





Reading and your child - at school and at home

Teaching Reading

In school, reading written words (decoding) is taught by **phonics**.

Phonics is how the **sounds** in spoken words link to **letters** in written words.

'sh' 'i' 'p'
ship =    

Children are taught to **sound out** and **blend the sounds** to read new words.

Children talk about the books they read.
They think about what is happening and ask what new words mean.


Learn: Children read aloud to the teacher.
The words, sentences and books have the letter-sounds they are working on in class.



Practising Reading

Children practise by reading aloud.
This **improves** their reading and **builds confidence**. Rereading text **supports fluency**.

Listen to your child read aloud.
For new words, your child will **look** at the letters and letter groups.
They will then **sound them out** from left to right to read the words.

f ff ph 
Help your child if needed.

Talk with your child about the content of the books.
Talk about what is happening and what any new words mean.

Practice: Children read aloud to a parent/carer.
The words in the book have the letter/s and sounds already introduced in class.



The World of Books

Children enjoy listening to books that they might not be able to read by themselves **yet**.

Reading books aloud to children helps them to learn about themselves and other people.

They can step into a world that is different from their own.



Read lots of different types of books to your child. You can borrow books from your local library.
Talk about the books you share together.

Experience: Children hear lots of different stories (fiction) and poems, and also enjoy books with facts (non-fiction).



Reading to Learn

Children learn about the world around them from books and other texts.

Books teach children about different subjects such as history or science.

Books help children to find out about the world around them.



Teachers **share** books and texts that are right for the child's age or level of understanding.

Knowledge: Children find out facts and information even if they are not able to read the books themselves **yet**.



Reading Purpose and Choice of Texts for Beginner and Developing Readers

A parallel approach based on The Simple View of Reading – Children experience all four strands at the same time

Teach to Read

Systematic Synthetic Phonics
– cumulative instruction in
alphabetic code, decoding
words, sentences and texts.

Primary Focus:
Letter/s-sound links
Blending
Decoding
Fluency

Complementary Focus:
Meaning
Vocabulary
Language

Cumulative texts matched to
the *current* letter/s-sound
links studied in class.

Matched texts and
decodable books.



Build Fluency

Children read aloud
independently with adult
support as required.
Texts are read and reread.

Primary Focus:
Recognise letter/s-sounds.
Practise blending.
Work towards automatic
word recognition.

Complementary Focus:
Discuss content:
meaning
new words
about the story / book.

Texts matched to the current
letter/s-sounds
and/or text lags behind the
letter/s-sounds
studied in class.

Matched texts and decodable
books supplied by school.



The World of Books

Adult reads many books aloud
to the child or children.

Primary Focus:
Sharing our humanity in a
world of diverse cultures.

Complementary Focus:
Promoting an appreciation
of literature.

Content is age appropriate,
and the language used is
slightly above the children's
level of spoken language and
understanding.

A wide range of books –
stories, poems and
non-fiction.



Read to Learn

Adult leads and models the
reading - children participate
as appropriate:
individual / group / class.

Primary Focus:
Access to the wider
curriculum.
Knowledge and
understanding of the world.

Complementary Focus:
No child left behind
intellectually.
Supportive of self-esteem.

Content is age appropriate,
and the language used is
slightly above the children's
level of spoken language and
understanding.

Any books and texts - may or
may not be decodable.

