Supporting Your Child's Reading Development

Home Reading Books

- Your child has brought home their first home reading books. Please do not be alarmed that there are no words in them!
- Your child will bring books with words home as they are introduced to more sounds in their phonics sessions and learn how to blend sounds to read words.

Books Without Words

- The first step to reading is to know how to hold a book, the direction to turn pages and how to use the picture cues to understand the story.
- First have a good look at the pictures and talk about what can be seen in the pictures.
- Model to your child how to *tell* the story e.g. *A little girl was walking through the woods. She saw a red cape on the ground.*
- For more information about wordless books please watch the video at the link below:
- https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabBooksComingHome

Sharing Books

- Alongside their Little Wandle Phonics book, your child will bring home a sharing book.
- This is a book your child has chosen for you to read together. They will not be able to read this book on their own.
- You can read and talk about the book together. You can chat about the pictures, talk about what might happen next or even make up voices for the different characters.
- For more information on the different types of books, watch the video called ‘Supporting your child with reading at home’ at the link below:

https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabBooksComingHome

What is Little Wandle?

- Little Wandle is a well regarded scheme for the teaching of phonics, known for getting children off to a strong start.
- Children learn the sounds of letters (phonics) and then learn to blend them together to read words.
- Children also learn to break down (segment) words into individual sounds to write.
- All children have been assessed and placed in groups based on their phonics assessment.
- Children are taught phonics everyday in reception by the teacher.
- Children are read with three times a week by a teacher or teaching assistant.

Pronunciation of sounds

- Children are taught to recognise the sounds that letters and groups of letters make; we call this phonics.
- We ask children to make the sound a letter makes and not the letter name e.g. the letter ‘m’ would make the ‘mmm’ sound not ‘em’ or ‘muh’.
- Watch the videos ‘Phase 2 sounds taught in Reception’ at the link below to see how the sounds are pronounced:

- https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnametabSupportForPhonics

Blending oral sounds

- The first step in reading is to be able to blend sounds orally. This means listening to the individual sounds (phonemes) in words and being able to hear the word as a whole e.g.

"c – a – t" → cat

"f – i – sh" → fish

- We call the smallest unit of sound in speech a phoneme.
- The words 'cat' and 'fish' both have 3 phonemes.

Games to help with oral blending

- 1. Give Instructions

Give your child instructions in sound-talk
e.g. *It's b-e-d bed time! Let's go out to p-l-ay play!*

- 2. Use a puppet or toy

Pretend a puppet or toy is shy and can only speak in sound-talk.
He says he wants to j-u-m-p. What does he want to do?

- 3. Say something wrong

For example:
'This is my s-o-ck' as you put on your coat. The children will soon correct you!

- 4. Hide simple items in a sound box

In my box I have a …. d-o-g. When your child says dog, pull out the dog to reward them.
Repeat the sounds and say the word together.

- 5. Play 'I Spy' using sound-talk

I spy with my little eye a… b-a-g.
Invite your child to say the sounds, say the word and find the object.
If they can, it is their turn to spy something.

Blending Written Sounds (Graphemes)

- Once a child can blend sounds orally they will be able to move on to blending sounds in their written form (grapheme).
- We call letters or groups of letters that represent a sound a grapheme.
- The first letters your child will be taught are: s a t p i n
- For more information on blending written sounds, watch the video ‘How we teach blending’ at the link below:

https://www.littlewandlelettersandsounds.org.uk/resources/forparents/#tabnametabHowWeTeach

How often should I listen to my child read?

- Pupils will take a Little Wandle Phonics book home on Thursdays, they will keep the book until the Tuesday when they need to return it to school.
- These books should be read by the child, to an adult, every day the book is at home, if possible.
- Children will also bring home a sharing book. These will be changed on a Thursday.
- Try to incorporate reading into a daily routine. Bedtime is often a good opportunity to settle your child and enjoy the closeness of sharing a book.

Top Tips

- Make sure you and your child are comfortable.
- Make sure your child holds the book and takes control of turning the pages.
- First look at the front cover and discuss the picture and title – What might the book be about? Is it a story (fiction) or an information book (non-fiction)? Identify the author and if relevant, the illustrator.
- Look at the picture cues on each page – this will help your child to have vocabulary in their head that they may then encounter.
- Ask your child to use their ‘pointing finger’ to track the words on the page.

More Top Tips

- If your child can read the words they encounter then they should be encouraged to do so without sounding out, however, if your child does not recognise the words they should sound them out and then blend the sounds together.
- At the end of a sentence your child should go back to the beginning of the sentence and try to read it fluently by reading each word without sounding out.
- Make sure you are patient and give plenty of praise for effort!
- Make sure you ask questions throughout the book to support your child's reading comprehension – it is important that your child understands and can talk about what they have read.

Reading *to* your child

- Continue to read to your child as well as listen to them read.
- There is enormous value in reading stories to your child. It helps them to:
  - Understand story structure and characters
  - Widen their vocabulary
  - Develop their imagination
  - Build general knowledge
  - Enjoy books and reading
  - Improve concentration
  - Relax

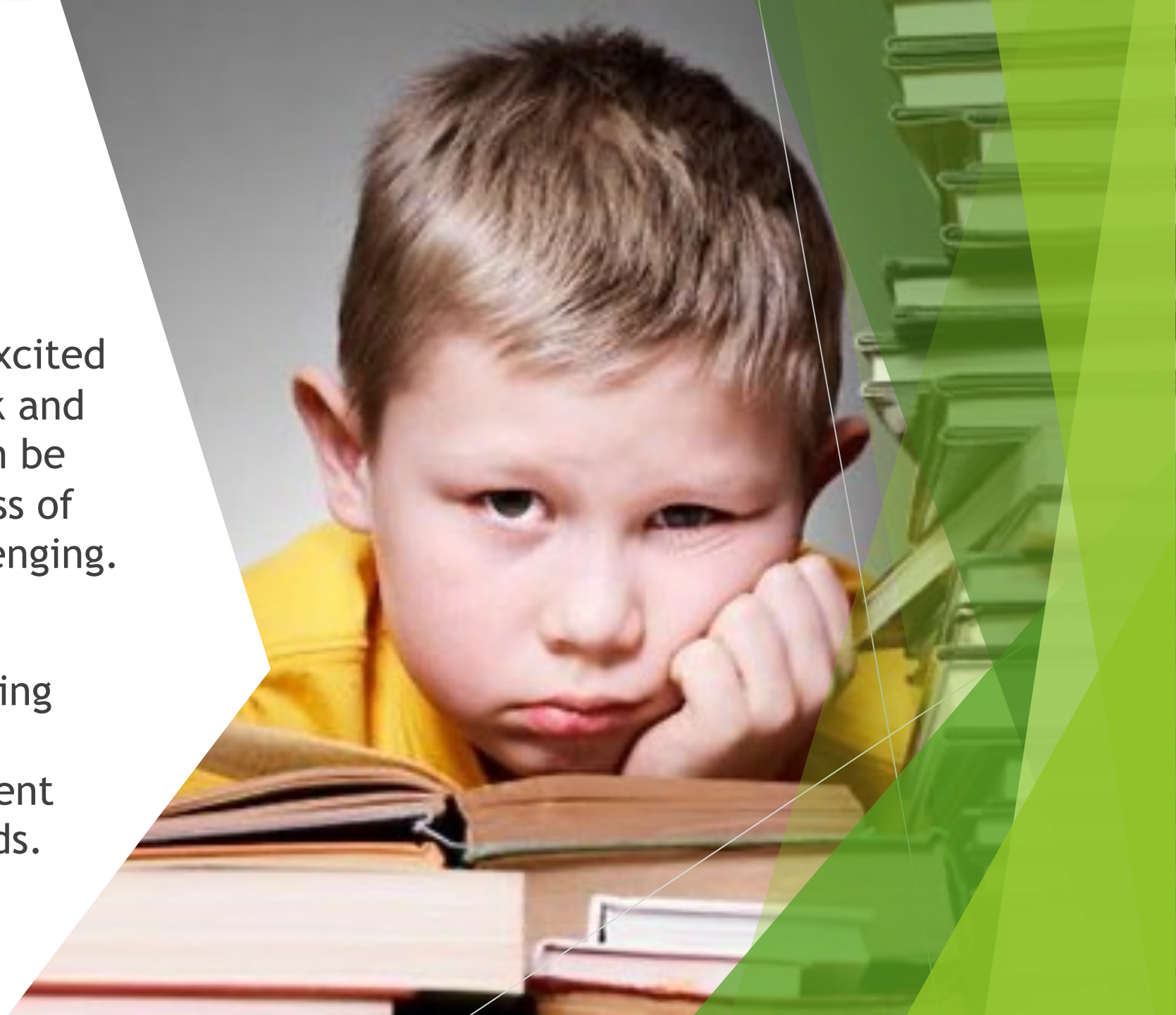
You're never too old,
too wacky, too wild,
to pick up a book
and
read to a child.

-Dr. Seuss

CHILDREN'S MOVEMENT Florida

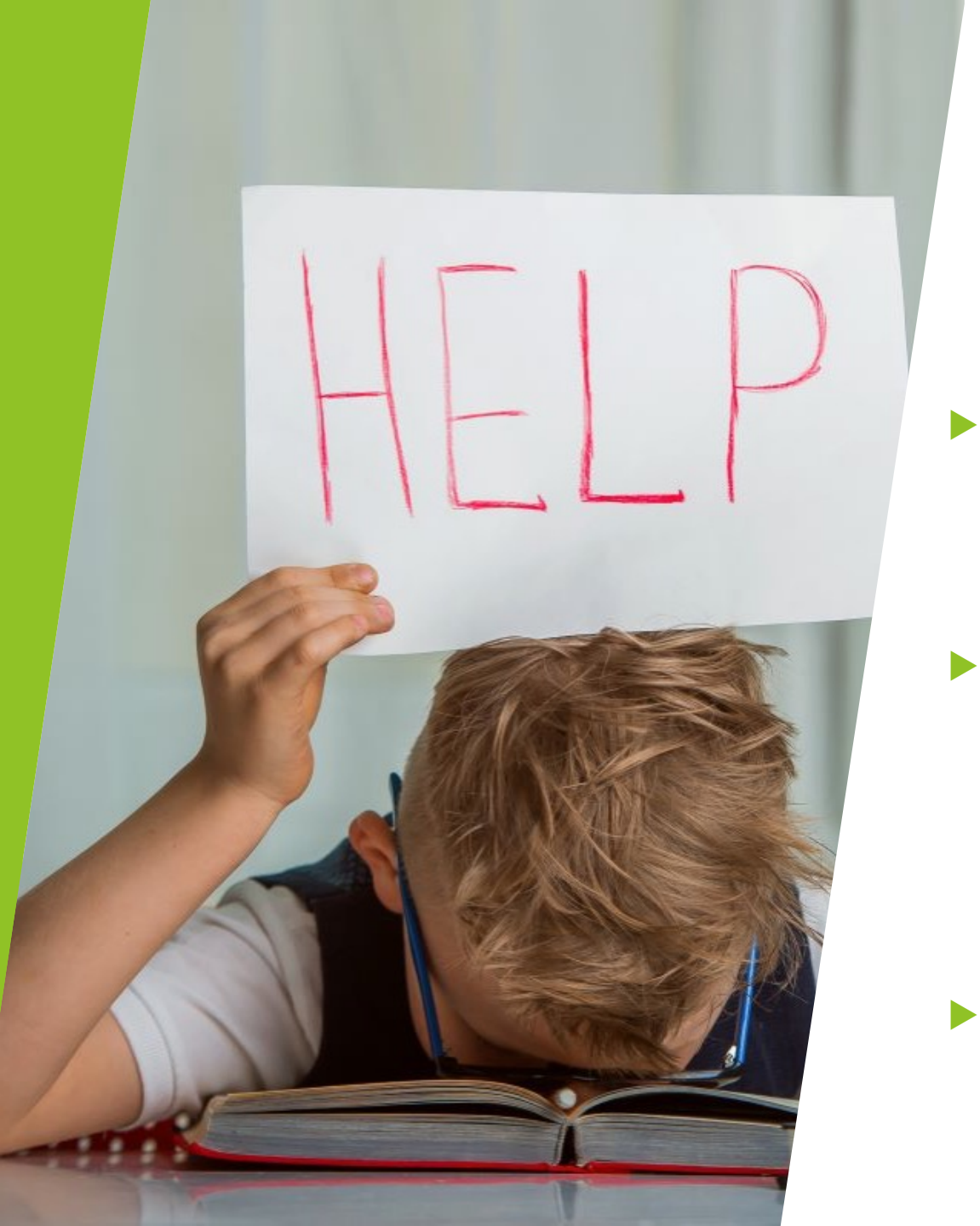
Reluctant and Struggling Readers

- Whilst many children are excited to have a new reading book and to learn to read, others can be reluctant or find the process of learning to read very challenging.
- Don’t panic!
- Reading is not a race! Reading fluently is the end aim but children get there in different ways and at different speeds.



Reluctant Readers

- The trick is to motivate your child to read through their interests. A child with an interest in dinosaurs is much more likely to want to read books on the theme of dinosaurs.
- Reading comes in many forms and doesn't have to just come from books: try magazines or comics or instructions to build a model or bake a cake.
- Why not try building a reading den filled with cushions, blankets, teddies and a torch!



Struggling Readers

- Don’t worry, if your child is struggling to read, we will work together to support them.
- Children are assessed half-termly and children who are making less than expected progress are quickly identified and steps put in place to support them in school.
- School will keep you informed on your child’s progress and what you can do to help at home.