

We teach reading using both phonics and common words. By practising these pupils will soon be able to tackle a variety of books.

Phonics

There are 42 sounds in the English language taught in the order below. Practise recognising the sounds and then blending them to together to sound out words, e.g. s-a-t, p-i-n. Later these sounds can be used to try to sound out more complex words.

1. s, a, t, i, p, n
2. c, k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Common Words

Not all words in the English language are decodable. It is also important that children develop a sight vocabulary of instantly recognisable common words.

These can be practised by searching for the words in books or the environment, using flashcards and playing games such as snap or matching pairs. Lists of common words that your child is working on will be shared by their class teachers.

Older Children

Your child may be keen to read more independently. This is to be encouraged however it is still worthwhile listening to them read regularly and asking them to tell you about the story. Your child will know their AR book level and you can check that the level of book they are reading is right for them using <https://www.arbookfind.co.uk/>. An easier book will help to build their confidence, more support will be required if they choose a harder book, for example to figure out tricky words or understand more difficult plots.

Encouraging a love of reading

- A quiet time sharing a story is a good daily habit to encourage a love of reading.
- When a book is difficult for your child, read to them or listen to an audiobook. This will increase your child's vocabulary.
- Talking about the story will help to develop comprehension skills.
- Read the words around you (signs, leaflets, street names etc)
- Read for a purpose; follow a recipe, read a shopping list or birthday message.
- Read a variety of things that interest your child (magazines, newspapers, graphic novels, fiction and non-fiction)

Getting ready to read

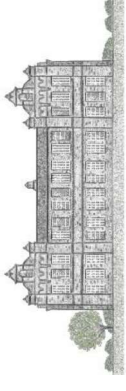
Before reading a book do a 'walkthrough' of the book. Think about:

- Who are the characters in the book?
- Where is the story set?
- What might the problem of the story be?
- How might the problem be solved?
- What type of book do you think this is? fiction or non-fiction?

What to do when your child is stuck at a word?

Pause, Prompt (try one or two strategies), Praise

If they are still stuck, give them the word and move on. Reading should be enjoyable not something to struggle with!



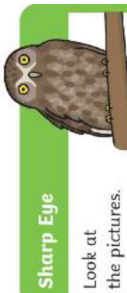
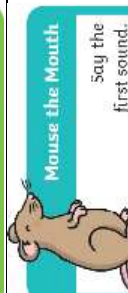
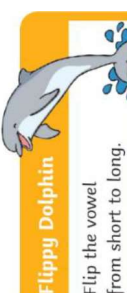
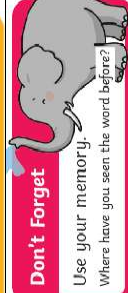
Lochwinnoch Primary School

Helping your child with reading.

More information about our approach to reading
can be found on our school website.

<https://blogs.glowscotland.org.uk/re/lochwinnoch>



 Sound Talk It Say each sound.	Sounding Out Use their knowledge of sounds to sound out the letters in the word and try to blend them together.
 Chunky Monkey Look for chunks.	Chunking Break the word into smaller more manageable chunks For example: Shouted- sh — ou — ted
 Sharp Eye Look at the pictures.	Picture cues When the child gets a clue from an illustration, encourage cross-checking using a second strategy. For example, does the word start with the right sound.
 Mouse the Mouth Say the first sound.	Initial sounds Reader gets his/her lips ready to say the first sound and tries to 'pop' it out. Often this strategy needs to be accompanied with using the picture clues. For example: <i>The big d-d-d-dinosaur.</i>
 Try on the Fly! Try a word that makes sense.	Try a word that makes sense Using what they know about the book so far, make an informed guess at what the word is. Then reread it to check if it makes sense.
 Hop, Skip and Jump Read to the end and come back.	Read to the end and come back Go back to the start of the sentence then re-read, skipping the word and reading on until the end of the sentence, this helps the reader make a considered 'guess'.
 Tommy Tracker Point to each word as you read.	Point to each word as you read Pointing at each word as they read can help children to stay on track and not get mixed up with which word they are reading.
 Flippy Dolphin Flip the vowel from short to long.	Flip the vowel from short to long Try to read the word using the short vowel sound. If the word doesn't make sense, then try thinking about what other sounds a can make e.g. gat/gate.
 Don't Forget Use your memory. Where have you seen the word before?	Use your memory, have you seen the word before? Pupils can use their knowledge of sight words to help them read tricky words that don't follow traditional spelling rules.