

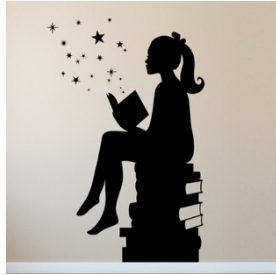
Grampond Road Church of England  
Primary School

# Reading at Home



**A parent guide**

# Using this booklet



This booklet has been designed to support you in helping your child with reading at home. It aims to provide you with clear information about learning to read and how you can help your child make progress.

Our prime approach to reading is through teaching phonics and for this we use the highly acclaimed Read Write Inc. scheme developed by Ruth Miskin.

Further information can be obtained by visiting <http://www.ruthmiskin.com> and clicking on the 'parent' tab across the top for great ideas and information about how to support your child at home.

Another good link is the <https://www.oxfordowl.co.uk/for-home/advice-for-parents/> where you can find a section called 'Learning at home' which has free books to read and ideas and tips on how to help your child in reading and other curriculum areas.

As well as the information contained throughout this booklet it is important that children develop their enjoyment of reading and continue to see other members of their family reading.

If you have any further questions, please feel free to approach a member of staff.



## Red Words

These words do not fit the sound rules and are called irregular. We call them **Red** words and children learn to read them on sight.

<b>what</b>	<b>all</b>	<b>no</b>	<b>we</b>	<b>so</b>
<b>to</b>	<b>me</b>	<b>call</b>	<b>her</b>	<b>there</b>
<b>want</b>	<b>go</b>	<b>old</b>	<b>some</b>	<b>one</b>
<b>I</b>	<b>the</b>	<b>my</b>	<b>you</b>	<b>said</b>
<b>your</b>	<b>are</b>	<b>be</b>	<b>he</b>	<b>does</b>
<b>who</b>	<b>were</b>	<b>any</b>	<b>where</b>	<b>two</b>
<b>love</b>	<b>many</b>	<b>here</b>	<b>once</b>	<b>talk</b>
<b>could</b>	<b>thought</b>	<b>great</b>	<b>son</b>	<b>water</b>
<b>there</b>	<b>their</b>	<b>come</b>	<b>watch</b>	<b>brought</b>

There are lots more than this to learn. Look out for them in your RWInc books when you bring them home.

## Reading at home

### DO...

- keep reading time relaxed, comfortable and enjoyable.
- find a quiet place and ensure the television is turned off.
- make it a special time together.
- establish a routine in the day and read for 10-20 minutes.
- encourage your child to hold the book themselves.
- encourage your child to point to the words as they read them. Point with them until they can do this themselves.
- reward any reading with praise.
- talk about books, covers, stories, any written words around the house/ environment.
- encourage use of 'Fred Talk' to work out unfamiliar words (Fred talks in sounds, Fred says c-a-t, we say cat)
- join your local library together and use it regularly. Watch out for storytelling events and the summer reading challenge.
- encourage respect for books and model how to look after them.



### Try To Avoid...

- correcting too quickly or too often.
- making reading a stressful experience. If it starts to become negative, put the book away and try again tomorrow.
- letting your child struggle. Let them have a try but if they cannot read a word, read it for them and allow the story to continue to keep the enjoyment and interest level high.
- getting worried or frustrated with slow progress.
- rushing reading. Read one or two pages well rather than a whole book in a rush.

## Home Reading Books

To begin with, all of our reading books are colour coded.

As your child progresses through RWInc they will be assessed for their suitability to be an **Accelerated Reader (AR)**.

This will mean taking a **Star Test** and if they achieve this they will begin on AR books set by their ability in the Star Test.

They will be given a 'Range' such 0.6-1.6 and children will choose from within this range for books that are suited to their developing ability.

They will read a book several times and show understanding before taking a quiz on an ipad. The outcome will be a percentage, with 60% or above being a good outcome.

### A Guide to Expectations in Reading

Expected progress by Year	RWInc Books
FS2	Ditty reading sheet
FS2	Red
FS2/Year 1	Green
FS2/Year 1	Purple
Year 1	Pink
Year 1	Orange
Year 1/Year 2	Yellow
Year1/Year 2	Blue
Year 1/Year 2	Grey
Year 2	Graduate

## Questions for Exploring



Here are some questions that you could use with your child. Pick one or two that seem relevant to your child's age, ability and interest in their book. Keep it fun and use it to enhance their enjoyment of what they have read rather than as a test.

<p><b>Style</b></p>	<p>What type of book is this?          Have we read a book like this before?          What other story is it like?          What do you think it will be about?          What is the title?          Are there pictures?</p>
<p><b>Setting</b>          Where?          When?</p>	<p>Where is the story set?          When does the story take place?          What time is the story set in?          Can you describe the setting of the story?</p>
<p><b>Character</b>          Who?</p>	<p>Who are the characters in the story?          Who is the most important character in the story?          Who is telling the story?          Were there any characters that you didn't like?          Why does that character behave in that way?</p>
<p><b>Plot</b>          What?</p>	<p>What do you think might happen next?          What are the main events in the story?          What is the problem in the story and how is it resolved?          What was your favourite part of the story?          What was the most exciting part of the story?</p>
<p><b>Theme</b></p>	<p>What is the main idea/them/moral of the story?</p>

## Common Exception Words

There are words that Year 1 and 2 children need to know by the end of the year. These are called common exception words and they are words which the children use regularly for reading and writing. We have included a list so that you can encourage your child to recognise them when reading and this will help them to write them once they are familiar with the spelling.

Year 1 Common Exception Words			Year 2 Common Exception Words		
a	love	the	after	everybody	old
are	me	there	again	eye	only
ask	my	they	any	fast	parents
be	no	to	bath	father	pass
by	of	today	beautiful	find	past
come	once	was	because	floor	path
do	one	we	behind	gold	people
friend	our	were	both	grass	plant
full	pull	where	break	great	poor
go	push	you	busy	half	pretty
has	put	your	child	hold	prove
he	said		children	hour	should
here	says		Christmas	improve	steak
his	school		class	kind	sugar
house	she		climb	last	sure
I	so		clothes	many	told
is	some		cold	mind	water
			could	money	who
			door	most	whole
			even	move	wild
			every	Mr	Mrs
					would
Additional Letters and Sounds Tricky Words					
into	her	out	oh		
	all	when	called		
		what	their		
		have	looked		
		like	asked		
		little			
<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>		