

## **Reading in Foundation 2**



In F2 we work hard to teach the children reading skills and encourage them to use these skills in a variety of situations. Those parents who attended our reading workshop in the Autumn term will have seen some of the ways we encourage the children to read through play. As we know that reading is an area that requires the children to learn lots of new skills and often find tricky, we want to put some additional things in place to support them.

To achieve an 'Expected level of development' in reading at the end of F2, children must be able to:

- Read and understand simple sentences.
- Use phonics knowledge to decode words and read them aloud accurately.
- Be able to read some 'dinosaur words' by sight.
- Show that they understand what they have read by making comments and asking questions.

We would like to remind parents of the importance of reading at home, even if it is just for a few minutes at bedtime. Reading 'little and often' will give your child the best chance of becoming a confident reader. Please see our 'TOP TIPS' for reading at home on reverse of this letter.

Please remember to write in your child's reading diary each time you read at home so that they can earn stickers for their book marks and win prizes as an incentive to read out of school!

We are also asking for parent volunteers that would like to come into school and hear children read on a weekly basis, to help develop their reading skills.

If you would be interested in volunteering please speak to your child's class teacher.

### **TOP TIPS for reading at home**

All children will come home with a colour banded book which is appropriate for their reading level, along with a book which is appropriate for an adult to read to the children.

Below are some tips to help you support your child with their colour banded book:

#### **Lilac books:**

These books have no words and are to help children to develop the book skills they will need to be a reader. When your child is practising reading their lilac books encourage them to:

- Hold the book the right way up.
- Turn the pages in sequence.
- Talk about what they can see on each page to build their own story.
- Predict what might happen next.
- Talk about the characters in the story.

- Talk about their favourite part of the story.

### **Pink level books:**

These books introduce the children to simple words and sentences using the sound that they have learnt during phonics. When your child is practising reading their pink book, encourage them to:

- Look at the picture to help them predict what is going to happen before they attempt to read the words.
- Point to the first word in the sentence.
- Count the words in the sentence so that they begin to understand what a word is.
- Follow the text with their finger.
- Play ‘spot the dinosaur word’ within the text.
- Try reading part of the sentence to your child and pause on a simple word for them to read- as reading a whole sentence may be a little overwhelming at this point.
- Use the picture to help them understand what they have read.

### **Red level books:**

To be at the ‘Expected level of development’ in reading, children must be able to read at least a red level book confidently and understand what they have read. There are more words in red level books and some ‘diagraphs’ within words (where two letters make one sound, e.g ch th ng). When reading red level books children should practise:

- Playing ‘spot the diagraph’ so the children get confident at identifying them within words.
- Following the text with their finger.
- Reading some dinosaur words by sight (not sounding them out).
- Be able to read a simple sentence using their phonics knowledge with some help.
- Be able to talk about what they have read – by asking questions or making comments.
- Be able to answer questions about the characters and setting of the story.

### **Yellow level books:**

Children reading yellow level books are reading well within the expected level of development for reading. There are more words in these books and some longer words which will include diagraphs and long vowel sounds (oo oa igh). When reading yellow level books, children should practise:

- Play ‘spot the diagraph or long vowel sound’ so the children get confident at identifying them within words.
- Following the text with their finger.
- Reading many dinosaur words by sight (not sounding them out).
- Be able to read a more complex sentence using their phonics knowledge independently.
- Be able to retell the main points from what they have read.
- Begin to notice some punctuation and read with some expression e.g know how to read a word if it is written in bold.