

Reading at home with your child

At Ambergate Sports College, we work to a structured pattern when listening to our pupils read.

Your child will be reading a book from either the Phonics Bug range, the Bridging range, the Bug Club range or they will be a free reader.

The following system can be used when listening to your child read:

1. Read the title of the book to your child and then get them to repeat it
2. Ensure that you have worked through the first page of the book and practiced the sounds/tricky words etc. that are needed:

Before and during reading

1 Say the sounds

h b f ff l ll ss

2 Blend the sounds

| | | |
|------|------|-------|
| hops | off | licks |
| less | bobs | bet |
| ill | bed | but |
| big | fat | |

3 Read the tricky words

i in/to

Point out the tricky bit of the word (i in the 'in' sound) and then blend the rest.

Story comprehension

Ask the children to read the title and look at the picture on the cover. Ask do they think the story is going to be about? (What might a dog be up to?)

Vocabulary check

Check that the children understand what we mean by the following expressions: 'bobs up' 'licks at' 'What kind of dog is it?' 'Why does that mean that the children understand that the dog is a dog?' 'See if it is in any of your. Don't do that!'

Reading the story

1 Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.

2 Point out where there are speech marks on the pages 2 and 3. Ask them: Who should speak the children to read the words in speech marks in order to say the words and show how the character might speak. Who is speaking first?

3 Stop on page 3 and ask the children to predict how they think the story will end.

Dots and dashes?
The dots show one sound made by one letter. The dashes show one sound made by two letters.



3. Allow your child to read the book
4. If your child finds any words difficult
 - a. Allow them at least three seconds to try their own strategy.
 - b. If they can't, then ask them to sound out the word.
 - c. If this doesn't work, cover parts of the word so that your child can sound out each phoneme (the smallest unit of sound).
 - d. If this doesn't work, then prompt with the sound that your child is struggling with.
 - e. If your child can sound out but cannot blend, then remind them of the sounds.
 - f. If this does not help, then model blending.
 - g. If your child is still struggling, then tell them the word and get them to practice it again.
 - h. Use lots of praise in each step – remember you want your child to love reading.
 - i. **DO NOT USE THE PICTURES TO HELP** – you want your child to be able to decode not guess.

5. If an unfamiliar word is used that your child may not understand – let them finish the sentence, then ask about the meaning. If they are unsure about the unfamiliar word, then give the meaning straight away

Other things to consider when reading with your child:

1. Are you in a comfortable spot without distractions?
2. Don't make the session too long – 10 mins max
3. Do talk about the book as reading or once finished
4. Make sure your child is holding the book
5. Be patient

