



Reading in Foundation one

Reading is a skill we continue to develop throughout our lives, but starting this process as early as possible has significant benefits for our continued success as readers. This is why, as parents and carers, you play a vital role in supporting your child in becoming a fluent reader who is confidently able to apply their reading skills across all areas of their lives.

The teaching of reading and reading comprehension within the classroom is only part of a child's learning, and the value that is given to reading at home is equally important.

Research suggests that children who read regularly outside of school perform significantly better in school assessments and so your support at home is essential in ensuring that your child makes the progress they are capable of.

You can help your child to achieve their full potential by sharing their reading books with them, reading regular bedtime stories and by encouraging them to enjoy reading and sharing books together.

Reading widely through all of these approaches will help develop your child's vocabulary, which in turn will make them more confident when reading more challenging books. Giving your child a choice over what they read is an important factor in boosting their enthusiasm for reading and children are more likely to be interested in books they have selected for themselves.

Books

Your child will bring home two books. One will be a reading for pleasure book to share together. The second will be a Lilac Book Band book. These books are structured books that are at the start of our whole school reading programme.

Lilac books:

Wordless books tell a story through pictures alone.

They help children to develop speaking and listening skills through creating and telling stories.

Your child is just beginning to discover the excitement of books.

Although these books have no words, they are an important introduction to reading.

Please encourage your child to:

Look at the pages in order, and talk about what is happening on the left-hand page before the right-hand page.

Talk about what is happening on each page, rather than just talking about what they see in each picture.

Tell you who or what the book is about.

Positive reading attitudes/ Activities and ideas

Respond to your child's ideas by repeating them back and introducing new words to increase their vocabulary.

- Look at the front cover and read the title to your child. Ask them what they think the story will be about? Relate the title back to your child i.e. 'My friend Joe' have you got a friend? Or 'Butterflies' where have you seen a butterfly?
- Allow your child to turn the pages of the book and describe what they see in the pictures. You could take it in turns to tell a page of the story.
- Encourage your child to add sounds to accompany the action in story and talk about any sounds that might be found in the story setting i.e. 'old McDonald' what noises might you hear on a farm?
 - Once you have finished sharing the book ask your child to retell the story in their own words.
 - Did they enjoy the story? Why?
 - Ask your child to point to different things on the page.

Please bring in your book bags and reading records once each week on the requested day. Record in the reading diary once a week so we know the books have been shared at home. Please date and sign this record and write a brief summary about sharing the book and your child's reading

Parental comment ideas for your child's reading record book

We have provided some example comments which may help you when writing in your child's reading record book to describe how your child has read to you at home.

To build a realistic picture and encourage your child appropriately, it is essential for both parent and teacher to have an open and honest dialogue and as such, it is important to record both positive and developmental comments.

- Showed a good understanding of the text by answering questions.
- Able to predict what happens next.
- Discussed the story.
- Could look at the whole page and talk about the context of the picture (Rather than details of what they can see.)
- Could retell the story in their own words.
- Could tell me what/ who the book was about.
- Listened carefully to the story as I read the book.
- Could retell the story in their own words.
- Needed some support with . . .
- Struggled to understand what the text/story was about.
- Was able to relate what they had read to own experiences.

Reading for pleasure

We want to create and promote a love of reading. Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider range of vocabulary, their reading is more fluent, and they have improved attention spans

Set aside a special time – just a few minutes a day is enough to create a good reading habit.
Get caught reading yourself – show that reading for pleasure is not just for children.
Read to each other – if your child really doesn't want to read on their own, then read together.
You read a page, then they read a page.

This link between reading for pleasure and increased reading comprehension has been observed through studies and research. According to Ofsted's research report, 'research indicates a positive correlation between pupils' engagement with reading and their attainment in reading.

Look at your recommended reads list. Can you read all the books on your list by the end of your year? These books have been selected to encourage your interest and love of reading.

Your support with reading at home is essential and only by working together can we ensure your child achieves their potential as a reader.

Thank you for your continued support and happy reading!

Mrs Jordan