



UNIQUE
CARE GROUP

Welcome to

Westbury School

**Supporting your Child to Read
at Home**

Reading supports children to :

- **Be successful and happy**
- **Be confident, fluent readers**
- **Achieve academic/ vocational success and increase life chances**
- **Enjoy and progress across all subjects**
- **Have positive emotional wellbeing**

At least 15 minutes per day on these activities will make all the difference.

The four reading rules:

- **Listen to your child read every day**
- **Read to your child every day**
- **Talk to them about what they are reading every day**
- **Let them see you read frequently**

How Reading is taught at Westbury School

In each class, teachers:

- Read to the children every day
- Hear children read frequently
- Teach reading skills including phonics every day
- Offer a variety of reading books and sensory stories
 - Talk about reading and books
 - Model and show a passion for reading
 - Monitor children's home reading
- Make reading a central part of our curriculum
 - Aim to instil a love of reading



UNIQUE
CARE GROUP

Commitment to reading is not merely school-based but needs to continue at home to become second nature and enjoyable for children. We want parents and carers to read to their children, listen to their children read, model, reading themselves, and enjoy books' shared experience. Support and enthusiasm from parents and carers with their children's reading - in tandem with ours - will be crucial to their success at Westbury and beyond.

We encourage parents and carers to follow our four reading rules:

- Listen to your child read every day
- Read to your child every day
- Talk to them about what they are reading every day
- Let them see you read frequently

Progression

On their journey with us, learners will learn to engage at their level, whether that be recognising and reading words accurately and fluently through the daily and systematic teaching of phonics, sensory stories or language comprehension. All learners will be exposed to a wide range of literature, ranging from classic literature to modern texts, to ensure that all children read various authors of differing styles, genres and eras. At all stages, reading attainment is assessed, and gaps are addressed quickly and effectively.

Additional support

We fully understand that reading is a challenging skill to learn, and for some pupils, it can take longer and may require more support. If a child has gaps in their reading, we put a carefully planned support programme, which will involve additional practice at school and home.

Cross-curricular approach

Reading is a cherished part of our daily routine in every class. We offer reading across all our subjects and choose fiction, non-fiction, poetry, songs and picture books, which inspire, inform and interest our pupils. These rich, challenging texts allow pupils from all backgrounds to be given the vocabulary and knowledge they need to access the greatest and the best that has been thought and said.



Letters and Sounds Phonics Skills Development

Phase One falls mainly within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. It supports linking sounds and letters in the order in which they occur in words and naming and sounding the letters of the alphabet.

Phase Two learners will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds, and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words. This phase aims to teach at least 19 letters and move learners on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase, many children should read some VC and CVC words and spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase, they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Phase Three learners will know around 19 letters and blend phonemes to read VC words and segment VC words to spell. While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally. The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g., oa), so the learners can represent each of about 42 phonemes by a grapheme. Learners also continue to practise CVC blending and segmentation in this phase. They will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and learn to spell some of them.



Phase 2 High Frequency Words...



UNIQUE
CARE GROUP

Phase 2 High Frequency Word Mat

a
dad
I
mum
big
it
at
is

on
up
back
if
but
of
into

his
to
him
had
in
no
got
the


go
an
as
can
off
not
get
and



www.twinkl.co.uk

Phase 3 High Frequency Words...

will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are

 www.twinkl.co.uk



What shall I read? *I want to read a poetry book.* What can I read next? Find me a good book, please.

I want to read a book about

I want to read a fun book.

I like this author, where can I find more books like this?

Whether your child is an avid reader, a reluctant reader, or somewhere in between, it is often helpful to have an idea of available and suitable books for their age and stage of reading.

The websites below, whilst not exhaustive, are easy to use and may provide you with books to encourage and excite your reader.

Book Trust <http://www.booktrust.org.uk/books/children/booklists/>

The School Reading List

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks1-school-pupils>
and

<https://schoolreadinglist.co.uk/category/readinglists-for-ks2-school-pupils/>

Love reading four kids <http://www.lovereadng4kids.co.uk/>

Children's Book Council <http://www.cbcbooks.org/>

