

Questions you could ask your child:

These are just some ideas that you could use to talk about the story/book you/they are reading.

Can you spot the letter .... ?

Can you spot the word .....

Can you find me a word that means ....?

What colour is the .... ?

How does ..... feel? Why?

What did ..... do? Why?

Why do you think ..... did that ?

How does that make you feel?

What do you think will happen next?

True or False (state something that may or may not have happened in the story)

What is your favourite part?

Did you like the story? Why?

Developing a love for reading at an early age is very important.































Share your favourite books with them. Make a special place for reading in your home. Promote and encourage reading in the home. Model good examples of reading in a variety of different ways: reading signs, maps, shopping lists, magazines, newspapers, ingredients etc.

Develop children's vocabulary, explain what words mean, often we forget that we use words and they use words but they may not fully understand what they mean.

If you have any questions about your child's reading or about how to support your child at home, please contact your class teacher or Mrs Burger.

Thank you for your support at home in developing your child's love for reading :)

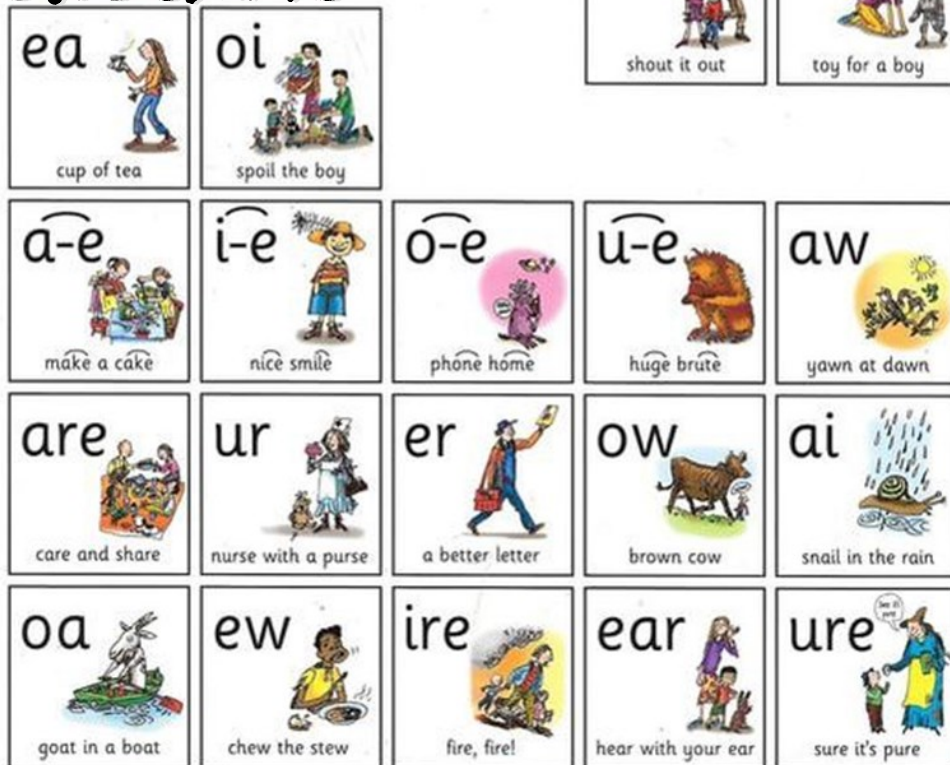
# Set 1 sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

# Set 2 sounds



# Set 3 sounds



## Home Reading

The children will now be sent home Read Write Inc Book Bag Books.

These books will match the level they are being taught in school.

These books are recommended to be read 3 times by the child. This is to build fluency within reading and in turn to build confidence in reading.

As well as reading the book we recommend that you talk to the child about the story and ask them questions about the book.

When will books be changed?

Reception:

Year 1:

Year 2 :

Your child needs to place their book in the box to be changed so that the member of staff knows it needs changing.

## Library Books

These books are chosen by the children, they may not be at their reading level and are meant to be read **to** the child not **by** the child. This is to promote and encourage a love for reading and a way of modelling good reading to the children.

## Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



all	my	like*	I've
the	are	said	go
you	your	are	be
to	me	of	he

These are words that the children read by sight. When taught, they sound them out and identify the tricky part.

For example, **you** - we like the **y** sound but we don't like the **ou** sound, it's tricky as it makes an **oo** sound but doesn't look like **oo**.

## Green words

1.1	at	mat	sat	mad	dad	sad
1.2	gap	pan	top	got	dog	pin
	tip	pig	dig	sit	it	in
	on	and	an			
1.3	up	cup	mud	kit	bed	get
	met	bin	bad	cat	can	cot
1.4	hen	hit	had	fan	fat	log
	shop	fun	lip	fish	ship	let
1.5	jet	wet	vet	yes	wish	web
	yet	jam	yap	jog	win	
	yum	rat	red	run		
1.6	wing	chin	thick	chop	chat	quit
	quiz	sing	thing	bang	this	thin
	fix	six	zag	zip	fox	box
1.7	stink	wink	back			
	skin	slid	slip	grin	prop	pram
	from	clip	gran	hand	stand	stamp
	flop	frog	jump	black	flag	think
	skip	best	trip	blob	brat	drip
	drop	blip	fluff	dress	huff	mess
	test	trap	spit	stop	spot	strop

These are words that the children learn to read based on the sounds they have been taught.

1. Fred talk (spot the special friends (digraphs/trigraphs) then say all the sounds and then blend them together)
2. Fred in your head (do the above but in your head)
3. Speedy reading (read the words quicker and quicker).