

Supporting reading at home

We would like your child to read each book they bring home, a minimum of **three times**. We have seen the benefit of doing this with children in school and hope that once you start using this approach you will notice a difference in your child's reading fluency, pace and comprehension. I wanted to share a little more information on the reading three times approach and what it might look like for you and your child at home.

First read

The first time your child reads a new book, you would expect them to be segmenting and blending many of the words in order to read. Segmenting is saying the sounds in a word, such as d – o – g, and blending is putting the sounds together to read the word, *dog*.

Your child might recognise words they have seen before in books, such as *cat*, as well as harder to read and spell words, such as *the*. Harder to read and spell words are those which cannot be segmented and blended using phonic sounds and are also in the front of your child's home learning book (called Year 1 Common Exception Words).

Reading fluency and pace might not be present during this read due to the need to segment and blend many of the words.

During this read you will naturally ask your child questions about the story, either at the end or during reading. For example, who were the characters in this story? As well as asking them to use the story-maps to retell the story in their own words. See below for more ideas on asking questions to develop your child's comprehension.



Second and third reads

Your child will be familiar with the story on the second and third reads so the pace should show signs of improvement. Your child should be able to read more words without segmenting and blending, recognising them by sight. This ability to recognise words will improve the reading fluency and hopefully you will see this improvement when reading at home with your child.

If your child is reading fluently, at a good pace on the first or second read then their subsequent read(s) could include some of the following activities:

Expression

Can your child add expression to their reading, changing the tone of their voice to match the story? If there are speech, exclamation or question marks in the text, then specifically work on reading those sentences with expression. Have fun with this aspect of reading.



The dog is cross.

Comprehension

There are different areas of reading comprehension, such as, retrieval, *prediction*, *sequencing*, *inference* (*understanding what is being said, but not through the words on the page*), and *making links* with other books, stories and experiences in their own lives.

- **Retrieval** questions require children to provide answers which are within the words or pictures of the book.

For example, where are Ant and Tin Cat hiding? Who chased them into the log?



Ant and Tin Cat go in the log.

- **Prediction** is saying what you think is going to happen in a story from the front cover, or what is going to happen next in a story. We expect your child to use their knowledge of the story so far and the pictures to make their predictions relevant.

For example, what will Ant and Tin Cat do?



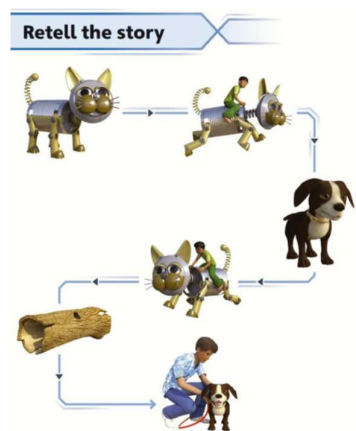
Tin Cat bumps into a dog.

- **Prediction** - a second or third read of the book could be with the intention of “adding another page” to the story. Tell your child before you start reading that at the end of the book they need to have an idea and say what happens next if there was another page to the story.

For example, Ant and Tin Cat decide to go home where they won't be chased by any dogs.



- **Sequencing** – some of our reading books have story-maps at the back which makes sequencing the story an easy activity to end on. Can your child use language/phrases within the book? Are they able to retell the story without using pictures as a prompt? Can they use time connectives, such as first, then, next, after that and finally?



- **Inference** questions are those whose answers are not directly written in the text of a book. They require your child to think deeper than the words they have read, using pictures to support and their wider knowledge and experiences.

For example, what season do you think it is? How do you know?



Tin Cat runs up the hill.

- **Making links** - have you read any other stories that have a similar character/setting/story etc.? How is this book similar/different to other books?

Phonics

Your child's reading books will contain single letter sounds, digraphs and trigraphs they have remembered from the classroom learning. The back of the books often highlights the sounds and the inside front cover often highlights words (decodable and harder to read and spell) contained within the book. Play spot the sound or word on a second or third read. Have the sound/word written down on a piece of paper next to you as you read, and when your child spots the sound/word they have to say a special word or perform a special action.

It is useful to read the book more than once to help build fluency and consolidate new words.

Phonics

Say the sounds:
ai ee igh oa

Blend the sounds together e.g. i-e-e-i-n-train!

Common words:
see was her

Tell children how to say the tricky bit of the word if necessary (e.g. the 't' sound at the end of 'was') and then blend the rest.

Vocabulary

Say the **focus word** and encourage your child to say the word too. Talk about what the word means. You can use the **focus word** box and the definitions to help you.

After you've finished the book, talk about the **focus words** and any other words that you or your child found interesting. Carry on talking about the **focus words** whenever a chance comes up in real life, or when reading other books.

Fully decodable
Letters and Sounds
Phase 3
Phonic focus: ai, ee, igh, oa
Common words: see, was, her

Using a specific sound, ask your child to look through the book and find all the words containing that sound. Your child has to read the words to know what they say and by writing them down in a list, they are working on spelling and handwriting too!

For example, ai words = train, sail, sailing, again. In some instances, you will also be able to discuss what has happened to words such as sail and sailing; what is similar/different about them and how does it change the meaning of the word?

