

Framwellgate Moor Primary School



Reception, Year 1 and Year 2

READING PARTNERSHIP - READING TOGETHER

This leaflet is designed to remind parents about the approaches towards learning to read that we use in school. We believe that a partnership between home and school leads to the best progress being made by your child. Experience has shown us that if a parent supports a child through regular reading at home, then a child's confidence and skill in reading is improved. This is equally true for a child who is beginning to read and for one who is reading fluently.



HELPFUL HINTS WHEN READING AT HOME!



- Make sure that atmosphere is relaxed, happy and without distractions.
- Keep the reading session short and regular.
- Look at and discuss the characters, pictures and story. Ask your child what has already happened in the story and what is going to happen next.
- Make sure your child enjoys the time you read together.
- Always give your child plenty of praise and encouragement.

READING PARTNERSHIP

At Framwellgate Moor Primary School we ask your child to take his/her book home on a regular basis. We provide Reading Record books and ask you to make comments regularly about your child's reading experiences. A few times a week if possible please!

If your child takes home a reading book, which seems easy it may be to build confidence in known vocabulary or have been chosen by your child for pure enjoyment.

If you are concerned about your child's reading, please do not hesitate to contact us. The ultimate aim is that your child is a fluent, confident reader who gains maximum enjoyment from their reading.

Remember reading is great fun!



Enjoy your Reading Partnership!

BEGINNING TO READ

RECEPTION

After a few weeks in school, your child will bring home Jolly Phonics sound sheets each day (completed in school) and a sounds/handwriting book (to be completed at home). At some point in the second half of the Autumn term, they will bring home a Reading book (containing only pictures to start with). Although these early books contain only pictures, they are vital in developing your child's self-confidence and language development. Your child will readily identify with the characters and the stories focus on familiar situations. Please talk about these stories with your child. The books will be exchanged on a regular basis. Over the year, your child will then begin to bring home further phonics work to practice and extend, "tricky" words to learn, and books with simple text. Please practise the phonics and words, read together with your child, talk about the stories, and record what is read in the Reading Record books.

The whole family can help to develop your child's interest in reading by sharing reading experiences together via books, magazines, newspapers, recipes, shopping lists, invitations, birthday cards etc. They can also help by pointing out familiar captions, notices, words and labels which are encountered in every day life e.g. ENTRANCE, EXIT, LADIES, GENTS, IN, OUT etc. This enables your child to learn that the written word conveys meaning.

Every Wednesday your child will bring home a library book. This is not related to our reading scheme. It is simply to be a shared reading experience between you and your child.

Parents are invited to a phonics workshop in September which is led by our Reception teachers.

YEARS 1 and 2

In Years 1 and 2 children will continue to work on developing and increasing their phonic and reading skills. In Y1 and Y2 your child will bring home reading scheme books with the hope that you will read every night. These books should be returned to school and new books will be sent home as soon as they are finished.

You can help by reading the books at home together. Please leave comments on how your child has tackled the book in their Reading Record book. Your child will continue to bring home a library book on a regular basis for extra reading enjoyment. These will be free choice and so may be simple enough to read independently or maybe enjoyed together, or read by a parent. At present, the library is open on a Monday, Wednesday and Friday for your child to visit.

PHONICS

Reception - Year 2

Phonics is a vital element of learning to read. Having a secure knowledge of the key phonemes (sounds) will ensure that your child can tackle new words.

The skills of blending (putting phonemes together) and segmenting (breaking down words into phonemes) support this process.

These are the phonemes your child should be confident with by the end of Year 1. They will be reviewed in Year 2 to consolidate learning.

Phonics Checklist

Phase 2		Phases 3		Phase 5	
s		j		ay	day
a		v		ou	out
t		w		ie	tie
p		x		ea	eat
i		y		oy	boy
n		z, zz		ir	girl
m		qu		ue	blue
d		ch	chip	aw	claw
g		sh	shop	wh	wheel
o		th	thin	ph	photo
c		th	then	ew	new
k		ng	ring	oe	toe
ck		ai	rain	au	Paul
e		ee	feet	a_e	make
u		igh	night	e_e	these
r		oa	boat	i_e	dive
h		oo	boot	o_e	home
b		oo	look	u_e	rule
f, ff		ar	farm		
l, ll		or	born		
ss		ur	hurt		
		ow	cow		
		oi	coin		
		ear	dear		
		air	fair		
		ure	sure		
		er	corner		

These are the words your child should be able to read without the need for decoding (sounding out) by the end of Year 2. Ideally children should also be able to spell the majority of these words by the end of Year 2.

High Frequency Word Checklist

Phase 2		Phase 3		Phase 4		Phase 5	
a		will		went		don't	
an		that		it's		old	
as		this		from		I'm	
at		then		children		by	
if		them		just		time	
in		with		help		house	
is		see		said		about	
it		for		have		your	
of		now		like		day	
off		down		so		made	
on		look		do		came	
can		too		some		make	
dad		he		come		here	
had		she		were		saw	
back		we		there		very	
and		be		little		oh	
get		me		one		their	
big		was		when		people	
him		you		out		Mr	
his		they		what		Mrs	
not		all				looked	
got		are				called	
up		my				asked	
mum		her				could	
but							
put							
the							
to							
I							
no							
go							
into							

Tricky Words are in bold

Next 200 Common Words in order

water		find		live		fun		better	
away		more		say		place		hot	
good		I'll		soon		mother		sun	
want		round		night		sat		across	
over		tree		narrator		boat		gone	
how		magic		small		window		hard	
did		shouted		car		sleep		floppy	
man		us		couldn't		feet		really	
going		other		three		morning		wind	
where		food		head		queen		wish	
would		fox		king		each		eggs	
or		through		town		book		once	
took		way		I've		its		please	
school		been		around		green		thing	
think		stop		every		different		stopped	
home		must		garden		let		ever	
who		red		fast		girl		miss	
didn't		door		only		which		most	
ran		right		many		inside		cold	
know		sea		laughed		run		park	
bear		these		let's		any		lived	
can't		began		much		under		birds	
again		boy		suddenly		hat		duck	
cat		animal		told		snow		horse	
long		never		another		air		rabbit	
things		next		great		trees		white	
new		first		why		bad		coming	
after		work		cried		tea		he's	
wanted		lots		keep		top		river	
eat		need		room		eyes		liked	
everyone		that's		last		fell		giant	
our		baby		jumped		friends		looks	
two		fish		because		box		use	
has		gave		even		dark		along	
yes		mouse		am		granddad		plants	
play		something		before		there's		dragon	
take		bed		gran		looking		pulled	
thought		may		clothes		end		we're	
dog		still		tell		than		fly	
well		found		key		best		grow	