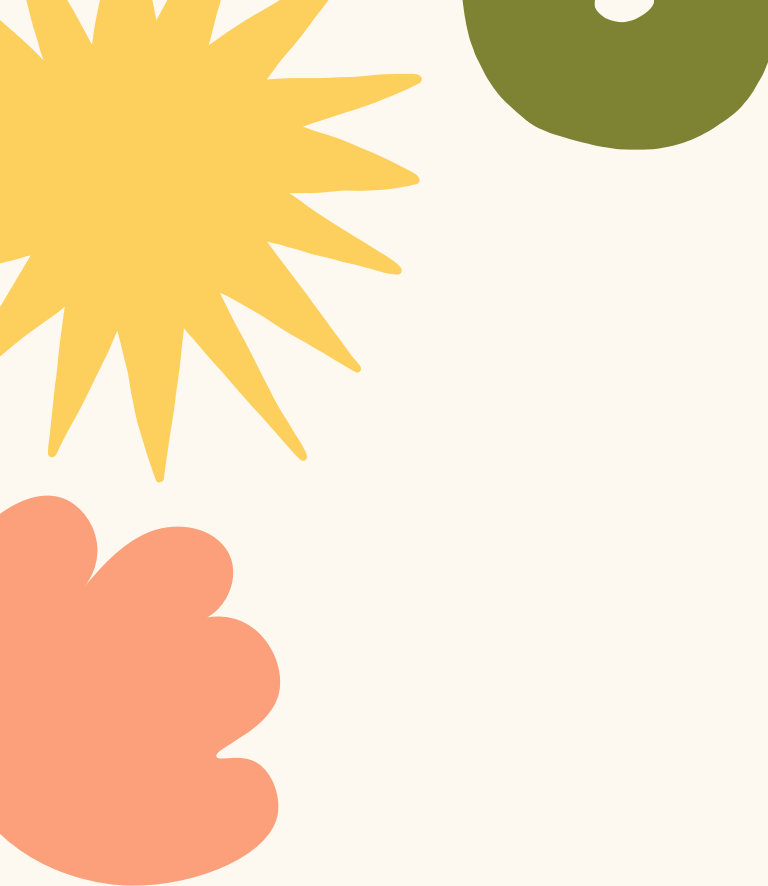




April 2026

Supporting Reading



Objectives

- Get hints and tips of how to support your child when reading at home/they are reluctant
- Understand the importance of early reading and phonics
- Gain a clear understanding of comprehension



What do we do at school?

- Phonics from EYFS taught daily
- DERIC reading sessions taught weekly from EYFS
- Links between books and their own writing in English sessions
- Monitoring reading at home
- Read in school (teachers/LSAs/ volunteers)
- Reading interventions where needed
- Class books
- Class libraries
- School library visits



Why focus on reading?

We know that being able to read underpins everything a child does in school and is directly linked to their self-esteem, confidence and achievements as they go through life.

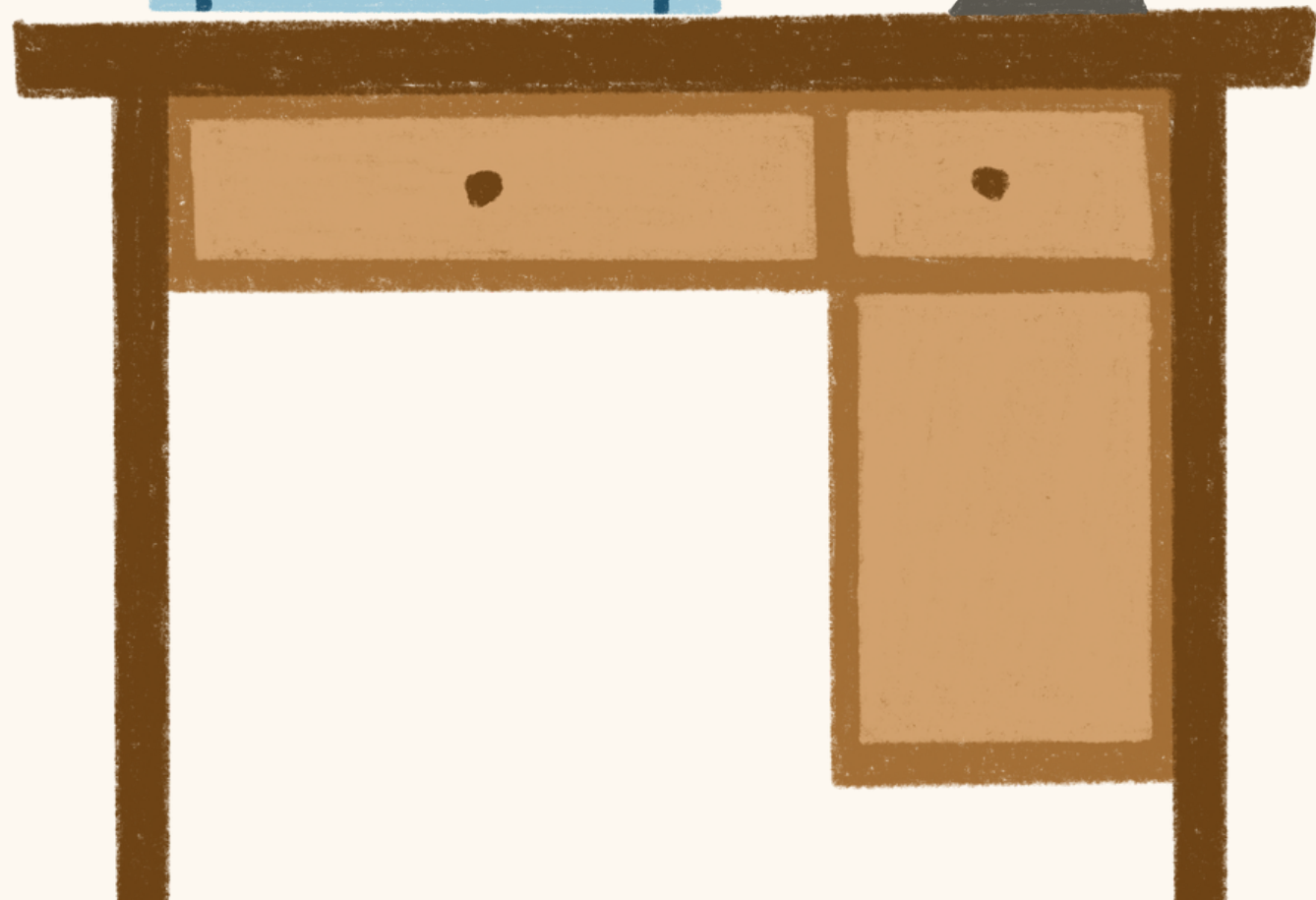
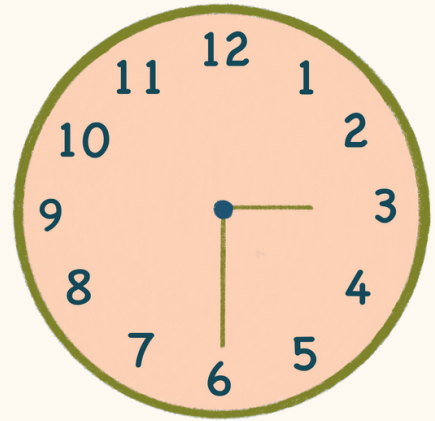


How can I help my child with reading?



Of all the help you can give your child, the most important job you'll probably do is helping with reading. That's because learning to read is best taught on a one-to-one basis, so giving your child a bit of shared reading time every day will make a big difference. They should be reading a range of genres and reading out loud to enable them to develop expression, intonation, confidence and fluidity in their reading. This should not stop even when a child becomes an independent reader.





When reading...

1. Set aside regular time slots to read with and to your child.
2. Take it in turns to read to each other.
3. Talking about what is in the book helps them to understand it.
4. Talk about your own experiences.....if it is a book about fishing, talk about an adventure you have had fishing.
5. Make reading FUN!





Reading has two components:

Word Recognition (decoding)

- The ability to recognise words presented in and out of context.
- The ability to apply phonic rules – blending phonemes to decode (c-a-t)
- High quality phonics work

Comprehension

- The process by which word information, sentences and discourse are interpreted.
 - The same processes underlie comprehension of both oral and written language.
 - Continues to develop throughout life!
- 

Reading for Pleasure

Reading should be fun – that way they will want to read to you.

Here are some tips:

- Book Talk!
- Be an active listener – sit and listen, asking questions and showing interest
- Share more advanced books with your child – read to your child:

This is an opportunity for them to hear stories and language at a higher level than they can read alone. Research shows the hearing texts read aloud is a significant source of vocabulary acquisition (can use audio books/Audible).



What to do if your child is stuck:

- Use phonics first. What sound does the word begin with? Can you say the sounds in the word? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?
- What is the root word? Does this help? (friendly)
- Chunking the word

Always use your own parental judgement. If your child is tired or feeling unconfident, shift the balance of reading more towards you.





Reluctant readers

All reading is good reading! This can include magazines, information linked to special interests, sticking with the same author, books that may seem too 'young' or easy, eBooks, reading with a purpose (e.g. recipes) anything they can read that they want to read!

Step One is getting the children to WANT to read!

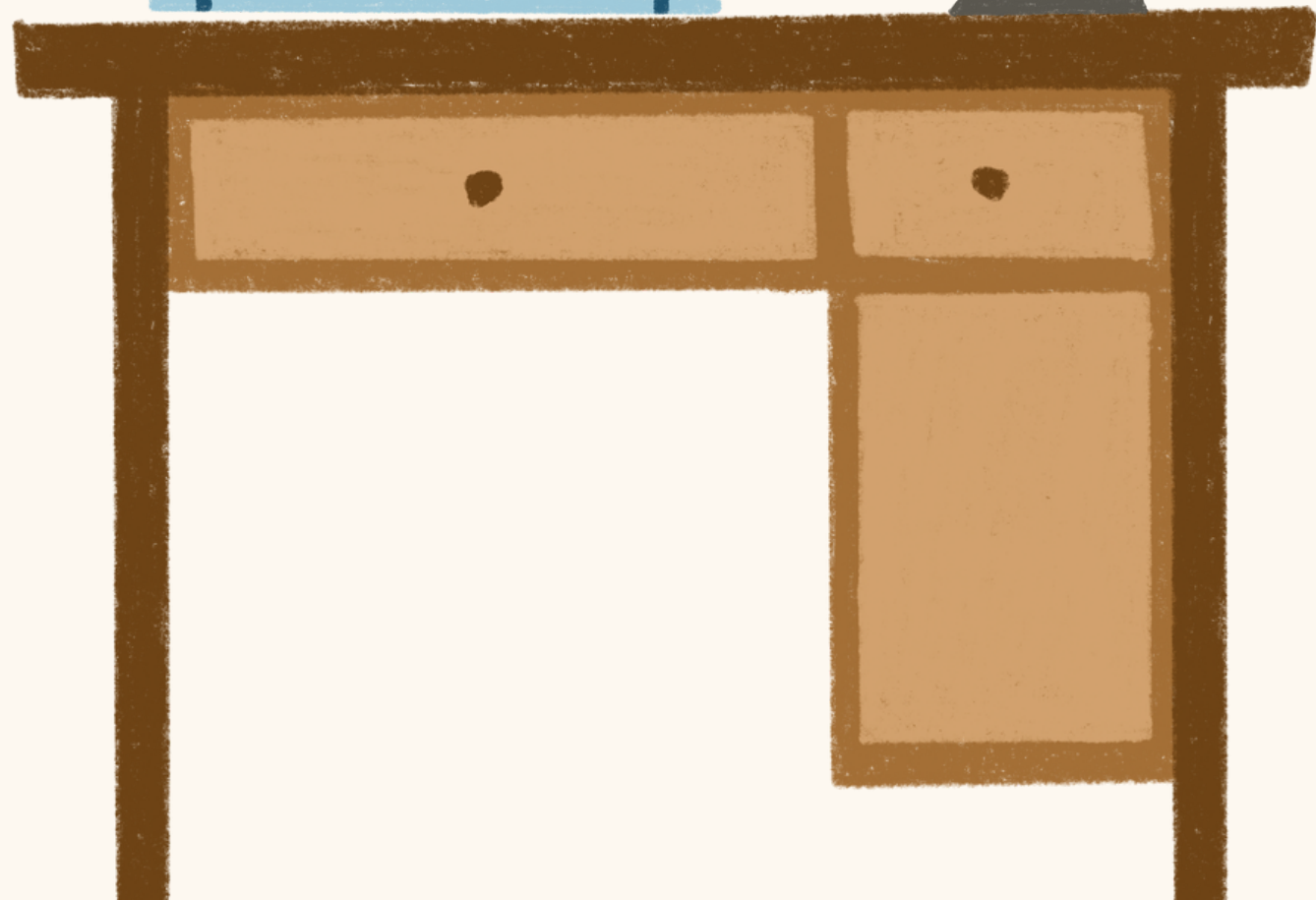
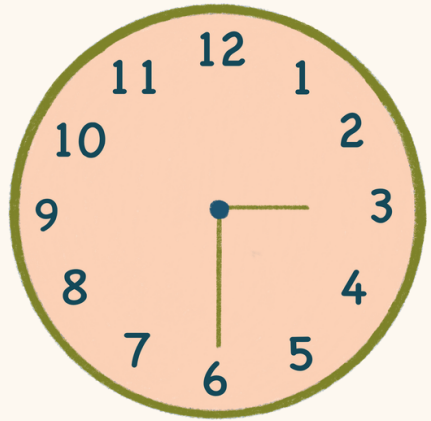


Phonics

- Systematic Synthetic Phonics is a way of teaching children to read, write and spell.
- The sounds that children learn are taught in a specific, systematic order (not alphabetically) so they can begin to build words from these sounds as early as possible.
- Phonics supports children to hear, identify and link the sounds that letters make (phonemes) to what the letters look like when written down (graphemes).
- This helps children to recognise and read words, using knowledge of the sounds to read new or unfamiliar words.



Phonics Progression at Heathlands



- EYFS – Listening games and introduction of sounds in specific order
- Year One – New sounds, alternative digraphs, trigraphs and split digraphs
- Year Two – Alternative digraphs, trigraphs and spelling rules



EYFS

- During the year children are taught letter sounds in a specific order.
- Children should be able to read some vowel consonant (VC) and consonant-vowel consonant (CVC) words and spell them out. Plus CVCC and CCVC words.
- They will also learn some highly used tricky words, which don't follow the rules, like 'the' and 'go'.



Year 1

During Year One, children will continue to be introduced to more of the phonetic code.

They will learn new graphemes to help and begin to understand that the same sound can be represented in multiple ways. For example, 'rain', 'play' 'cake' 'acorn'.

They will also explore how the same grapheme can be pronounced in different ways e.g. 'low' and 'cow'.

They will also meet split digraphs.



Year 2

During Year Two, the children will revisit previously taught letter sound correspondences, developing their recognition of phonic irregularities and becoming more secure with less common spellings.

They will also begin to explore new spelling content such as suffixes. They will also continue to apply their phonics skills and knowledge to read an increasing number of complex words.



Pronunciation

https://video4.juniperwebsites.co.uk/files/ovw3/663/davidchill@me.com/rocket-phonics-the-english-alphabetic-code-a-guide-for-parents-carers-and-families_zencoder.mp4



Terminology

Phoneme

Phonemes are the sounds that can be heard in a word, so /h/-/a/-/t/.

Grapheme

Graphemes are what the sounds look like written down.

GPCs

GPCs stands for grapheme-phoneme correspondences. This simply means that children are taught how to write down every sound in the English language.

NOTE: Some sounds are written down in a variety of ways.

Digraph

Digraphs are two letters that make one sound when read, i.e., 'ch' or 'ar'. You may also hear the term 'split digraph', which is where the two graphemes are separated within the word. An example of this would be 'take', which uses the a-e split digraph. The 'e' in this split digraph is sometimes referred to as the 'magic e' which changes the sound of the other element of the digraph.

Trigraph

Trigraphs are three letters that make one sound when read, i.e., 'igh'.

Blending

Blending is a skill used for reading. Children need to hear each separate sound in a word and then blend them together, so /h/-/a/-/t/ becomes hat, /c/-/oa/-/t/ becomes coat and /t/-/oy/ becomes toy.

Segmenting

Segmenting is a key skill needed for spelling. Children need to be able to hear a whole word and say every sound within it, so that they can connect them to the phonemes, then subsequently the graphemes.



DERIC/Comprehension

- DERIC is one of the ways we teach reading skills in school.
- The children will read/listen to a whole class text and answer questions.
- D = Decoding (the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words)
- E = Explain (explain your answer, define words, asking how you know things)
- R = Retrieve (getting the answer from the text)
- I = Interpret (reader sharing what they think- can always be correct if you have evidence, why questions)
- C = author's Choice (thinking about what the author has done and why)





Explain

Example questions:

- What does the word....mean in this sentence?
- Find and tell me a word that means.....
- What happened in the story?
- Why diddo.....?
- What sort of character is....?
- What is happening in the pictures?
- What might happen next? Why do you think this? Are there any clues in the text?
- Can you explain why....?
- Which words/phrases makes you think/feel..?
- What happened in the beginning/middle/end of the story?





Retrieve

Example questions:

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did....?
- What happened when....?
- How many.....?
- What happened to.....?
- How did.....?
- What was the first thing that happened in the story?
- When/where does the story take place?
- What adjective...?





Interpret

Example questions:

- Why was.....feeling.....?
- Why did....happen?
- Why did....say.....?
- Can you explain why.....?
- How does.....make you feel?
- What sort of character was.....?
- What makes you think that.....?
- Which words give you the impression that....?
- Why did....do....?
- Why do you think...?





Choice

Example questions:

- What do you think the author intended when they said....?
- Who is your favourite character? Why?
- Would you like to live in this setting? Why/why not?
- Is there anything that you would change about this story?
- Do you like this text? What do you like about it?
- Can you think of another story that has a similar theme?
- Why did the author choose this setting? How does that affect what happens in the story?
- I wonder why the author decided to....?
- Why did the author...?



Reading Resources

If your child enjoys a specific type of book there are ways to encourage them to branch out:

<https://www.booksfortopics.com/>

This website also contains recommended books for each year group.



Storytime Favourites



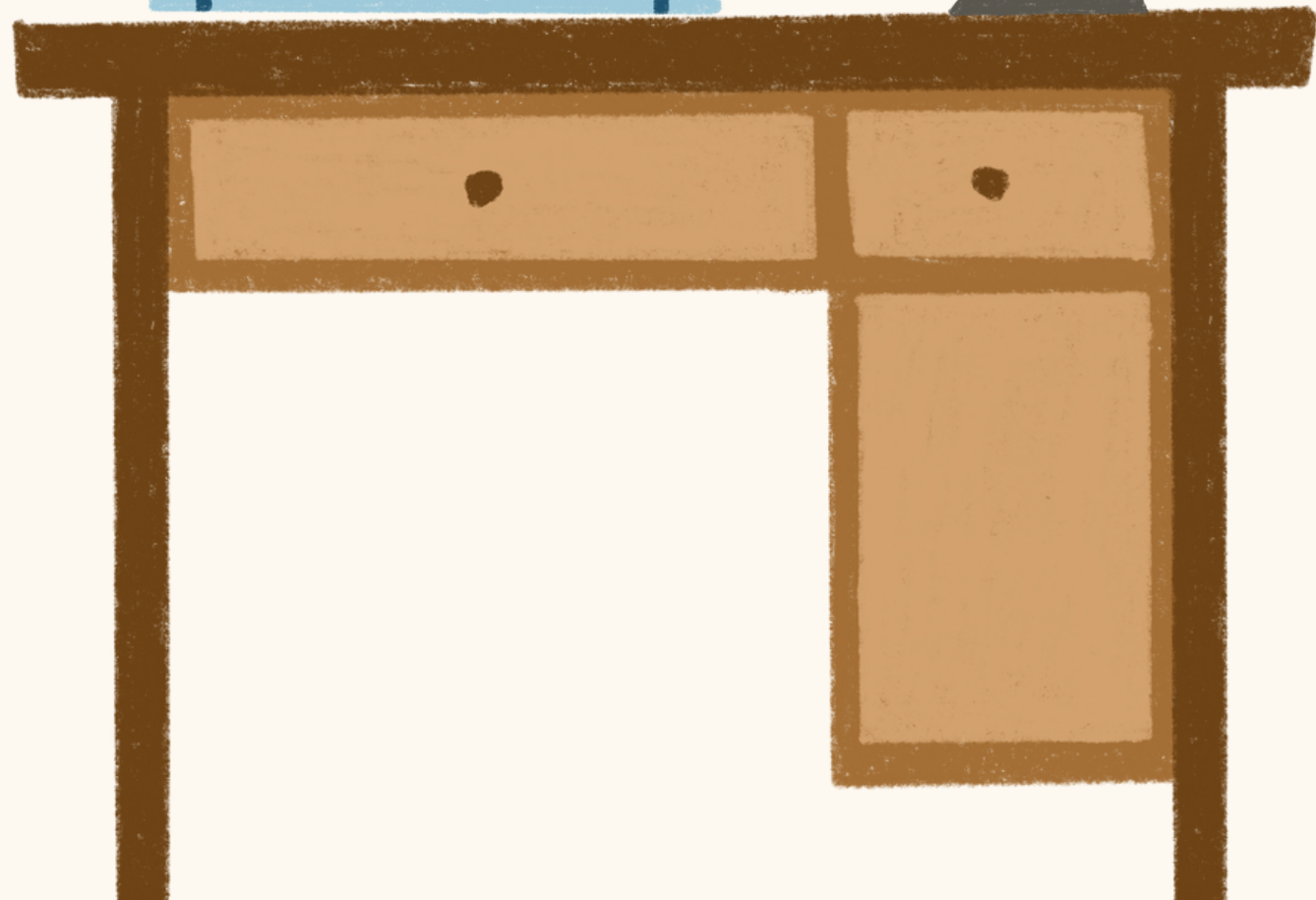
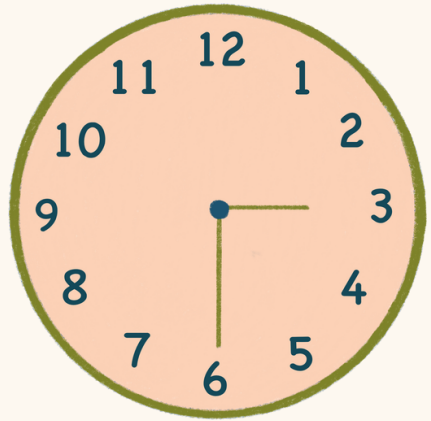
Year Group Recommended Reads



Diversity & Inclusion



Branching Out



Any questions?

All resources will be uploaded
onto the school website.

Thank you for coming!

