

Home Reading

A Parent's Guide

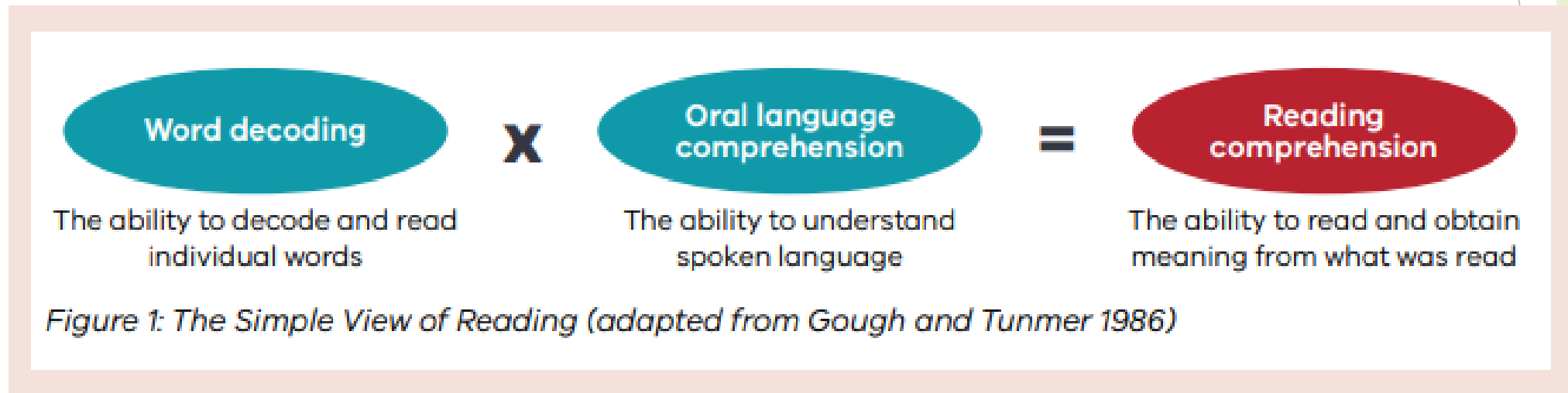


Spring Gully Primary School - 2024

Welcome

- ▶ We thank you for attending today/tonight and hope you find the information we share with you valuable.
- ▶ We encourage questions, so please don't be shy!

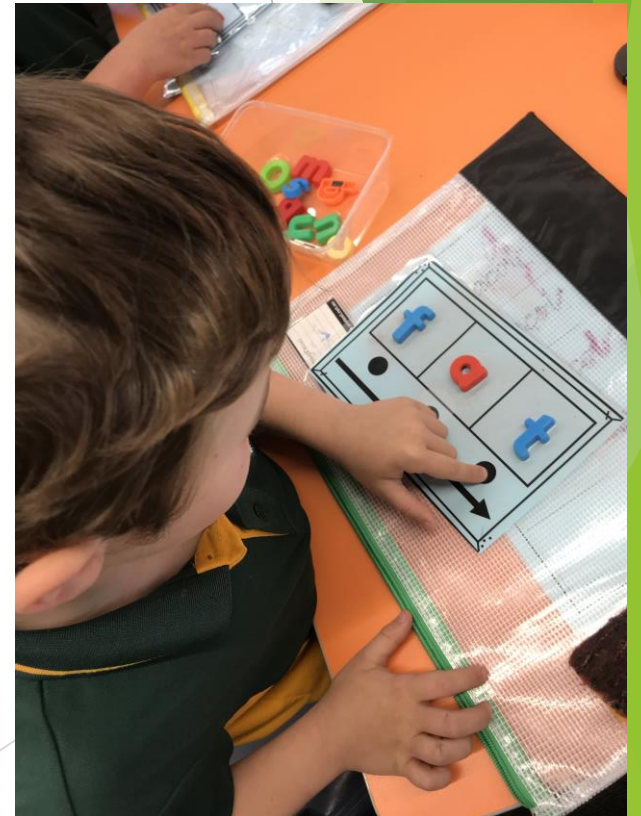
The Simple View of Reading



Learning to Read

► Five key concepts:

1. Phonological and Phonemic Awareness
 2. Phonics
 3. Fluency
 4. Vocabulary
 5. Comprehension
- Plus Oral Language skills



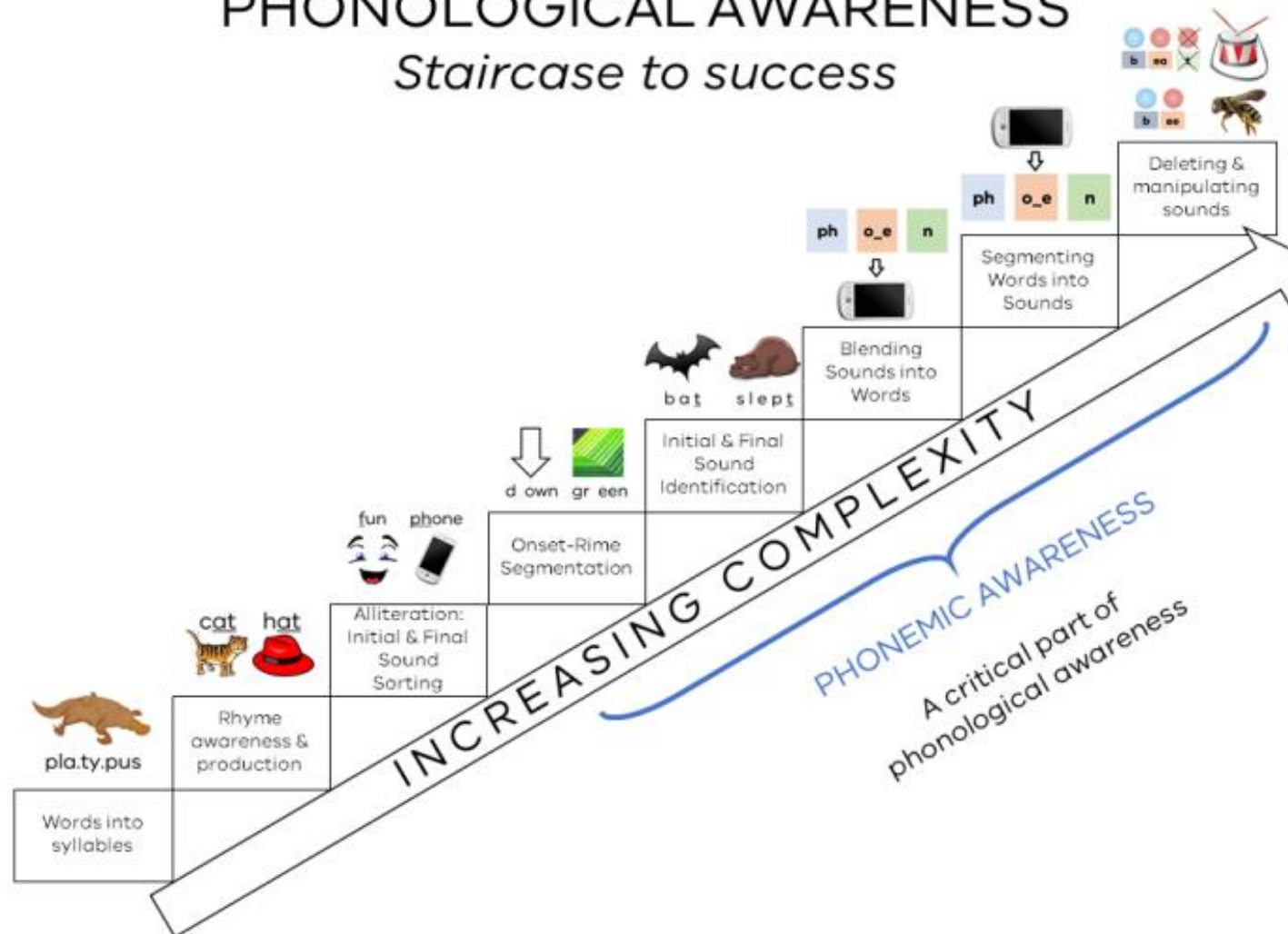
At home

- ▶ Oral language skills precede and support a child's ability to read.
- ▶ Some activities you can do at home to support the development of oral language could include:
 - ▶ Reading Nursery Rhymes
 - ▶ Discussing your day
 - ▶ Sharing and discussing books with rhyme e.g. A Cat in the Hat, The Very Cranky Bear etc.
 - ▶ Songs
 - ▶ Alliteration
 - ▶ Playing rhyming games

Phonological and Phonemic Awareness

PHONOLOGICAL AWARENESS

Staircase to success



Phonics (letters and their sounds)

Stage 1 - m s f a p t c i

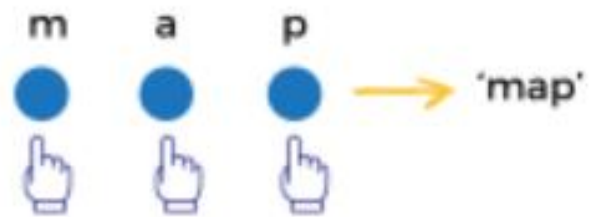
Stage 2 - b h n o d g l v

Stage 3 - y r e q u z

Stage 4 - j u k x w

Phonemic Awareness - Blending and Segmenting

Segment and blend



Connected phonation

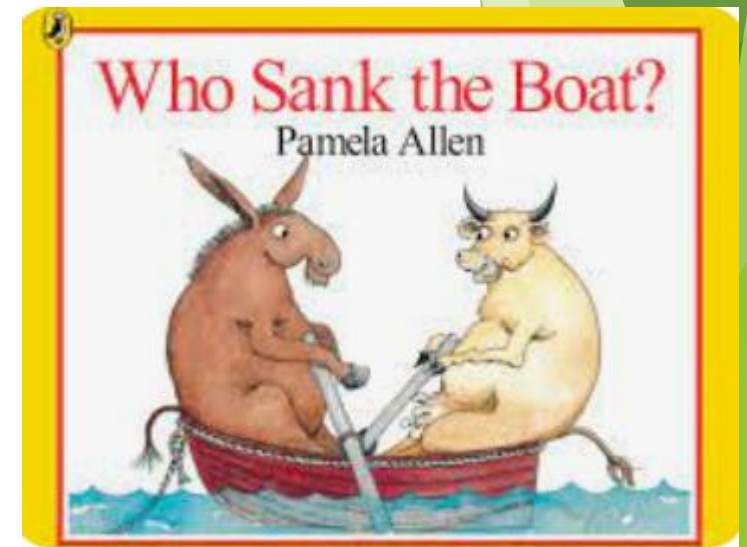
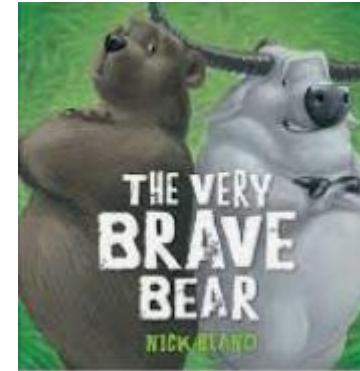


Additive blending



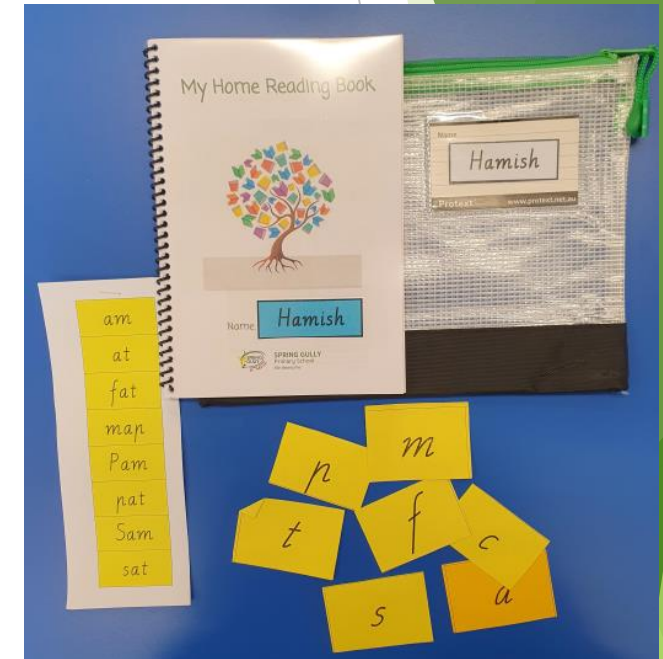
Comprehension & Vocabulary

- ▶ Questions
 - ▶ Who?
 - ▶ What?
 - ▶ Where?
 - ▶ When?
 - ▶ Why?



What you can expect to come home with your child...

1. Sound tiles
2. List words
3. When your child can confidently name each sound and has begun to blend sounds to make words, they will receive a book.
4. Home Reading Book
5. Library book



Home Reading Book -how to:

- Fill out checklist - Your child will have 2 books and each book is to be read 3 times before being changed over.
- Fill out the weekly page by writing in the date, name of the book and a brief comment.
- Until your child has books, please record the story you are reading to them each day (this could be a Library book or a book from home) and include their 'sound practise'.

Little Learners Love Literacy®
Book Checklist

Name: _____

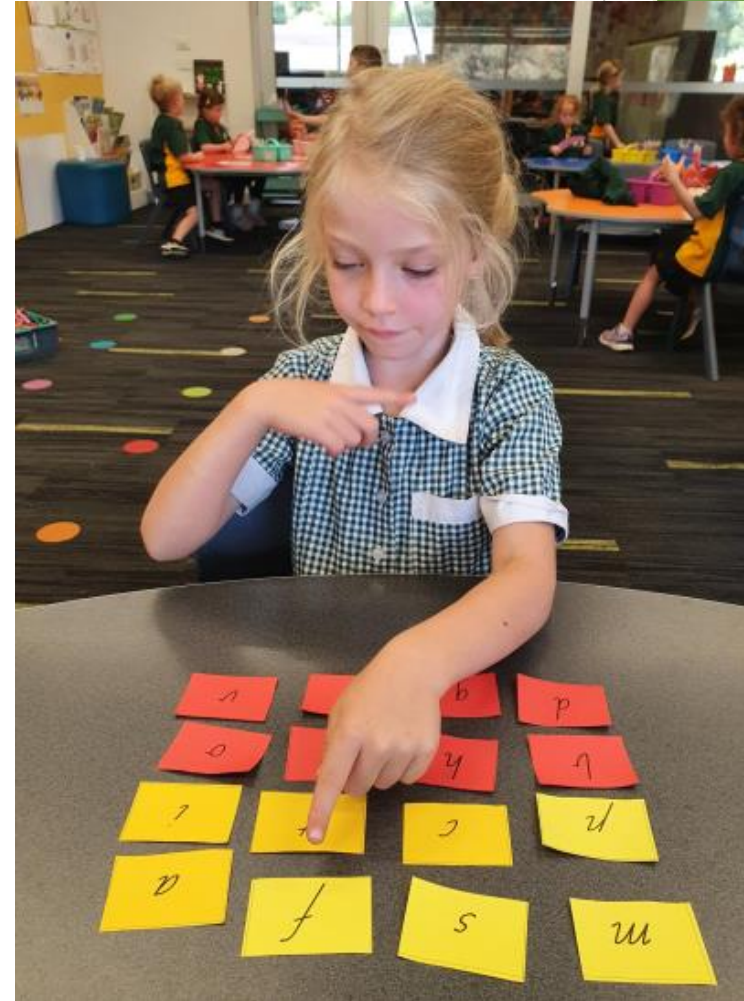
Book Title	First flood	Review	Second flood	Third flood
Pip and Tim Sam, Pip, Tim		😊 😊		
I am Tim		😊 😊		
My cat Tip		😊 😊		
The map		😊 😊		
Sam is it		😊 😊		
The Wiz Kids Tip, Tap, Tip		😊 😊		
Tap, Tap, Tap		😊 😊		
Fip, Fop, Fit		😊 😊		
Is Sam Fit?		😊 😊		
If		😊 😊		
Little Learners Love Literacy The Cat		😊 😊		
Am I Fit?		😊 😊		
My Map		😊 😊		
Tip, Tap		😊 😊		
My Cap		😊 😊		

Week beginning Monday ____ / ____ / 2024

Sound of the Week: p. c. t. i	Monday / Title: Comment:
Heart Word of the Week: the	Tuesday / Title: Comment:
Weekly Comment:	Wednesday / Title: Comment:
	Thursday / Title: Comment:
	Friday / Title: Comment:
	Saturday / Title: Comment:
	Sunday / Title: Comment:

Using the letter tiles

- ▶ Say the sound that each letter makes and do the action
- ▶ Use as flashcards
- ▶ Make words to practise blending



List words and Speed Words



Speed words Stage 3: In the Net!



get	set
leg	yes
net	zag
red	zig
rim	zip



Heart Words

STAGE

1

Heart Words

2



STAGE

3

Heart Words



How to help your beginning reader...

How to enjoy this book

The Little Learners Love Literacy® stories are written for beginner readers. They enable children to practise their phonic skills through reading. Each stage is carefully sequenced to give children confidence and success.

Encourage children to decode (sound out) any unfamiliar words. To do this, children point to each letter or digraph, saying the sounds; for example, *s-t-o-p* or *sh-e-d* then blend the sounds together to say the word.

Encourage children to break long words into syllables. For example, the word *fantastic* has three syllables. Children decode *f-a-n* (read *fan*) then decode *t-a-s* (read *tas*) then decode *t-i-c* (read *tic*). Children then run their finger under the whole word and read *fantastic*.

Teaching focus

Digraphs: **ck sh ch th ng**.

Quack focuses on the digraph *ck* representing /k/. This story has words with one syllable, such as *quack*, words with two syllables, such as *bucket* and *hammock* and a compound word, *sundeck*.

Heart words: These are words that children need to 'learn by heart' as they cannot decode them at this stage. As children develop more knowledge of the alphabetic code, these words will become decodable. Only the new heart words are listed.

Speed sounds: Children point to each sound and read it. Make sure children use pure sounds, that is without an 'uh'. Refer to the Little Learners Love Literacy® Teacher Resource for further guidance.

Questions to talk about: After children have read the book, it is important to talk about the questions and enjoy the story together. These questions help with comprehension and vocabulary. If they wish, children can refer to the book when answering the questions.

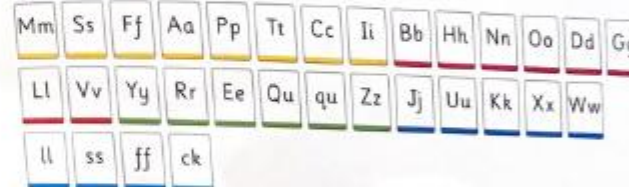
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Speed words: This word list gives children practice reading words with *ck*. Encourage children to use decoding as their strategy until they can read the word automatically. Repeated reading practice will increase fluency and automaticity. When writing, it is important for children to know that *ck* always follows a short vowel sound.

Heart words



Speed sounds



Questions to talk about

- What were Mum and Dad doing on such a hot day?
- Why did Tim run off to the rocks?
- What was the name of the little black duck?
- Find the word that means the same as 'shy'? (timid)
- Why do you think Flapjack came back to Pip and Tim's?



Speed words

quack	deck	rock
luck	quick	black
duck	pick	smack
truck	track	cricket
jacket	hammock	rocket

Developing fluency...

- ▶ Speed
- ▶ Phrasing
- ▶ Intonation



Make it routine

- ▶ Create a routine and read together every day (where possible).
- ▶ Find a quiet, comfortable spot.
- ▶ It's about finding the right time for you and your child. Whether it is just before they go to bed, or first thing in the morning.
- ▶ Do what works for you!
- ▶ If on a particular day your child is tired (early on this will most definitely happen and often towards the end of term) read to them and discuss the book together.

Books

- ▶ The books your child brings home to read, should be easy. Your child should make very few errors and not find the task laborious.
- ▶ We want students to build confidence, have an opportunity to practice reading skills learnt at school and have an enjoyable experience.
- ▶ Students will bring home the same book/s for a number of nights which helps to develop their fluency.
- ▶ Students will be covering new learning at school with their teacher.
- ▶ Continue to read to your child, as well as listening to them read.
- ▶ Discuss the book and any new vocabulary:
 - ▶ Who is in the book?
 - ▶ What is happening?
 - ▶ Where is the story taking place?
 - ▶ Why?

Pause, Prompt, Praise

- ▶ When your child gets stuck on a word, pause. Don't tell them straight away.
- ▶ After a moment, prompt them. Encourage them to use their reading strategies. They could:
 - ▶ Look through the whole word, left to right
 - ▶ Use a finger to segment the words into sounds, syllables or chunks
 - ▶ Blend the sounds they can see
 - ▶ Listen to their own voice, slow their thoughts and think... Does that word make sense?
 - ▶ Ask for help if they don't know
- ▶ Praise them! Even if they got it wrong, congratulate them for having a go.

Recap

- ▶ Decodable readers give students the opportunity to experience success and build confidence.
- ▶ They are reading books which only contain the letters they have already learned in class, which should mean they are not having to guess!
- ▶ They help to build a child's fluency because they are able to decode with greater ease.
- ▶ To check if your child is ready to move to the next level, your child's teacher will be looking for a number of things including:
 - ▶ Recognition of the sounds the next set of letters make
 - ▶ Your child's ability to blend those sounds to read words
 - ▶ Your child's ability to read an unseen text, to ensure they haven't just memorised the book they have been reading for a number of nights.

Comparing children

- ▶ We know this can be tricky not to do but try not to compare one child with another.
- ▶ We all learn at different rates and reading is no different.
- ▶ If you feel that your child is having difficulty or you have questions or concerns please make a time to come and see us! The sooner the better 😊



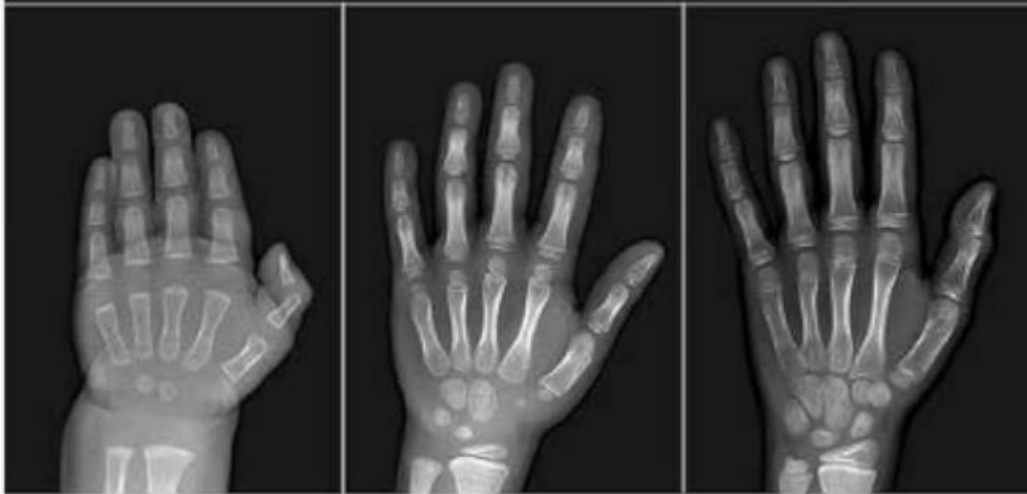
Mathematics

- ▶ There are lots of ways to incorporate Maths learning and language into your everyday activities at home.
- ▶ Measuring, counting, ordering, fractions and making/recognising patterns are just some topics that are easy to cover!
- ▶ It's important for our kids to see the relevance maths has to our everyday lives and the way they can apply these skills.
- ▶ Some suggested activities could include:
 - ▶ counting knives and forks to set the table,
 - ▶ helping to cook read recipes and use cups, spoons and jugs to measure
 - ▶ Playing games that involve location words e.g. under, behind, beside, above etc.
 - ▶ Comparing items to check which one is heaviest, longest, shortest etc. Then ordering these items i.e. from shortest to longest.
 - ▶ Discussing patterns in our environment and identifying the repetitious nature.
 - ▶ Looking for shapes and colours when visiting the playground or driving somewhere.
- ▶ [Numeracy at Home](#)

Fine Motor Skills

SKELETAL DEVELOPMENT OF THE HAND & WRIST


A Radiographic Atlas



NAME WRITING

Focus: Correct formation of the letters in their name


Activity: Help your child to write their name. Encourage them to hold their pencil correctly, and focus on starting each letter from the correct place.



LETTER TRACING

Focus: Correct formation of letters.


Activity: Help your child to place the gems, buttons or beads along the outline of a letter. Focus on beginning at the correct starting place.



PLAY DOUGH LETTERS

Focus: Correct formation of letters

Activity: Encourage your child to roll out long snakes of play dough. They will then use the snakes to form letters. You may like to help them form the letters in their name. Talk about the shape of each letter - eg this letter has a long line down and then a short line across the middle



SAND WRITING

Focus: Pre-writing skills and correct formation of letters.

Activity: using a pop stick, pointer or their finger help your child to copy the patterns or letters from the cards into the sand in the tray.



PAINT BAGS

Focus: Pre-writing skills and correct formation of letters.

Activity: using a soft cotton tip help your child to copy the patterns or letters from the cards onto the top of the paint bag. Take care not to press too hard or a hole may appear!



LACING CARDS

Focus: Hand eye coordination


Activity: Encourage your child to independently thread around the shape using an over/under pattern. Once completed ask them to reverse the stitching until they return to the beginning



STRAW THREADING

Focus: Pincer grip - using the thumb and forefinger together, and hand eye coordination.

Activity: Hold the pipe cleaner in the "helper hand", and use the dominant hand to thread pieces of straw onto the pipe cleaner. Encourage your child to pick up and hold the pieces of straw with a pincer grip



POSTING

Focus: Hand eye coordination

Activity: Help your child to carefully post the straws, pop sticks or match sticks into the holes in the lid of the container. Encourage them to hold the item with a pincer grip (between their thumb and forefinger).



Questions

