

# MY PROFILE

Name: .....

Age: .....



## What is important to me

People:

Places:

Things:

## My aspirations and goals

Things I like and want to do more...

When I grow up I want to be a...

Sometimes I worry about...

## What people like and admire about me

What my family like about me...

What my friends like about me...

What my teachers like about me...

## What helps me

e.g. to try new things, to learn, to follow instructions

## What doesn't help me

e.g. to try new things, to learn, to follow instructions

## Reading Information

Dear Parents,

Today your child has brought home their very first reading book – how exciting! Enclosed, is also your child's reading record and it is for communication regarding reading between home and school.

You will see the books initially have no words. The children are becoming familiar with these stories in school and the idea is that they use their storytelling language to tell you the story without being reliant on words at first. This gives them confidence and helps them to become more independent in having a try using other clues when words are tricky. (There is also a text insert inside the book to enable you to read the 'actual' story with your child. You could always take turns to go first.)

The children will be given a new book twice per week (Monday and Friday) and these will initially be changed by a member of staff. Once the children become more confident readers and are familiar with the book bands, we will encourage them to make their own selections. We are always keen to encourage parents to see children as individual learners and to support us in our book choices and speed at which children progress through reading levels. Please always arrange to chat with us if you have any questions.

Please ensure the book and diary (along with the word tin) is kept in the plastic zippy wallet and then inside the blue book bags, which should come into school every day.

We would like to ask that each time you hear your child read, please date and sign inside the record. We will make a comment when possible/appropriate and invite you to do the same, but please do not feel you have to do this every time.

Members of staff will endeavour to hear children read their books as frequently as possible, although daily phonics teaching is now a much more efficient and focused method of teaching children to read. The sessions are integral to our curriculum and form a large part of the development of early reading skills and are an important start in their reading journey.

With the assistance of parent helpers we aim to hear children read and check their word tin words 1:1 on a two weekly cycle. Any help with this would be most appreciated.

Teachers will also hear children read as part of a small group and, if this has taken place you will see a stamp in the diary indicating that they have taken part in 'Guided Reading'. This involves reading a set of identical books altogether, listening to each other, comprehension skills and discussion about the pictures and text.

In addition, Red and Green class children have also been buddied up with a Year 6 friend who they will meet with each week to read and share books of their choice.

Happy reading,

The Reception Team



# Our tips for reading with your child.



In the back of the reading diary we have provided some suggestions for alternative ways 'hear' your child read/share a book.

Remember reading a book is not just opening a book, saying words, turning the pages and then closing the book.

Below are some ideas to help you approach reading with your child.

- **Choose the time carefully.** Gauge when your child is tired and do not attempt to ask them to read at this time. Battles over reading quickly create loss of interest altogether.
- **Sit together comfortably** in a quiet and relaxed space with no television, tablets or phones where possible. (Saying this, children sometimes like the opportunity to read to a friend or family member via Facetime/Skype etc.) Children are also inspired by reading in interesting locations or to a variety of friends and family.
- **Quality not quantity.** It isn't always necessary or appropriate to read a whole book in one sitting. A few pages is fine (especially once the books become much longer). Conversation about the content is equally as valuable in developing important reading skills.
- **Talk about the front cover of the book before you start and read the 'blurb' together on the back.** What might the story be about? What might happen? What clues can you see in the pictures? Can they spot any words or sounds they know in the title/blurb?
- **Encourage your child to use a range of decoding skills** throughout the reading of the book. This may include for example, looking for familiar words or sounds first, using picture or initial sound clues to make guesses, missing out unfamiliar words, sounding out words one sound at a time. Sometimes to enable fluency, you may wish to tell them a word they are stuck on and then go back to it later and try again.
- Try to help children understand that it is ok to make mistakes. Making mistakes on purpose and correcting each other is a great game and a great way to learn.
- Remember that in English, many words can be 'sounded out' and children will call upon their phonic knowledge to work these out. However, there are also many words that cannot be sounded out such as 'the' and 'said' and these have to be learned by sight/memory. We call these 'tricky words' and will be covered within the children's word tin flash cards. The sight words in your child's tin will link to the book band they are reading and we like to ensure they are familiar with a good number of these before moving book level.
- Remember it is good for morale and confidence for children to be able to read books without struggling. Challenges take place in other parts of our teaching of reading within the classroom and reading at home provides consolidation. Please let us know if your child is finding a particular book or type of book too tricky.
- We have a variety of different types of books to target different skills. You will notice some target phonics skills, whereas others are for practising high frequency/tricky words. Some may be very repetitive or include very slight changes in word order to check children's ability to recognise repeated words and phrases.

Please cut up these words individually and put them into a small metal tin/pencil case/plastic snack pot – no deeper than an inch.  
This will need to come into school in their blue book bag, every day. Remember to practice these words at home too.

Biff	Chip	Kipper	Mum	Dad
Floppy	everyone	a	and	into
Oh no!	I	the	to	no
go	cross	said	was	in