

The Power of Reading

Reading is all about acquiring meaning, ie for enjoyment, information and understanding.

Reading is taught and practised in school everyday. Home is also a great place to practise – but in a more informal and relaxed atmosphere.

What do we do when we read?

- Blend the letter sounds together to read the words.
- Understand the meaning of the individual words and what the whole text means.
- Make connections with what we already know and develop a personal response.
- Decide whether we like the text or not. Develop an opinion.

Blending sounds – Phonics

Words we speak and read are made up of separate sounds (phonemes). Your child will learn these sounds in Reception and Key Stage One. S/he will learn to blend the separate sounds together to read a word and may refer to this as 'sounding out.'

You can help your child by ensuring they say the sounds correctly. They are very short and crisp and there should not be any 'uh' sound at the end. So t is 't' not 'tuh', m is 'm' not 'muh', s is 's' not 'suh'. If sounds are too long, the word will not make any sense to the reader.

Play oral blending games at home and when out and about. Eg Please pass me the c-u-p. Let's feed the f-i-sh.



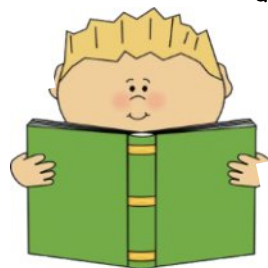
Use phoneme fingers – say each sound crisply and unfold one finger for each sound, starting with the thumb first. Run your finger from the other hand across the tips and blend the sounds to say the word.

Sometimes 'sounding out' is not enough. Some words do not fit the rules and other strategies are needed. Use the pictures, these may give you a clue. Miss the word out and read to the end of the sentence. What word would make sense? Does it look like another word? If your child can read 'could' they might be able to read 'should' and 'would'.

Understanding texts

Being able to read the words, does not necessarily mean that your child understands what they have read. Talk to your child about the book and ask questions that make him/her think.

Do you like these words? How do they make you feel? Why do you think the author has chosen to use them?



Why do you think the character has said/done that?

What do you think might happen next?

Where might we find information about.....?

ENJOY!

Read everything and anything. Reading is more than books. Look at signs, recipes, instructions, shopping lists....

Becoming a Writer

Talk for writing



One of the most important ways to help your child to write..... is to talk!

No-one can write anything they can't say so children need to practise saying and hearing whole sentences. Encourage them to say their sentence aloud before writing it down. Does it make sense? Can it be made more interesting?

Play games encouraging them to make up sentences.

Make silly sentences with 2 or 3 unrelated words eg, dolphin and biscuit, ballet shoes and football etc

Make up stories using conjunctions. Conjunctions are words and phrases that join ideas together and help writing to flow eg

- *After a while*
- *Because*
- *Then*
- *Next*
- *Suddenly*
- *Finally*

Begin by telling a story and let your child take over at the word **because**. Your child continues to the end of the sentence. Continue swapping the role of story-teller using the above conjunctions.



Eg One sunny day a little boy was playing with his dog in the garden when.....

Words and sentences

The more words a child knows the more precise they can become in their writing and the more interesting it will be for the reader.

Using ...

- **Adjectives** – describing words
- **Adverbs** – words to describe how or when something is done
- **Verb** – doing words

.....can make all the difference.

Look at animals, objects and people with your child. How many words can you use to describe them?

Think about feelings. Pull funny faces and ask your child to guess your emotion from your facial expression.

Encourage your child to use these words in their sentences when they write and make their simple sentences become more complex.

Simple – The boy played with his dog in the garden

Complex – The friendly boy played happily with his spotty dog in the garden

Remind them to include **CAPITAL LETTERS** and full stops. appropriately.

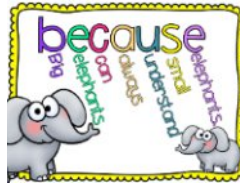
Spelling

Do not worry too much about spelling, it is what they want to write about that is more important.

Encourage your child to use their phonic knowledge to spell words that follow the rule.

Sometimes they may have rhymes/phrases that help them with certain words

eg because = **b**ig **e**lephants **c**an **a**lways
understand **s**mall **e**lephants



Collect words that interest them. Words that relate to the topic we are covering in school or a topic of their choice. Interesting words they have found in their reading.

Discuss the meanings of these words, help them to find out the meaning using a dictionary. (Y1/Y2)

Let them use new and exciting words in their writing and praise their efforts.

Play word games, complete wordsearches together.

Write for lots of different reasons – shopping lists, diaries, post-cards, invitations, posters, stories - and do it together.

Useful Websites:

<http://www.southwootton-inf.norfolk.sch.uk/welcome/> - School website

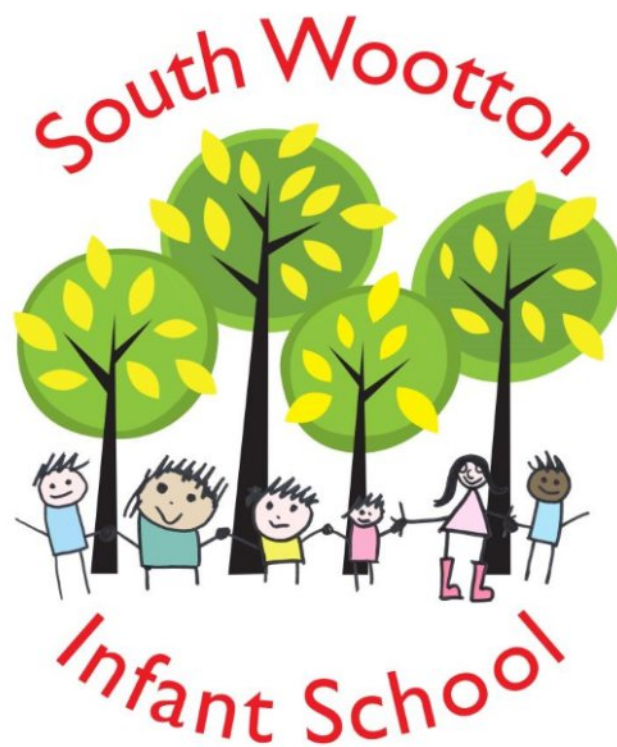
<http://www.phonicsplay.co.uk/> - real and not real word interactive games

<http://www.bbc.co.uk/programmes/b007t298/clips> - short video clips for different phonemes

<http://www.oxfordowl.co.uk/home/reading-owl/expert-help/the-year-1-phonics-screening-check> - information about the Y1 phonics screening check

<http://www.oxfordowl.co.uk/for-home/reading-owl/library-page> - ebooks to access at home

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials> - sample materials for KS1 2016



Helping at home
with
Reading and Writing