**Reading in Reception**

We would like to take this opportunity to explain to you how we approach early reading in Reception and what to expect from your child this year.

Your child has brought home a scheme book for you to share at home. The first sets of books do not have any words. The emphasis is on the child telling the story, discussing what is happening in the pictures, predicting what might happen next/at the end, discussing why characters did certain things etc... This is a very important stage in your child's reading and the skills they acquire through using the pictures will be useful as they progress through the schemes.

**Extended Stories**

Running alongside your child's scheme book is an extended reader for you to use at home. These will be at the front and/or back of the book in the newer scheme books. This will help you to discuss the stories, suggests questions you might like to ask, and provides a fuller story for you to read as your child turns the pages.

**Words**

Your child will also have a set of high frequency words to learn. Please practise these frequently by holding them up as flash cards or making up sentences using the words. Talk about the initial sounds and sound out the words trying to blend them to make the word (they won't be able to blend some at this stage so just encourage knowing them by sight).

Some of the words will be tricky words that children will not be able to read by segmenting and blending. Encourage children to learn these words by sight.

**Frequency of Reading**

In school children will read every day (either their scheme book, their own writing, games, phonic activities, incidental activities, sharing other books with peers/adults, reading a big book as a class literacy activity or a specific reading activity).

They may share their scheme book with Mrs Freeman, Mrs Hinchy or Mrs Rice in school and possibly with another adult. They should also share this book at home at least once using the extended story. Children will also take part in a guided reading session each week. This is where a small group of children have a copy of the same book and take turns to read with a practitioner. Books will be changed twice a week, at the beginning of the week (usually Mondays), and at the end of the week (usually Thursdays), ready for the weekend.

It is best to read/work on words for short periods of time (5 or 10 minutes each time) unless your child is keen to carry on. Do not force them to read if they do not want to. It should be something they look forward to and enjoy, not become a ritual or daunting experience for all concerned!!! Give them a break if they need it. Children do go through fits and starts at this stage of reading particularly if they are finding it difficult. If they are struggling to read the text, just focus on the pictures, don't make an issue out of any difficulties and **NEVER** cover up the pictures. And remember praise, praise and more praise...

**Reading Diaries**

Each time your child reads their book in school we will record the date, book title and a comment in their reading diaries. If you share the book or work on words at home please sign the book or add a comment to say you have done this. If there is no signature we will wait until it has been shared in school/at home before we change it.

**Library books and other reading material**

Children will bring home a school library book once a week to share with you. It may be fiction or non fiction - whatever interests the child.

It is very important at this early stage of reading not to become too dependent on the school reading scheme. Children need to read lots of different types of material so they become aware that reading exists beyond Kipper and Biff!! For example:

Home library books

Books bought for Christmas and birthdays

Comics/newspapers

Environmental text e.g. writing on cereal packets, signs, bill boards, shop names, posters etc.(this can all be done whilst walking around Asda!!).

We hope this answers any questions you may have regarding reading. If you have any further questions or queries at all do not hesitate to pop in after school or send in a note via your child's book bag.

Happy reading.

Lesley Freeman

Catherine Hinchy

Lorna Rice