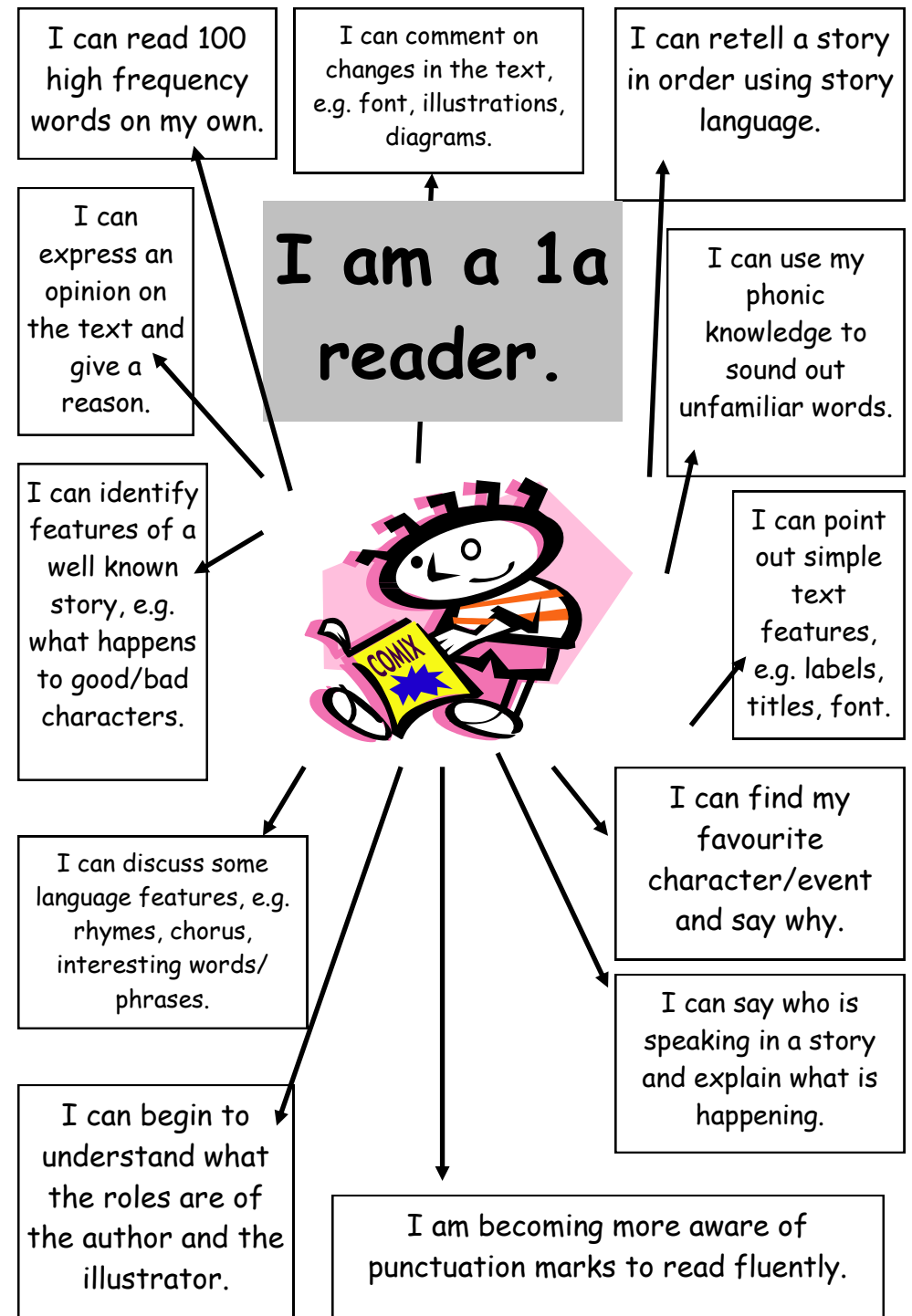
<http://www.mrthorne.com/>

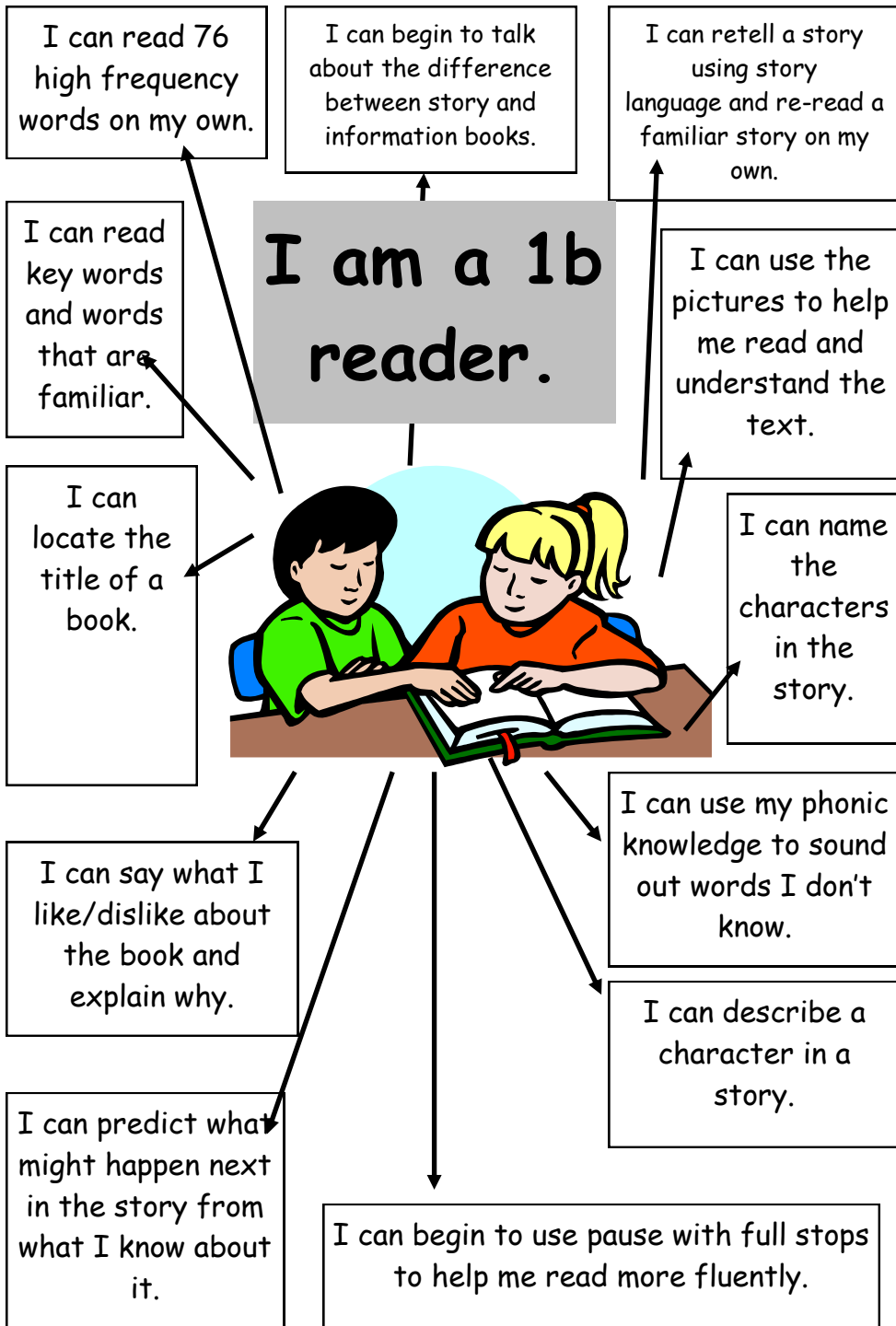
The other websites are also full of fun activities, which some children are familiar with.

www.phonicsplay.co.uk/BuriedTreasure2



























www.phonicsplay.co.uk/

www.bbc.co.uk/cbeebies/alphablocks

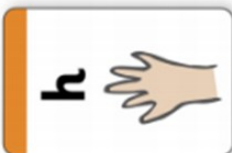
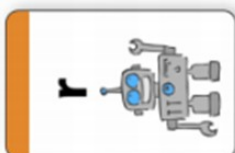
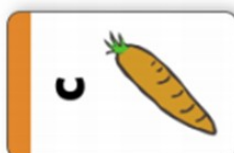
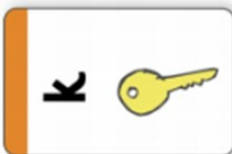
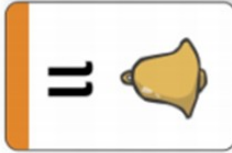




My alphabet mat

h 	p 	x 
g 	o 	w 
f 	n 	v 
e 	m 	u 
d 	l 	t 
c 	k 	s 
b 	j 	r 
a 	i 	q 
		z 
		y 

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My Phase 2 sound mat



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I am a 1c reader.



I can read 56 high frequency words on my own.

I can remember some familiar points from the story.

I can find a capital letter.

I can find a full stop.

I can read a simple sentence with cvc words, e.g. It is a dog/cat/man.

I can find and name a character in the story.

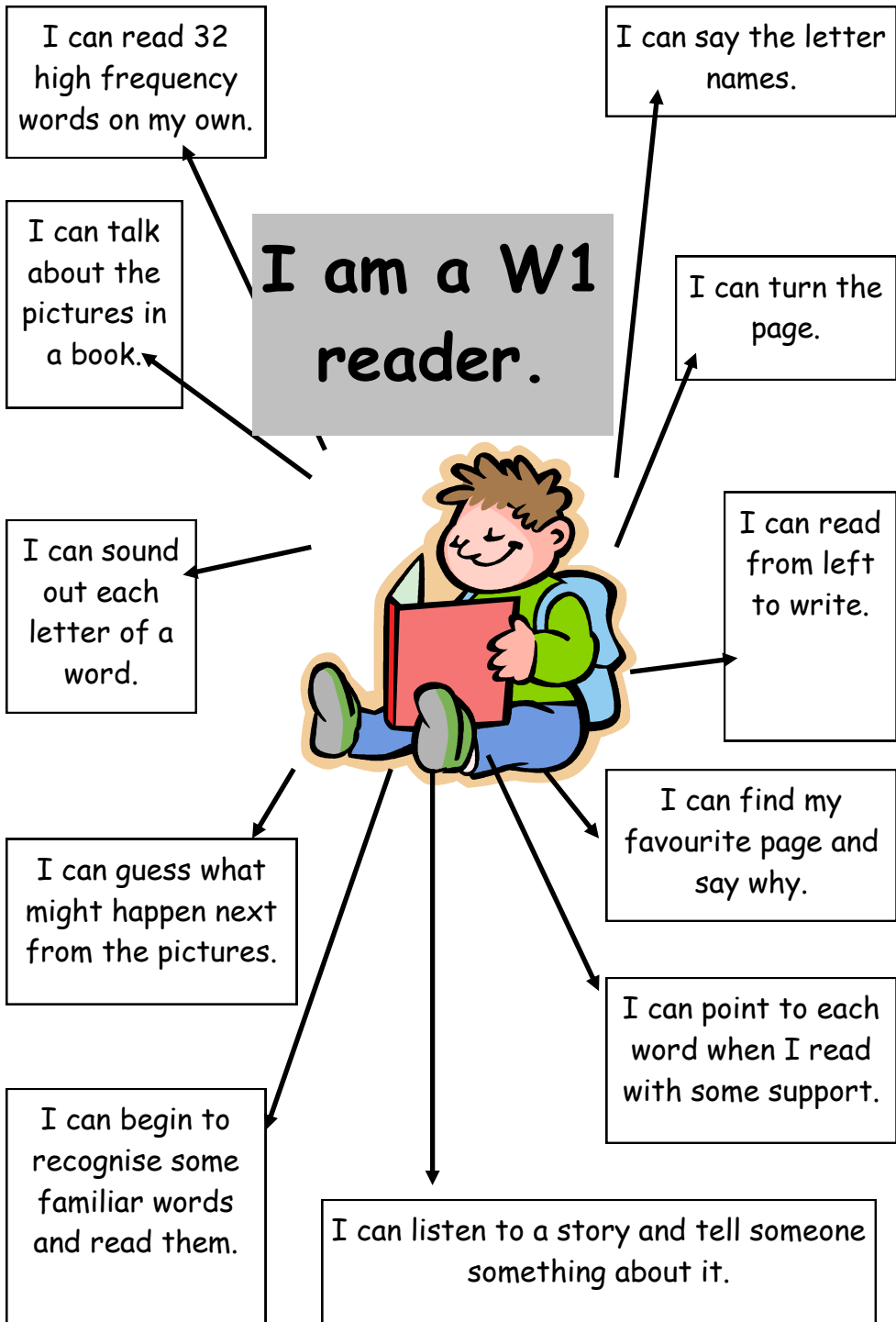
I can say what I like/dislike about the book.

I can sound out and blend some words that I don't know.

I can initial word sound and pictures to guess a word I don't know.

I can sound out the letters of a word I don't know.










I can talk about the pictures and what is happening.



My Phase 3 sound mat

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

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lt  belt	gr  grandpa	cl  clown	sk  skunk	
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nk  ink	xt  text	fl  flag	sm  small	dg  hedge
nt  tent	pt  script	bl  blackberry	tw  twins	shr  shrew
mp  lamp	lk  milk	fr  frog	st  starfish	scr  screw
nd  hand	lf  shelf	br  brush	sp  spade	nch  bench
st  nest	lp  help	cr  crab	sl  sleep	sn  sniff

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My Phase 4 sound mat

AF 5 Writers' use of language

Explain why is used.

Why does the writer compare .. to ..?

What does tell you about? Why did the author use

How does ... help you to understand?

Why are used?

How has the choice of words created a feeling of

What do phrases such as ... tell you?

Why did the author choose the verbs ... and

AF 6 Writers' purposes and viewpoints and effect on reader

Was this text trying to ...?

Does the author like? How do you know?

How were the purposes of the texts different?

What can you tell about the viewpoint of the author?

Look at the descriptions of 3 people. Who is most likely to buy this book?

What kind of magazine would you expect to find an article like this?

Why were ... included?

Which text do you think is more/most effective?

AF 7 Social, cultural and historical contexts and literary traditions

In what ways is . like . . .?

Which features could have?

Give two pieces of evidence that ...?

How did you know ...?

What is it about that tells you ...?

Could be described as

What else might make sad / angry?

What other reason could there be for

COMPREHENSION

Questions to ask your child

AF 2 Literal retrieval

- What does...mean?
- Can ... have more than one meaning?
- What happened at?
- What did the ...do?
- Which word told you that ...?
- Where did ... go?
- Describe ...
- Which paragraph tells you...?
- Where are...?

AF 3 Deduce, infer or interpret information, events or ideas

- Why did ...?
- What does the word... imply about ...?
- What ideas are we given about ...?
- What does ... think?
- How did ... react?
- How was ... different after ...?
- Why is ... important?

AF4 Identify and comment on structure and organisation

- What is the purpose of ...?
- How does the layout help?
- Why is ... in ...?
- Why are ... used?
- Why has ...?
- Why is it easier to read ...?
- Why does the author choose to ...?
- Why does the author use ...?

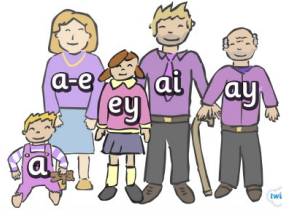
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oy 	ew 	u-e 
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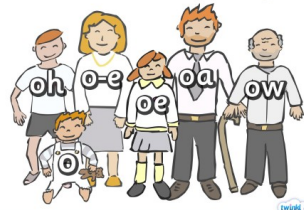
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My Phase 5 sound mat

Meet the **ai** family



Meet the **oa** family



Meet the **air** family



Meet the **oo** family



Meet the **or** family



Meet the **er** family



Meet the **igh** family



Look
for
the
spelling
pattern
in
each
family
of
words.

Please practice reading these words with your child. The class teacher can tell you which phase they are currently working in, but all children will be exposed to learning sounds within all phases.

Phase 2 decodable words	<i>tricky words</i>
a if of dad	the
an in off had	to
as is on back	I
at it can and	no
get big him his	go
not got up mum	
but put (north)	
Phase 3 decodable words	<i>tricky words</i>
will them for too	he be all
that with now	she was are
this see down	we you my
then for look	me they her
Phase 4 decodable words	<i>tricky words</i>
went from just	said so come little
it's children help	have do were one
	like some there when
	what out
Phase 5 decodable words	<i>tricky words</i>
don't time day here	
old house made saw	
I'm about came very	
by your make put	
(south)	