

Bawnmore Community
Infant School
Parents' guide to
reading



Floppy's Phonics



Floppy's Phonics

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 it is that he or she will make good progress.

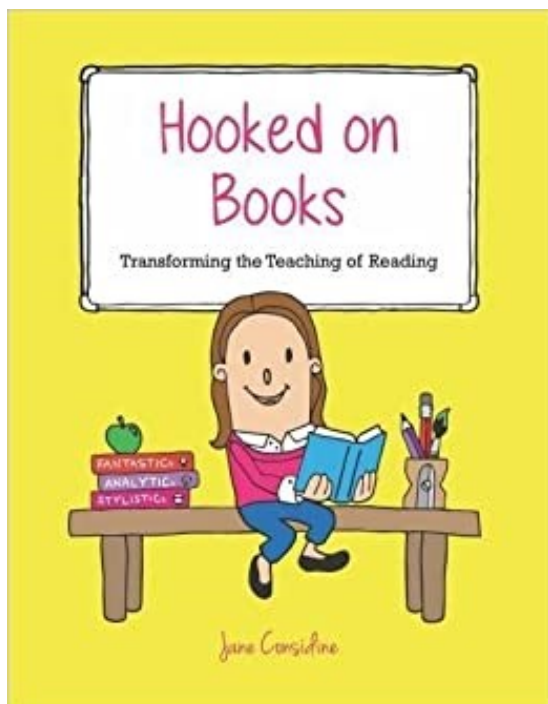
At school we are using the *Oxford Reading Tree* series to take your child through the early stages of learning to read.

We are using the *Floppy's Phonics* teaching programme, which is a step-by-step phonics reading scheme. It introduces the children to the letters and sounds (the alphabetic code) that are at the foundation of all reading and writing.

The children have a 30 minute phonics lesson each day and as they progress in year 2, they move onto focus more on suffixes and other spelling rules.

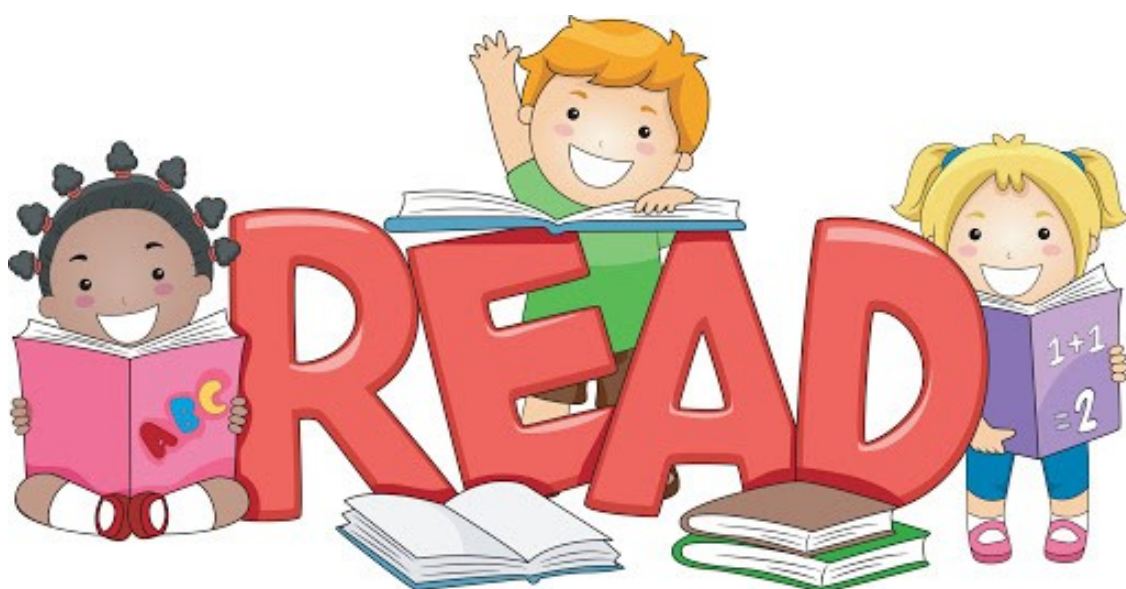


Hooked on Books



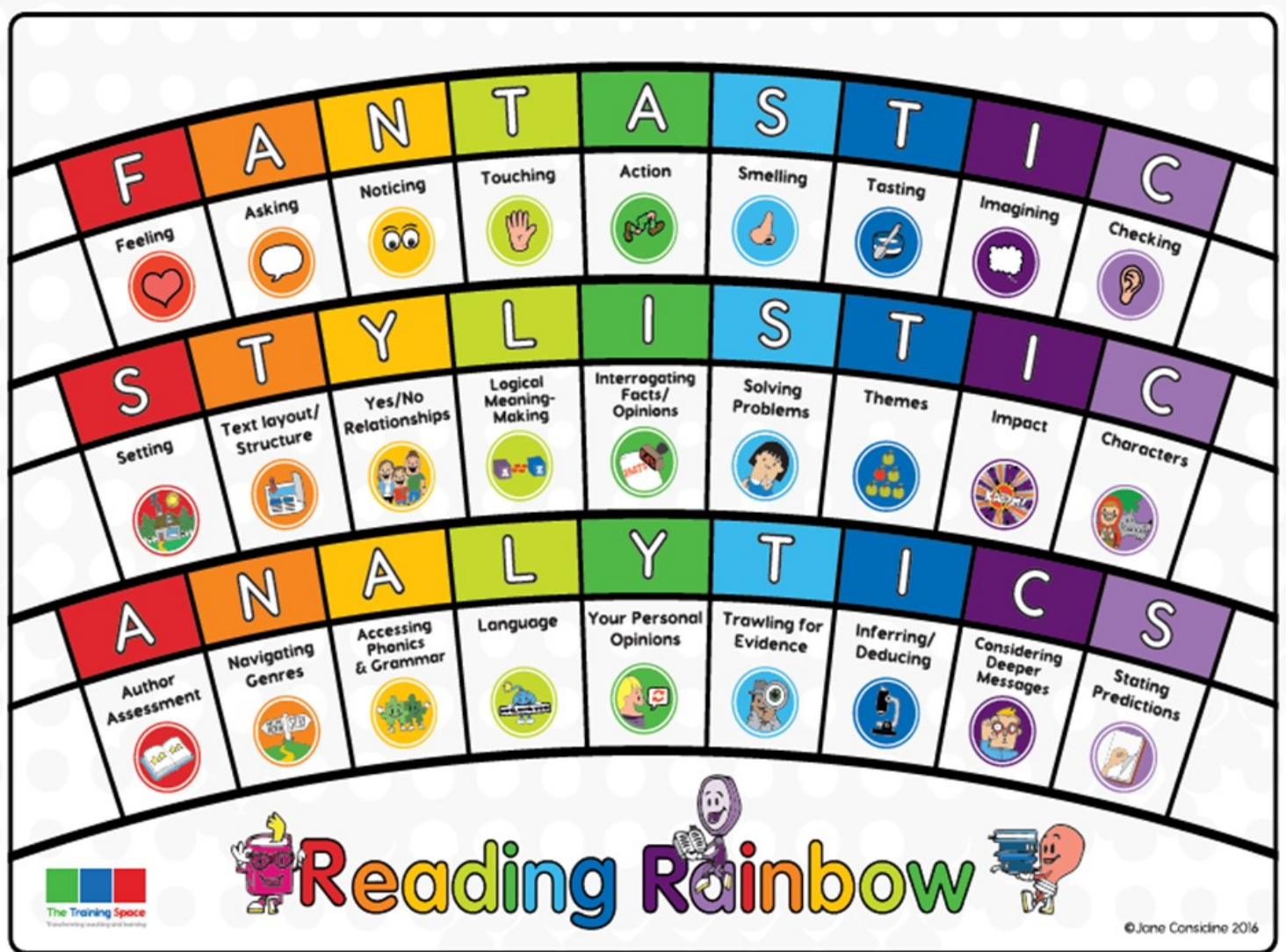
At Bawnmore, we use a specific approach to how we teach shared and group reading. It is called 'Hooked on Books' and includes a daily 30 minute reading lesson as well as at least 10 minutes being dedicated to a class reader, where the children are read to every single day.

Research says that the optimum length of time for children to be read to each day is 20 minutes. That's where you come in! We will read to your child for 10 minutes each day and also require you to read with your child for another 10 minutes, to give them the best opportunity for success in reading.



The Reading Rainbow

When the children are reading independently, in a group or as a whole class, they are given a specific reason to read, looking through a lens as a 'Book Detective'. These lenses come from the reading rainbow and will help your child to focus their thinking, noticing specific details or features of a text:



It helps them to develop their vocabulary, magpie ideas from authors for their own writing and structure what they want to say about a text when taking part in a group or class discussion.

Reading in Class

In Reception we have daily whole class reading lessons, lasting between 10-20 minutes, which often incorporate talk informed by the FANTASTICs lenses from the Reading Rainbow. These sessions will have a range of focuses, including modelling the application of learned phonic strategies, developing comprehension skills, research related to our thematic curriculum or simply to support and develop a love of reading.

We have a small group guided reading session taking place with an adult each day, so that each child reads with an adult at least once a week. These sessions involve the children reading appropriately levelled phonetically decodable texts and

taking part in a group discussion, responding to questions to develop skills of literal retrieval and inference.

This is all in addition to those crucial 10 minutes a day that we set aside for story time to enjoy our class readers.

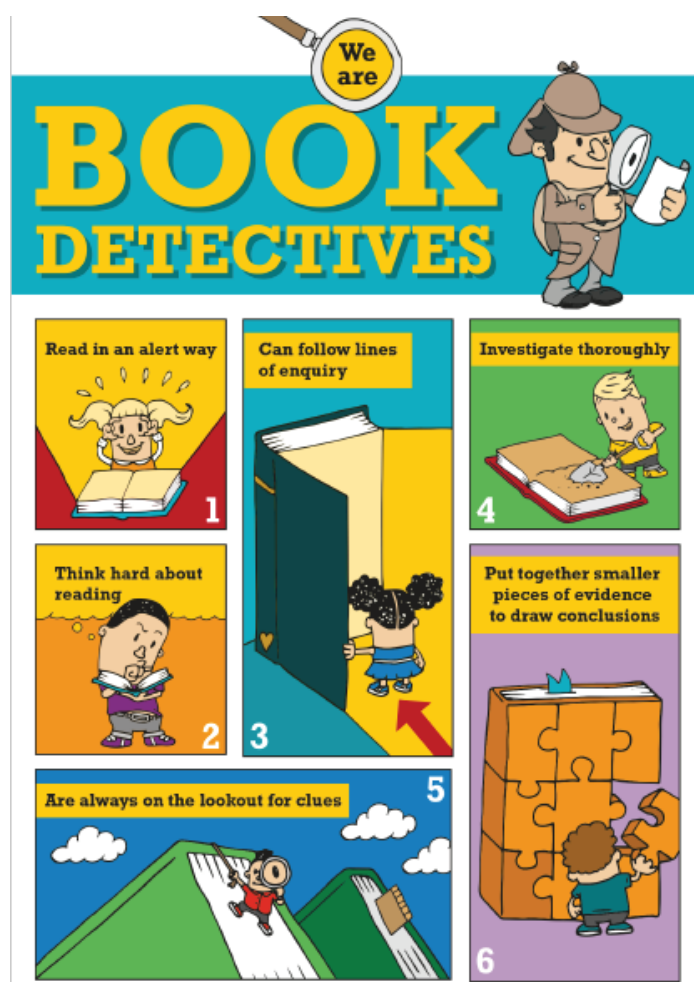


Reading in Class

In years 1 and 2 we have daily 30 minute Book Talk lessons. Sometimes these are shared reading sessions where the teacher models reading text that all the children can see, using the phonics strategies taught and quick recognition of 'Helpful Words'.

We enjoy whole class Book Talk sessions where the children respond to a text that we have all read together. It might be the core text for our topic or just a class favourite. They respond using the sentence stems provided from the Reading Rainbow and can orally rehearse with a partner before sharing their ideas with the class.

We also have group Book Talk sessions where the children read levelled texts in small groups and respond to their texts using the Reading Rainbow Structure. In each session the class teacher has a different focus group, so over the course of 2 weeks they will have heard every child read.



Home Readers

To reinforce the teaching in school, your child will bring home a levelled reading book to share with you. These may be:

- *Floppy's Phonics* decodable readers to practise reading stories and different text types.
- *Decode and Develop* books which are phonically-based and aligned to Letters Floppy's Phonics levels, with a variety of context words to support language development and deepen comprehension
- *Explore with Biff, Chip and Kipper* topic-linked fiction and non-fiction texts to support the wider curriculum



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



Series created by Roderick Hunt and Alex Brychta
Written by Debbie Hepplewhite

Once children have learned all of the sounds in Level 1+ they can go on to read the Level 1+ *Floppy's Phonics* decodable readers.

USING THIS BOOK TOGETHER:

- 1 Say the letter sound together, e.g. say "g".
- 2 Ask your child to finger-trace the letter shapes and say the sound.
- 3 Ask your child to point to the key picture and say the word, e.g. "g. gate".
- 4 Ask your child to sound out and blend the list of words.
- 5 Find all the words that include the focus sound in the picture. Some are labelled, some are not.
- 6 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?
- 7 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.
- o** as in octopus.
- c** as in cat.
- k** as in key.

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

LABELS IN THE ILLUSTRATIONS

The labels show the focus letter in black. Encourage your child to listen for the focus sound within the word as you 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

Sounds and spellings

Letters written like this /k/ refer to a sound, not a spelling.

e.g. /k/ as in cat, key, duck

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.

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Home Readers

What we expect from school	What we expect from home
Children will have their books changed once a week and an adult at school will respond to any comments written in the diary.	Children read 5-10 minutes daily (or as often as possible) and an adult at home makes an entry in the reading diary each week.

Your child will receive a reading book to take home each **Wednesday**. Please return the reading book with the diary in the plastic wallet provided on the following **Monday**. This allows time for the adults in school to change the books and respond to any of your comments.

We will replace the old reading book with a new one, sending it back in the plastic wallet. We ask that parents and carers please write the date and book title in the diary, along with any comments.

Guidance for Home Readers

- Let the reading time be short (about 5-10 minutes), enjoyable, and stress free for both you and your child.
- Choose a time when your child is willing and not too tired.
- Sit close together in a relaxed atmosphere and let your child take their time.
- Talk about the book and the pictures
- When your child first brings home a reading book, do not expect them to know all the words.
- Model the reading by reading it to them at first or taking it in turns. Many first books have a repeated phrase which you can help them to anticipate by reading up to the word that varies, for example 'I like to paint', 'I like toswim'.
- Remember that much of the early reading your child does is memorising. It is more important that they read the whole book remembering the sequence of the story than that they should recognise each word and what it says. With repeated readings the memorised words will start to become familiar as text.
- Encourage your child to use the pictures to help guess the words—they are an important part of understanding the text too!

Guidance for Home Readers

- Please be honest with your comments, if your child had problems with certain words or found the book very difficult, please say so. Perhaps they have mastered the vocabulary but still cannot tell you what the story is about.
- Do not be afraid to leave a message to ask us to send home the same book again; this is not a race and moving on too quickly may result in difficulties at a later stage.
- In the very early stages, it is fine to simply tell your child an unknown word and explain what it means. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them
- Do not let your child struggle with trying to sound out words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o.
- Do not make your child think that they are in competition with anyone else. Children reach different levels at different stages and many factors play a part. Your child's reading will be regularly assessed by your child's teaching, enabling them to decide whether your child is ready to move on.
- Above all **always** use plenty of praise and encouragement – small steps!