

# How can I help my child with Reading?

## Key Stage 1 – Years 1 and 2

- Read to your child as often as you can.
- Help your child to choose books you read together.
- Help your child to tell the story from the pictures in the book.
- Point to the pictures when reading a book.
- Talk about the books you read together and the people, animals or objects in them.
- Choose books about things your child is familiar with as well as fairy tales and stories.
- When you are out, encourage your child to look for words and letters he/she knows.
- Encourage your child to talk about what they have been doing at school.
- Leave books around for your child to read to a doll, a teddy or the cat.
- Encourage your child to look at the pictures to guess what the story is about.
- Tell stories and sing songs in the car, at bath time and at bedtime.
- Buy some books in English as presents.
- Make sure your child sees other family members reading.
- Accept and praise your child's attempts to read and concentrate on all the things they do right.

## **Additional Guidance for Key Stage 2**

### **Year 3-6**

- Encourage your child to choose books you read together.
- Talk about facts and information.
- Read newspapers, magazines and comics with your child.
- Read children's poetry with your child.
- When reading with your child point out new, long or interesting words.
- Make birthday cards/invitations and write messages.
- Continue to tell stories.
- Visit book shops, school book fairs or look at books and magazines in supermarkets  
.(There are more and more available in English).
- Play word games.
- Point out the author's name before reading the book. Look for other book by the same  
author.

## **How will my child be taught to read?**

Reading takes place all day long. Children are taught the skills and strategies they need to decode words during the daily literacy sessions.

In addition your child will have a weekly reading interview with the teacher when they will work in a small group and will focus on what really matters for your child (Literacy Objectives).

Your child may bring home the book they have been working from on that day to practice and to talk about what they have been learning. Your child's teacher will inform you on which day the reading interview will take place so that you know to expect your child to bring home the book.

On any other day your child will be encouraged to choose a book from a range available. Parents can use these along with the guidance for helping your child to read.

Working in partnership with the school and the teacher is the best way to help your child make progress with reading.

## Spelling for Years 2-6

In order to improve the teaching and learning of spelling we shall be using a different approach based on the best practice used in schools.

Your child will be given a different set of spellings every two weeks which follow a particular pattern. For example, words 'ai', 'ay' in them, or 'ou', 'ow'. There will also be an additional word that does not follow the pattern in order to challenge the child.

The spelling scheme we use covers many different levels from simple words to words with more complex spelling patterns. The children will be assessed and the spellings will be provided at the most appropriate level.

It is important to appreciate that children learn best when they are successful and can see themselves making progress.

Research has shown that learning spellings from a list for a test is not necessarily the best method as the children do not use the words they are learning in their everyday work and writing.

Each spelling unit lasts for two weeks. The teacher and the children work together to investigate the spelling pattern. The children will be given a spelling challenge for homework that is directly linked to the spelling work in the unit.

They will be encouraged to work on the challenge at home with the family as well as learn the set of spellings given.

They will be given a spelling test in the form of a dictation at the end of the first week. This makes sure that they can use the words in a sentence. The spellings are given in a meaningful sentence and the other words used are taken from the National Literacy Strategy and also take into account words taught previously.

The spellings are marked with a '✓' but other correct words will be marked with a '●'. We will be looking for consistency of the correct spelling of the other high frequency words.

Your child will continue over the second week with learning spellings from the unit. At the end of the second week they will be tested again and we would expect each child to improve on their **own score** or at least maintain the score from the previous week.

Parents will be able to see for themselves the progress their own child is making as well as the other words they use to put the spellings into meaningful sentences.

You can help your child by supporting them with their homework challenge and also the spellings from the unit like this:

- |              |   |
|--------------|---|
| <b>LOOK</b>  | <b>at the word</b>                                  |
| <b>SAY</b>   | <b>the word</b>                                     |
| <b>COVER</b> | <b>the word</b>                                     |
| <b>WRITE</b> | <b>the word</b>                                     |
| <b>CHECK</b> | <b>the word; is it correct? If not start again.</b> |

The most important thing is that your child makes progress. The method we use is based on research and the best practice. Children make progress when they are successful and they have to work hard at what they learn. If they make too many mistakes they will lose confidence and interest. It is important therefore to make sure that the spellings are at the right level for the child otherwise, if they are too easy, they will get bored, and if they are too difficult, they will not make progress.