

Kelvindale Primary

P1 Reading

A Guide for Parents/Carers



As parents and carers, you can make the biggest difference to your child's success as a reader by encouraging your child to read as much and as widely as possible at home. Your child has a **homework folder** to keep the take-home reading book in (and other homework).

Please make sure that the homework folder with your child's reading book and word box are returned to school every day.

A short daily reading session at home can make all the difference to your child's progress. Encourage your child's interest in reading by establishing a routine of reading with him/her every day.

When reading a book with your child you should:

- Look at the cover and the title and discuss with your child what they think the book is going to be about.
- Look through the book and discuss what is happening in the story, perhaps comparing to familiar situations. Use the pictures to help understanding, but also show your child how you might be able to predict what might happen next in a story from the words and pictures. Try to guess the ending! What clues were there?
- It's really important that your child reads their reading book aloud to you. Lots of practise means that they become more confident in their own abilities.
- Ask your child about their favourite character or part and why they like it.
- And most importantly, enjoy what you do together and give loads of encouragement because it really works. Remember too much pressure could put your child off.

Please be careful that you do not:

- Turn reading into a test!
- Make reading a race from one book to another.

When listening to your child's first reading of the story, give lots of praise and encouragement! Oxford Reading Tree books have useful tips for parents inside the cover of the book of how to help your child with reading and some questions to ask. If your child sticks at a word use the reading tools before giving them the word. Most importantly don't worry! Your child's teacher will be using lots of activities and games at school to support his/her reading.

Reading Toolkit

We supply children with a toolkit of learning techniques to encourage them to take responsibility for their own learning.

The reading toolkit is detailed below to help you read at home with your child.

[Look at the illustrations.](#) Talking about the illustrations will give clues to the meaning of the story.

[Read the title.](#) The title gives important clues as to what the book will be about.

[Read the blurb.](#) The blurb, on the back cover of a book, tells you a bit about the story.

[Look at the first letters.](#) By sounding out the first letters your child can guess the rest of the word.

[Read on](#) Reading on to the end of the sentence allow your child to check if the sentence sounds right.

[Read again.](#) Reading the whole sentence or paragraph again to see if it makes sense.

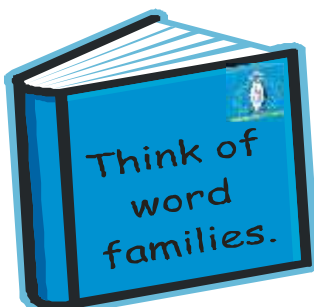
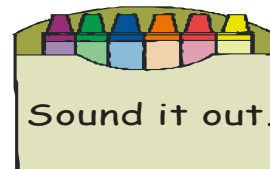
[Sound it out.](#) Use the sounds you know to sound out the word. This does not work with all words.

[Look at the length of the word.](#) The children can make good guesses by looking at the length of a word.

[Think of word families](#) Ask your child to think of other words which have the same spelling pattern. This allows them to make links with other words.

[Use what you know already](#) Using the knowledge the children have previously learned to help them work out a word.

[Ask for help](#) This should be done once the child has tried the other tools.



Suggested activities for learning words in the word box

For each Oxford Reading Tree book, your child will be given a sheet with 3, 4 or 5 sentences. Each sentence has a large word written in bold in a box beside it.

These are the keywords for that book.

Please cut these words into individual words.

For example-

he

put

in

What do you do with these words?

Help your child to learn these words – make it as much fun as possible!

- Get your child to match these words to the sentences on the reading sheet and their reading book.
- Lay out the word cards, say a word and ask your child to choose the correct one. Make it a game e.g. “I’m looking for ...put... can you see it?”.
- Lay all the cards out face down, take turns to lift them up and read the word. Your child keeps each correctly read card.
- Ask your child to use their words to make up the sentence from their reading book.
- Encourage your child to make up their own sentences using the word cards in their box.

If your child sticks at a word you could:

- Re-visit the word at the end of the page/book.
- Make a large word card and stick it in a prominent place. Refer to it often.
- If it is a common word like “and”-use a highlighter or felt pen, look for the word in a newspaper and highlight as many as the child can spot.

The “cut up” words should be stored in your child’s Word Box. Please go over all of the words regularly with your child. Knowledge of these words is important for moving on to the next stage of reading.

Remember –practise regularly and lots and lots of praise!



Phonics

Alongside the teaching of reading your child will be taught about the relationship between letters and sounds; this is **phonics**.

- In the initial stages your child will practice “listening” for sounds in words and for sound patterns i.e. rhyme.
- At the same time your child will learn the sound of the letters in the alphabet and also what each symbol looks like. He/she will be able to “hear” the sound at the beginning of the word and then at the end of the word.

- Your child will be taught how to blend sounds together as soon as they are taught.
- For example by the beginning of September, they will have been introduced to the following sounds:

s a t i p n

They will be able to blend these sounds together to make words. Encourage your child to “say the sounds” they can see, blending them together to make the words

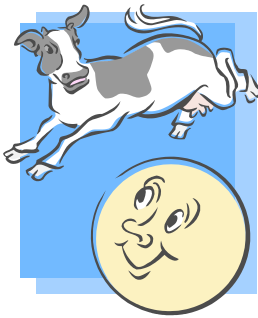
i.e. s . . . a . . . t sa . . . t sat

Please do not worry if they find it a little tricky at first. This skill takes time and practise, but they will get there in the end.

Nursery Rhymes

In the early stages of learning to read and spell, the ability to say nursery rhymes is of great importance. In school, we will be working on a selection of short rhymes and verses.

You can help your child at home by saying the verses with them so that they learn to enjoy and say the rhymes and verses.



Rhyme Booklet

These booklets have a short and simple rhyme on each page. There are 4 rhymes in a booklet and there will be a new booklet given out every week at the start of P1. Reading these booklets with your children can help them learn about rhythm and sounds in language and how these sounds relate to the print on the page.

1. With both of you looking at the page, read the rhymes pointing to each word as you say it, so that the children can relate what they hear to the words on the page.
 2. Talk about the picture.
 3. Say the rhyme again but this time help you child to point to each word as you say it.
 4. Now say the rhyme as you point to the words but stop at the final word of each line, point to the word and wait for your child to say the word. This will be easy for most children once they have learned the rhyme. If your child doesn't give the word, or gives an incorrect word, don't comment on it, simply say the correct word as you point to the word and carry on.
 5. Say the rhyme together and help your child point to each word as it is spoken.
 6. Finally ask your child to say the rhyme as you point to each of the words.
- We hope that you can spend some time with your child on this very useful and enjoyable activity.