



Readers at school

How to help.

Contents:

- How the children are taught to read
- Acronyms and terms used in school
- Strategies for you to use

How we teach children to read.

- Children begin to start the phonics programme in nursery and reception.
- We then build on this throughout KS1 and for some children in KS2.
- Children are heard read at least weekly, with children targeted for extra reading support.
- Parent helpers are an important part of reading at school

Acronyms and terms used at school

- CVC words – consonant, vowel, consonant words. Cat, pin, dog, pen
- HFW – high frequency words. These are words that the children will meet regularly. If, in, as, and, are, could, by, you.
- Decoding – applying knowledge of letter sounds to pronounce words.
- Reading comprehension – understanding what you have read
- Inference – using the clues and evidence from the text to understand meaning

Strategies

- Ensure that the child has your full attention
- Encourage the child to reread a sentence if it does not make sense
- Discuss the significance of the title before you start to read
- Make predictions based on what they have read
- Use inference skills to make predictions (facial expressions etc.)
- Encourage and model using expression
- Identify punctuation and model the effect it has
- Use phonic knowledge to work out unfamiliar words
- Encourage children to read a range of books from their stage

Reading Records

- When you are completing the reading record make a note of what strategy you have used with the child.
- “Jack has used his phonic knowledge to sound out an unknown word”
- “Jack and I discussed the title and he was able to make sound predictions about the story”
- “Jack used expression when he was reading the speech in the story”



Resources for you

Key questions for KS1
Question mats for KS2