


Home Reading

A Parent's Guide



Spring Gully Primary School - 2025

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

Word decoding

The ability to decode and read individual words

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Oral language comprehension

The ability to understand spoken language

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Reading comprehension

The ability to read and obtain meaning from what was read

Figure 1: The Simple View of Reading (adapted from Gough and Tunmer 1986)

Learning to Read

- ▶ Five key concepts:
 1. Phonological and Phonemic Awareness
 2. Phonics
 3. Fluency
 4. Vocabulary
 5. Comprehension
- Plus Oral Language skills

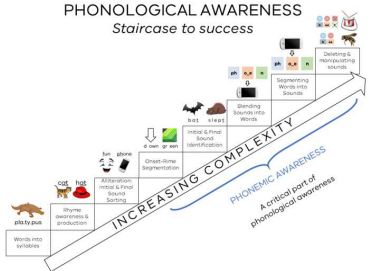


At home

- ▶ 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



INCREASING COMPLEXITY

A critical part of phonological awareness

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
 m a p → 'map'

Connected phonation
 mmm aaa p → 'map'

Additive blending
 m ma map → 'map'

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'.

Using the letter tiles

- Say the sound that each letter makes and do the action
 - You Tube: 'Cued Articulation, Jane Passy - summary of all sounds and handsigns'
- 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	rag
red	zig
rim	zip

Heart Words

STAGE 1
2 Heart Words

I

the The

my My

STAGE 3 Heart Words

he she

we to

do was

How to help your beginning reader...

How to enjoy this book

The **Let's Learn to Read** books are written for beginning readers. They contain pictures to help children understand the words. Each page is carefully designed to give children confidence and success. Encourage children to read aloud to you and to their friends. This helps them to hear the sounds of the words and to see the letters. It is a good idea to read the book together to help the child. Encourage children to read the words on their own. For example, they can read the words on the page and then read the words on the page. Children can use the finger to help them read the words on the page.

Questions to ask while reading

Questions to ask while reading

Questions to ask while reading

Speed words

quick	duck	rock
luck	quick	back
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

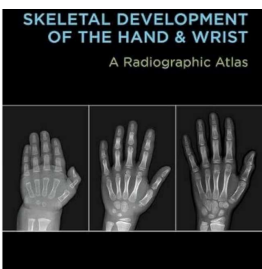
- ▶ We know this can be tricky not to do but try not to compare one child with another.
- ▶ We all learn at different rates and reading is no different.
- ▶ If you feel that your child is having difficulty or you have questions or concerns please make a time to come and see us! The sooner the better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



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



NAME WRITING Aim: Correct formation of letters Ability: Copy and write the name of the child and the teacher. S.C. Control grip	LETTER TRACING Aim: Correct formation of letters Ability: Trace the letters of the name of the child and the teacher. S.C. Control grip
PLAY DOUGH LETTERS Aim: Correct formation of letters Ability: Roll out a piece of dough and use a rolling pin to flatten it. Roll out the letters of the name of the child and the teacher. S.C. Control grip	SAND WRITING Aim: Correct formation of letters Ability: Write the letters of the name of the child and the teacher in sand. S.C. Control grip
PAINT BAGS Aim: Correct formation of letters Ability: Fill a bag with paint and use it to write the letters of the name of the child and the teacher. S.C. Control grip	LACING CARDS Aim: Correct formation of letters Ability: Use a lacing card to write the letters of the name of the child and the teacher. S.C. Control grip
STRAW THREADING Aim: Correct formation of letters Ability: Thread a straw with a string to form the letters of the name of the child and the teacher. S.C. Control grip	POSTING Aim: Correct formation of letters Ability: Post letters into a box to form the name of the child and the teacher. S.C. Control grip

Questions

