

Learning to read: supporting your child at home

Learning to read is one of the most important skills that your child will develop over the next few years. The more support and encouragement that you can offer your child, the more likely that he or she will progress with enthusiasm and ease.

At school we are using the *Oxford Reading Tree* series to take your child through the early stages of learning to read. We are using the *Floppy's Phonics Sounds and Letters* teaching programme, which is a step-by-step synthetic phonics program, to introduce children to the letters and sounds (the alphabetic code) that are the foundation of all reading and writing.

To reinforce the teaching in school, your child will bring home some books to share with you.

All the books have notes on the inside cover to guide you on how best to use them with your child.

Series created by Roderick Hunt and Alex Brychta
Phonics Consultant: Debbie Hepplewhite

Once children have learnt all of the sounds in Stage 1+ they can then go on to read the Stage 1+ Floppy's Phonics Fiction and Non Fiction.

USING THIS BOOK TOGETHER:

- Say the letter sound together, e.g. say "g".
- Ask your child to trace the letter shapes with their finger and say the sound as they trace.
- Ask your child to point to the picture and say the word, e.g. "g, gate".
- Ask your child to sound out and blend the list of words.
- Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- Talk about what is happening in the picture, e.g. Who can you see? What are they doing? How do you think they might be feeling?
- Ask your child to say the sounds at the bottom of the page as quickly as possible.

Remember to do the fun activities at the end – letter tracing, matching and reading!


THIS BOOK INTRODUCES:

g as in gate. Say "g, gate".
o as in octopus. Say "o, octopus".
c as in cat. Say "c, cat".
k as in key. Say "k, key".

Heard the sounds on our website
www.oxfordowl.co.uk

LABELS IN THE ILLUSTRATIONS

The labels show the focus sound in black. Encourage your child to read the focus sound within the word. You will need to read the whole word to them.



Debbie Hepplewhite's Top Tips

What is blending?
For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

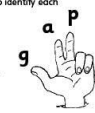
How to blend:
Point under each letter as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

e.g. **c-a-t** **cat**

Tips for spelling (encoding)
Say the word slowly to identify each sound in the word.

Use your left hand to tally the individual sounds to your thumb and fingers.

Write down the letters which are code for each sound you have tallied.



TEACHERS:
For inspirational support plus free resources and eBooks
www.oxfordprimary.co.uk

PARENTS:
Help your child's reading with essential tips, fun activities and free eBooks
www.oxfordowl.co.uk

We may also send home Grapheme and Picture Tiles, Activity Sheets and Say the Sounds Posters for your child to practise phonics at home. Any of these simple resources will come with full instructions, and your child's teacher will be able to answer any questions you have.

Please contact your child's teacher with any questions or you may also like to visit www.oxfordowl.co.uk for further information about phonics and helping your child to read at home, and for free resources and eBooks.

Books we will be sending home are:



FLOPPY'S PHONICS TEXT BOOK:

These books and an Online version of the books will be used to teach your child phonics in school. If your child brings one of these books home, it will be closely matched to the sounds they will be learning at school. They should need very little support to read this book but will be full of enthusiasm to show you how much they have been learning in school.

Your Child's class teacher will let you know via Class Dojo which book they are currently looking at (usually one book over two weeks). You can then access the online version on Oxford Owl even if you don't have the book at home.

Username: holyrosay

Password: holyrosary



FLOPPY'S PHONICS DECODING PRACTICE:

Floppy's Phonics Decoding Practice readers are fully aligned to each stage of the Floppy's Phonics teaching program.

They consolidates taught GPCs at each stage of the program, ensuring that each book matches children's reading with their phonics knowledge to improve confidence and motivation. There is a variety of text types which will support your child to practice and consolidate their phonics knowledge in different contexts. Your child should be able to read most of this book with very little help at home.



WORD SPARKS:

Word Sparks Books at Levels 1 to 6 are fully decodable and aligned to our Phonics Progression. Your child should be able to read most of the 'Child Text' with very little support. The books have 'adult' texts that are to be read by an adult. They have 'Vocabulary Prompts' that allow you to deepen your child's comprehension skills and knowledge of a range of vocabulary.

FLOPPY'S PHONICS FICTION:



**Floppy's
Phonics**

These are systematic phonic books and are filled with Oxford Reading Tree's best-loved characters at their heart, your children can put their phonics skills into practice at every stage with these engaging decodable readers. Your child should be familiar with the sounds in each book and so it should help them to practise reading skills learnt in class.

RIGBY STAR:



Rigby Star Phonics Books are a series of fiction and non-fiction phonically decodable readers designed to enable children to apply their phonics skills to reading, fluency and comprehension. Your child should be able to decode these books with very little support.



**Traditional
Tales**

TRADITIONAL TALES

The Oxford Reading Tree Traditional Tales series of some of the best-known stories from around the world carefully adapted for children to read themselves. The series is beautifully written and illustrated to capture children's imaginations. The books are decodable so your child should be able to read this with little support.

It ran at Dad.



Dad shut it in a pen.



OTHER BOOK

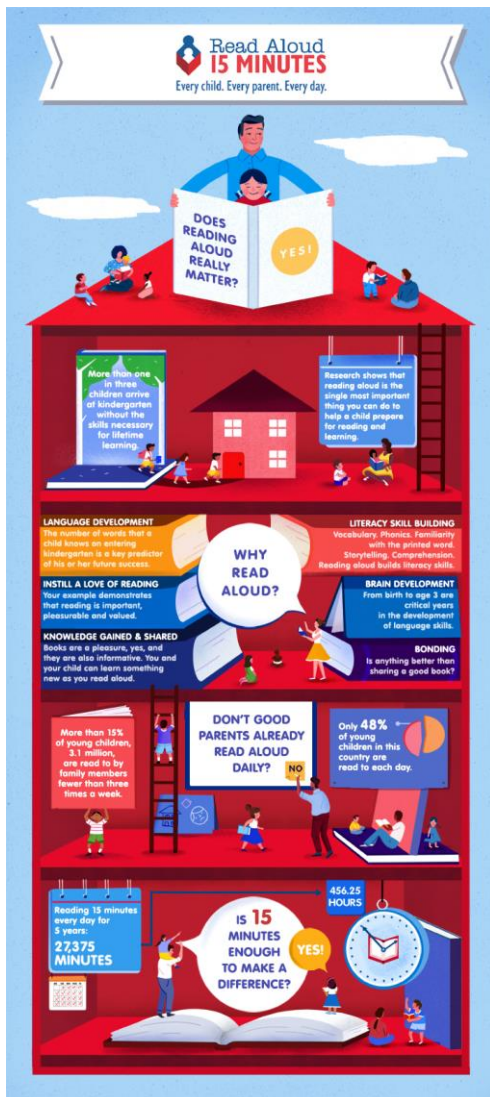
Every week your child will bring home one other book. This book will not be fully decodable. This means it will have sounds and words that are unfamiliar to them. It is important to support your child when reading this book by helping them with words they don't know. These books are usually very repetitive and so help children to learn high frequency words. They are also great for developing comprehension.

READING ROUTINES:

Your child will bring home at least two books every week. One will be fully decodable that your child should be able to mostly read themselves. The other will not be fully decodable and so your child will need more support to read this book.

You should aim to read at least 3x per week with your child. Even if you have completed both of your books re-reading is so important for confidence and fluency.

Your child will have daily phonics lessons where reading will be the focus. They will have the opportunity to read with their Teacher or Teaching Assistant throughout the week.



Read Aloud 15 MINUTES
Every child. Every parent. Every day.

DOES READING ALOUD REALLY MATTER? YES!

More than one in three children arrive at kindergarten without the skills necessary for lifetime learning.

Research shows that reading aloud is the single most important thing you can do to help a child prepare for reading and learning.

LANGUAGE DEVELOPMENT
This number of words that a child knows on entering kindergarten is a key predictor of his or her future success.

LITERACY SKILL BUILDING
Vocabulary, Phonics, Familiarity with the printed word, Storytelling, Comprehension, Reading aloud builds literacy skills.

WHY READ ALOUD?

INSTALL A LOVE OF READING
Your example demonstrates that reading is important, pleasurable and valued.

BRAIN DEVELOPMENT
From birth to age 3 are critical years in the development of language skills.

KNOWLEDGE GAINED & SHARED
Books are a pleasure, yes, and they are also informative. You and your child can learn something new as you read aloud.

BONDING
Is anything better than sharing a good book?

More than 15% of young children, 3.1 million, are read to by family members fewer than three times a week.

DON'T GOOD PARENTS ALREADY READ ALOUD DAILY? NO

Only 48% of young children in this country are read to each day.

Reading 15 minutes every day for 5 years: **27,375 MINUTES**

IS 15 MINUTES ENOUGH TO MAKE A DIFFERENCE? YES!

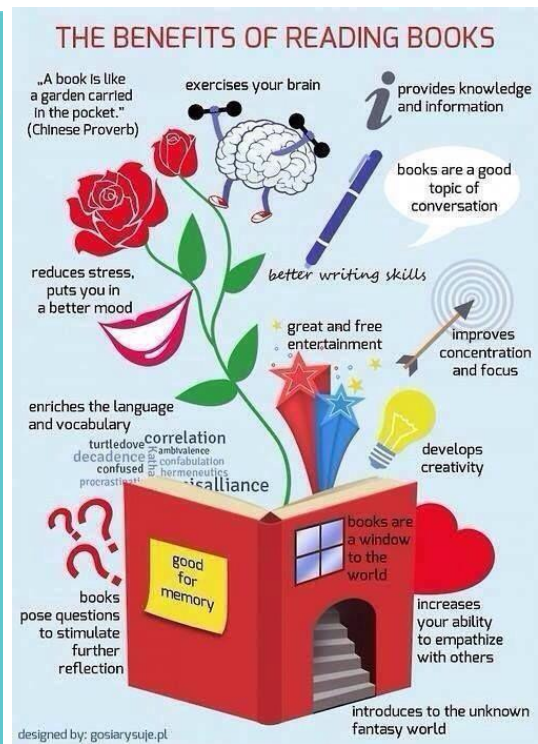
456.25 HOURS



READ 20 MINUTES A DAY

STUDENT A reads at home	STUDENT B reads at home	STUDENT C reads at home
20 min/day	5 min/day	1 min/day
1,800,000	282,000	8,000
THEY WILL HEAR WORDS PER YEAR		
851	212	42
THEY WILL HAVE READ FOR HOURS BY 6TH GRADE		
90%	50%	10%
AND ON STANDARDIZED TESTS, THEY WILL LIKELY SCORE BETTER THAN OF THEIR PEERS		

Source: <http://readaloud.org/2014/11/19/read-20-minutes-a-day/>



THE BENEFITS OF READING BOOKS

„A book is like a garden carried in the pocket.” (Chinese Proverb)

- exercises your brain
- provides knowledge and information
- books are a good topic of conversation
- better writing skills
- improves concentration and focus
- great and free entertainment
- enriches the language and vocabulary
- develops creativity
- books are a window to the world
- introduces to the unknown fantasy world
- books pose questions to stimulate further reflection
- increases your ability to empathize with others
- reduces stress, puts you in a better mood

good for memory

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