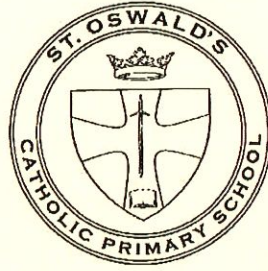




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ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

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Dear Year 2 parents/carers

1st March 2018

Reading at home

As you may be aware, next term our Year 2 children will be formally assessed as they approach the end of Key Stage 1. This is a statutory requirement and applies to all children for reading, writing, mathematics and science. We would encourage you to continue to focus on reading at home daily in order to improve the lifelong skills and enjoyment of reading that we believe is vital for every child. Our priority is for every child to be given the opportunity to become an avid reader which will ensure a continued love of reading.

Please encourage your child to continue reading any texts you have at home, as well as the school reading book daily. All reading experiences are valued along with talking about books that you are reading, new language and meanings of new words. In school, during guided reading at school your child will be challenged within their reading by their teacher. Their home reading book will be matched at the appropriate age-related expectation and will consolidate the skills learnt in school. These vital skills help your child to develop as a stronger more confident reader, especially as they access more challenging texts and differing styles later in their reading journey.

Please find attached some 'Top tips' to help your child's reading to progress even further!

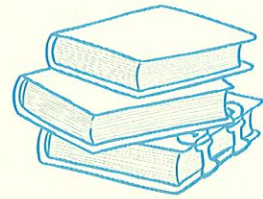
If you require any further information regarding reading please ask your class teacher.

Thank you for your continued support

Mrs Murphy (Deputy Head teacher)

Top Tips

For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

How to help your child learn to read

If your child has recently started school, you might be wondering how you can help them learn to read at home, or perhaps you are interested in knowing a bit more about what they are learning at school. Most parents of young children were taught to read using a different strategy to the one used today, which is why it can be hard to know what to do for the best. This guide provides some information and advice from a qualified teacher about the current reading strategy in schools.

The way children are taught to read these days is called phonics (or more recently, Letters and Sounds). There are some other useful words you might want to know like phoneme (the sound of each letter) and grapheme (what each letter looks like).

Phonemes (sounds) and graphemes (how it looks) are now taught in a special order, this is because education specialists have worked out that this is the best way to help children learn to read. The phonemes-graphemes are also split into groups called phases. This is to help teachers assess where children are with their phonics.

What differs now from when most of us were children, is the very short sounds that letters make. You may remember being taught "t" as a "ter" sound, now it has a very short and snappy "t" – if you whisper it, it's easier to make the sound. The two you may find particularly tricky to pronounce are l and n. With the "l" sound, pronounce as you would at the end of "Hull", more of an "ul" sound. With "n", don't be tempted to say "ner", it's very much a "n" on its own, like in "Euan". Another tricky one is "r", not "rer" as you might think, but more of a growling "rrr" sound. When you say a letter, think how it actually sounds in a word, for example "f" might come out as "fer" but in a word has a very short "f" sound, like in "fluff", if you think that "f" is said "fer" then this word would become "ferluffer".

How to help your child learn to read

For quite a lot of letters, there is the temptation to put an “er” on the end, “h”, “j”, “t” being a few examples. It’s really important though that you keep the sounds really short, because if you think about it, when children are blending (which means putting the sounds together to make words), it won’t work if all the letters end with an “er” sound. Think of “cat”, with the way I was taught it when I was a child it would make sense to pronounce it “ceratter”, whereas with the short whispered sounds it’s far easier to blend the letters.

The vowel sounds (a, e, i, u and o) can be taught as you normally say them (a as in apple, e as in elephant, i as in igloo, u as in under, o as in orange), however there are some exceptions (e.g. child) but these will be addressed in school later on. There is also a list of tricky words that do not follow the normal pronunciation of other words.