

FAQ

What if my child can't read some of the words?

Just say the word to keep the meaning of the story or quietly say the first sound and see if your child can predict what the word is. Don't ask your child to sound out all the words as this doesn't always work particularly with small common words such as 'the', 'said' and 'you'. If in doubt, always give your child the word.

What if my child makes a mistake?

If the 'mistake' makes sense, let your child continue reading. The mistakes that matter are the ones that don't make sense. The most important thing about reading is that the meaning is clear.

Should I cover up the pictures?

NO! Encourage your child to look closely at the pictures to help them with their predictions. (We often ask children to look at all the pictures before they begin to read the words so that they know what the story is about.)

What if my friend's child seems to be reading a harder book?

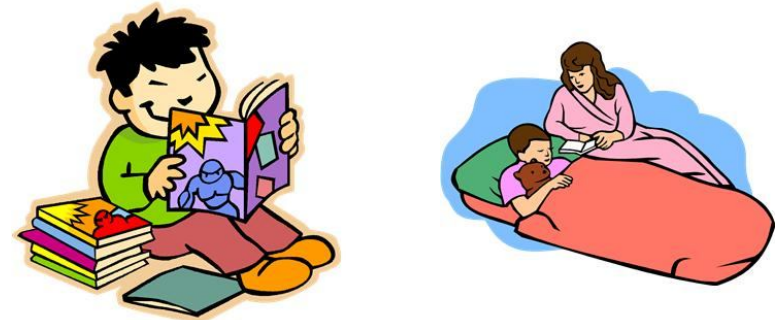
It is normal to be concerned about your child's progress but please remember that children develop at different rates. Learning to read is not a race! For some children learning to read will seem to happen easily and quickly. For others more time and support will be needed. For all children praise, encouragement, reassurance and pleasure are the vital factors towards becoming a confident reader.

If you have any queries about your child's reading book or you want further advice on how to help your child with their reading, the class teacher will be happy to help.



Christ Church Charnock Richard C.E. Primary

Home / School Reading Guidance For Parents



How is reading taught at school?

At Christ Church Charnock Richard C.E. Primary we follow the Foundation Stage Curriculum and the Renewed Framework for Literacy to teach reading. Children are taught the key skills of reading through whole class Shared Reading, through small group Guided Reading sessions and by listening to them read individually.

Phonics

In the Foundation Stage children are gradually introduced to new sounds and the letters to write the sound. Children begin to blend them to make simple words e.g. s-a-t blends to make *sat*.

This approach continues throughout KS1 until all of the phonemes are taught, ready for blending and spelling.

Keywords

There is a list of keywords that pupils should know by the end of Foundation Stage, Year 1 and Year 2. These keywords are sometimes known as 'sight words' i.e., pupils should know them on sight, without the need to blend. You may see these words sent home for practising.



How can I help my child at home?

- Let your child see you reading
- Share books together at bedtime or any other time!
- Point out print that is all around us: street signs, labels, posters, newspapers, comics, etc
- Involve your child in writing - cards, shopping lists, notes, text messaging, thank you letters, etc
- Show your child how to find things out by reading - TV programmes, recipes, telephone numbers, etc
- Play sound games like "I Spy". (Children learn a lot about words, letters and sound through these simple games.)

Remember:

- *Make reading a pleasure.*
- *Praise your child's efforts*
- *Talk about the pictures*
- *Talk about what may happen in the story.*
- *Stop when they have had enough.*
- *Bring stories to life with lots of expression and silly voices.*

LEARNING TO READ SHOULD BE MUCH WIDER THAN JUST
PLOUGHING THROUGH READING BOOK AFTER READING
BOOK!



School Reading Programme

From Foundation Stage to Year 3, School Reading Books are organised into bands according to the ability of pupils. Within each band are a variety of published schemes including fiction and non-fiction books. From Year 3 onwards, Reading Books are organised by Year Group. The purpose of a School Reading Book is to practise skills learned and gain confidence, therefore **pupils should be able to read approx, 95% of words in their reading book**. A school reading book should not be challenging—more challenging texts are met in Guided Reading.

There is no set rule about how long a pupil should have a book, or how many times it should be read, but it is unlikely books will need changing more than twice per week if it has been shared, talked about, etc.

As the school and PTFA have invested considerable funds into the School Reading Scheme, we ask that you ensure all reading books sent home are looked after and kept in your child's reading book bag. Please avoid placing anything else in the reading book bag e.g. snacks/pencil case, as this can damage the book. We will ask parents to make a nominal contribution of £5 for any lost or damaged books,