

What will your child bring home and how can you help?

1) **A practice book – listen to me read**

This book has been carefully matched by your child's class teacher. Your child should read this book at a 90-95% accuracy. You must let your child read this to you independently; you can encourage them to segment and blend words, if they struggle. You might think that the book is too easy, but do not worry – it is perfectly matched with the sounds your child is learning at school.

2) **A sharing book – read with me**

This book is for you to enjoy with your child. This is their book for pleasure that they have chosen from the school library. This book may be challenging, that is okay. You might think that this book is too hard, but do not worry – it is a “sharing” book and has been selected by your child to read for pleasure.

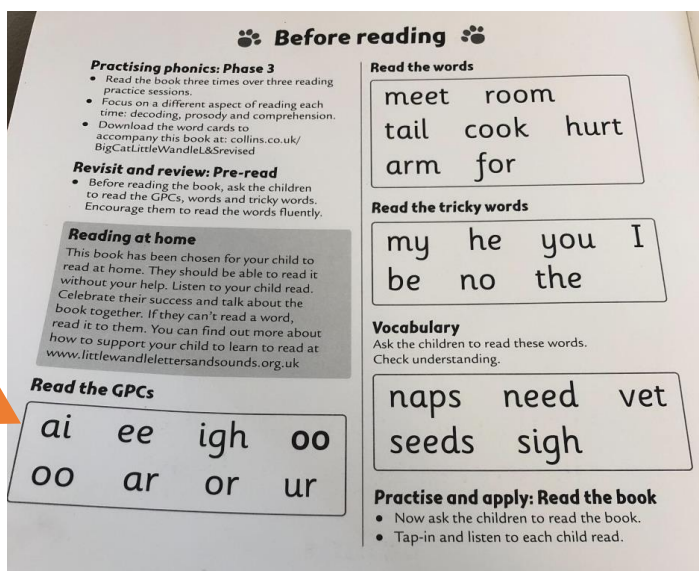
How can I support my child with the books they bring home?

1) **The practice Book**

Before your child begins reading, ask them to read the **GPC's**, words and tricky words. Encourage them to read the words fluently. They should be able to sound these out accurately.

In the back of the book, there is a suggested structure for supporting your child. I suggest using the following daily structure:

Day 1: Check your child can read the sounds in the front, then read the text through once.



Day 2: Complete the Read 1: decoding exercise

Read 1: Decoding

- Focus on the words with long vowels, beginning on pages 2 and 3. Ask the children which word has the /ee/ sound (*meet*) and which has the long /oo/ sound. (*room*)
- Ask the children to find the two letters that make each of these sounds on pages 10-12: /ee/ (*seeds*), /igh/ (*sigh*), /or/ (*for*).
- Challenge the children to find words with the long /oo/ or short /oo/ on pages 6-8. (*cook, food, good*) Ask the children to read the words aloud.

Day 3: Prosody (*reading with rhythm and expression*) section. Here is where you model reading with expression. Choose a double page spread to read, then ask your child to read it back to you in the same way focussing on the expression. Finish with the check question under the prosody section.

Read 2: Prosody

- Choose two double page spreads and model reading with expression to the children. Ask the children to have a go at reading the same pages with expression.
- Discuss how the girl is feeling and show the children how you look out for exclamation marks to help you read with expression.

Day 4: Complete the comprehension section. For every question be sure to ask the children how they know the answer.

Read 3: Comprehension

- For every question ask the children how they know the answer. Ask:
 - On page 5, why has the girl opened a dressing up box? (*she wants the dog to dress up for different jobs*)
 - On pages 8–9, whose arm did the dog hurt? (*the bear's*)
 - On pages 10–11, what has the girl been doing? (*planting seeds*)
 - What sort of book is this – a story or non-fiction? Why do you think this? (e.g. *a story because it has illustrations and not photos; a story because there are no facts or labels*)

2) The sharing book

Sit with your child and read it together: read a page at a time, switch and take turns etc. Support your child with any tricky words, encouraging them to use their phonetic or spelling rules to help. Share in the story and share the experience of reading together!

3) More useful information

On our school website, under your child's class page, you will find recommended reading lists as well as handy question stems to promote discussion around reading.

For more information on how to promote a love of reading at your home read our 'Grow a Love of Reading' blog on our website. This can be found on the curriculum page under 'Reading Blog' star. <https://www.margaretwix.herts.sch.uk/reading-blog/>

Please do get in touch with us if you require any support with helping your child master reading.

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