

# Dorothy Barley Junior Academy

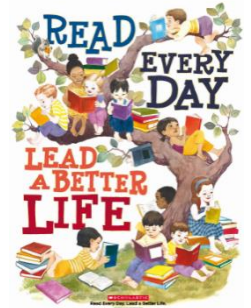
## Supporting early reading at home and throughout KS2.

"If children are to become fluent readers...they need to read a lot"

### The Importance of Reading

Every parent has an important role to play in helping their child to read. Research shows that reading has a huge impact on your children's overall progress, so reading is a priority.

Being a fluent reader will help your child to access all areas of the curriculum. To be fluent at writing, you need to be a fluent at reading.



### Encouraging Reading

- Reader of the Week certificates
- Record how your child is reading in their diary so we can give them Dojos
- Read yourself - newspapers, magazines or books
- Value books and keep them safe
- Show enthusiasm for books and reading
- Talk about your favourite books
- Visit the library
- Make time for reading together - not just at bed time
- End each day with bed time reading
- Help your child to understand and enjoy reading
- Be patient and unhurried - show that you're happy to spend the time together



### Top Tips

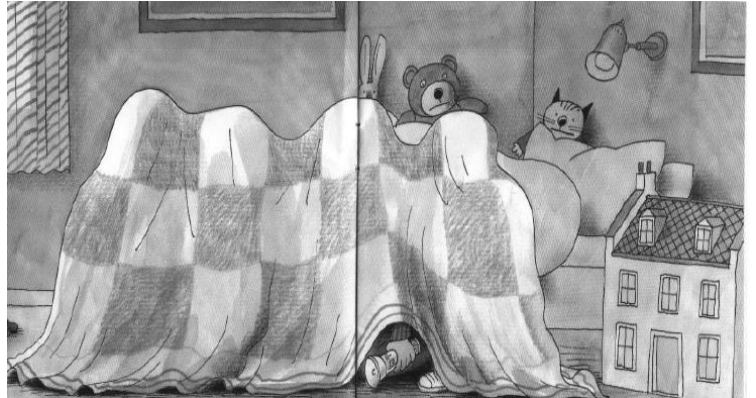
- Be positive
- Turn off the TV - or turn on the subtitles.
- Give them time to segment a word (c a t and then blend the sounds...cat)
- Point with a finger (above the words).
- Let them read their favourites books too
- Ask questions about the characters feelings, settings, language, the problem, what they think will happen next.
- Listen actively and read the sentences aloud so they have listening to how the text should sound.
- Give lots of praise
- Don't read for too long - not when they are tired.
- Remind your child that it's OK to make mistakes.
- HAVE FUN - read in different places, read in different voices (improves expression).



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## Talking about the Pictures

- Try to get your child to tell you what they can see, does this relate to their life?
- Ask them if the picture helps them to work out what is going to happen next.
- Get them to name the characters and objects they can see and describe what they look like
- Encourage them to say the words that are in the text (and what they mean)
- What words would you use to describe the loft?



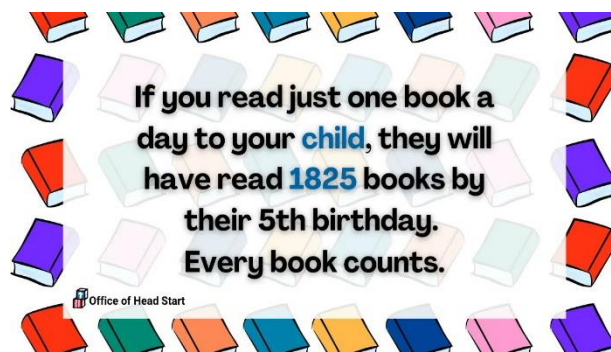
## What is Fluency?

Fluency is the ability to read, write or speak at a comfortable pace without undue hesitation which could impact on meaning or understanding. Fluency is a key component of the English curriculum at both KS1 and KS2, and developing fluency is crucial for child development. Fluency is split into three main components: reading and writing fluency and speaking fluently.

## What is Reading Fluency?

Reading fluency is the ability to read with pace and accuracy. To allow children to understand what they are reading they must be able to read fluently, both aloud and silent. Fluency is a crucial cornerstone of reading, and educators have acknowledged the importance of supporting and developing a child's ability to read fluently. Whilst reading aloud, children will read in phrases (book tubs) and use correct intonation if they are fluent. Children's reading will sound disjointed and they will add or admit words when reading aloud if they struggle with reading. They will have little understanding of the sentence if they are still decoding.

Developing fluency is crucial to allow students to cope with the increase in the length and complexity of texts as they progress through the national curriculum.



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## Asking Questions

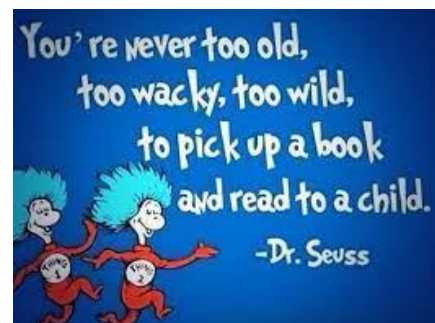
This develops the children's understanding of the text and enriches their spoken language.

- Who do you think is under the covers?
- Tell me what you can see.
- How many toys are on the bed?
- What does "....." mean? Can you think of a different word to use?
- What can you see at the bottom of the picture?
- Why do you he is doing that?
- Have you ever hidden in your bed?
- What do you think they are going to do next?

**WHO? WHAT?**  
**WHERE? WHEN? WHY?**

## Which books are best?

- Books your child likes.
- Fiction and non-fiction. Try and encourage a range of text types - this will also help their writing too!
- Books suggested by your child's teacher
- Books your child chooses from a library or bookshop that they want to read
- Never be afraid of re-reading books.

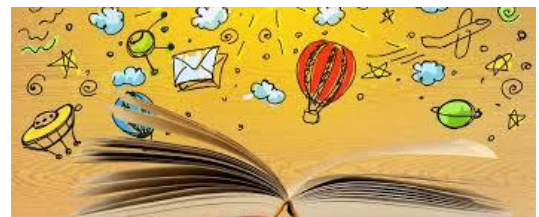


## After Reading

Talking about the book with your child at the end will help your child in their enjoyment and understanding of the book.

Possible questions might be:

- Did you enjoy that book? Why? Why not?
- Who was your favourite character? Why?
- Which part did you like the best? Why?
- Was there any part you didn't like? Why?
- Would you choose this book/story again?
- Which character are you most like and why?
- Which point in the story was the most important part and why?
- How did the author keep you interested?
- What new words have you learnt and what did they mean?
- How did it make you feel?
- What did you learn?



# Dorothy Barley Junior Academy

## Phonics and Early Reading Skills

Reading aloud with your child, just **10 minutes** a day, is one of the best ways to provide learning tools for life



### What is Phonics?

The method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

### Phonics screening check

A statutory national assessment in England, conducted internally, by schools, towards the end of Year 1. Its sole purpose is to determine whether a child can phonically decode single words to an annually predetermined national standard. Every Year 3 child undergoes a screening check when joining DBJA.

### Segmenting

When you break the word down into its sounds.

c a t

r a i n

l i g h t

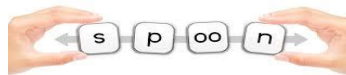
### Blending

After segmenting the word into the sounds, you blend the sounds together and say the word.

cat

rain

light



## Terminology used during Phonics and Reading

### Alternative spelling

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

### Compound word

A word made by joining two individual words together, for example, 'football' is 'foot + 'ball'.

### Digraph

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

### Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.





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## Fluency



I can read accurately with expression,  
& understand what I read

### Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound'.

### Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

## HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests