

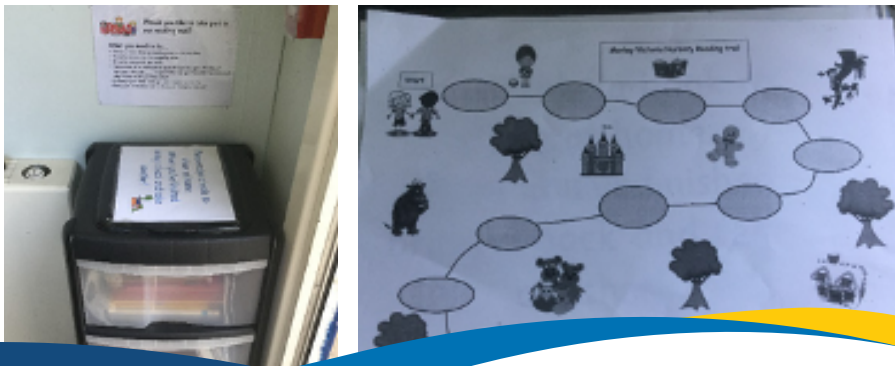
## Book Club

In Nursery and Reception, we run a Book Club one morning per week (the date and time will be communicated with you). This is a book saving scheme where the children can save up money each week to then buy a book when they reach £2. It teaches the children about saving and working towards something, helps them to begin to recognise coins and fosters a love of books. They are always very excited when they get to choose the book they want to buy and take it home!

## Reading Trail

In the Nursery entrance and outside both Reception classrooms are books which the children can borrow. To go with the books, is a Reading Trail sheet, which the children (or their grown up) can write on the names of the books they have read. These are books that the children may not be able to read for themselves, and the focus is on sharing books at home. Once the trail is complete, we share this with the rest of the children and celebrate how proud we are of them. Again, this helps to foster the love of reading from a young age and acts like a library service. The children can change the books whenever they like and do not need to ask to do so.

We hope you have found this information useful and that you will be able to refer back to it for support with your child's reading. As always, please contact your child's teacher with any questions or concerns, we are always happy to help you in any way we can.



★ Encouragement ★ Enjoyment ★ Success ★ Effort ★

# Early Reading and Phonics

## At Morley Victoria - A Parents' Guide

At Morley Victoria we strongly believe that reading is the 'Master Skill' within our curriculum, it is the gateway that opens doors to all subjects across all areas of the curriculum. We have created this guide to support you and your child as they start to learn to read. Your child's reading journey begins in our Nursery (or Reception if they did not attend our school Nursery).



## Phonics

A big part of how your child will be taught how to read, is through phonics. Phonics is a way of teaching reading and writing, where your child is taught the alphabetic code. They learn to recognise letters or groups of letters by saying the sound(s) they can represent. Children can then start to read words by blending the sounds together to make a word. A key part of a phonics lesson also includes learning sight words, which you will find information on in a later paragraph. Phonics is systematically taught from Nursery to Year 3. We may also teach it in other year groups where necessary, to cater to every child's individual needs. Phonics is taught in a variety of ways, such as to a whole class, smaller groups or through play-based activities and games throughout the day.

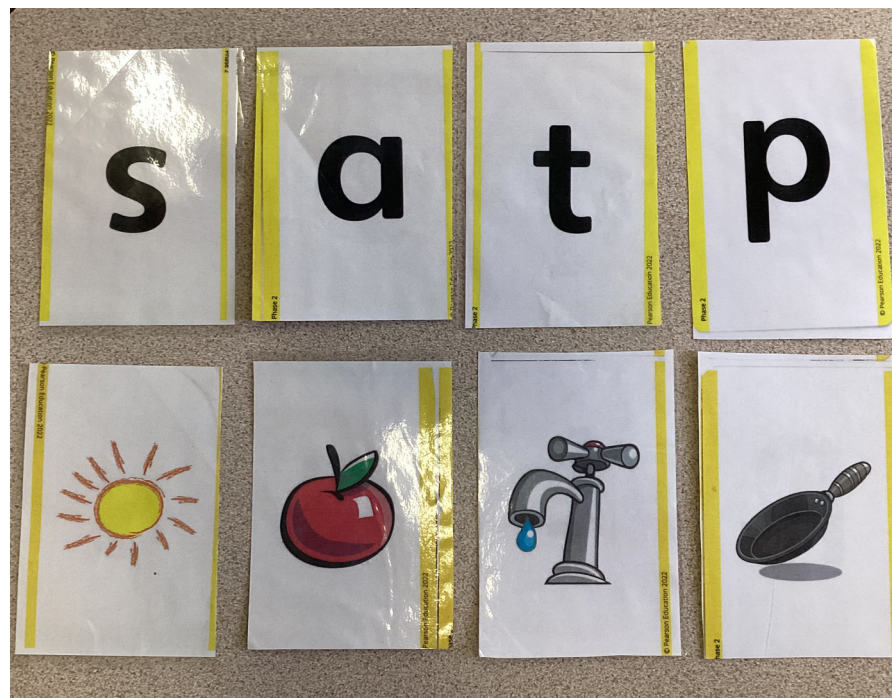
Morley Victoria is a Bug Club Phonics school. Our main reading scheme is Bug Club and we use all the supporting resources, such as ebooks, flash cards, posters and sound mats to support our teaching of phonics.



## Learning sounds that the letters can make

The children start to learn sounds in Nursery. To begin with, these are single letters that make a sound, also known as a phoneme, such as /a/ for 'apple'. We learn these in a set order (not the order of the alphabet). The children are also taught the letter name alongside the phoneme and this is linked with learning the alphabet. We learn new sounds at varying paces, depending on the stage of learning which is outlined in our long-term plan. In school, we use sound cards during phonics lessons and for displays in our classrooms. The cards have the written form of the sound, called a grapheme, with an accompanying image on to help the children to remember them e.g. /s/ on one side and a picture of a sun on the other side.

Please look at the curriculum section of our school website for more information about reading and suggested books to read.



Small versions of the grapheme cards are sent home with the children as they learn them and will therefore build up over time. These are to be kept in their reading pouch and in their bag daily. Practicing these regularly at home will be extremely beneficial for your child. These can be used in a variety of ways to help your child begin to blend sounds to read words and to segment sounds to spell words. For example, your child could use the cards to spell words.

The sound mats that we use in school are attached with this leaflet. They show each grapheme and the image that accompanies it for your reference.



## High Frequency/Tricky Words

As well as learning graphemes and phonemes, the children learn high frequency or 'tricky' words. These are words that the children learn to read by sight, rather than using their phonics skills to break them into their component sounds. Learning to recognise these words on sight will help the children to develop their fluency. There are 100 high frequency words to learn and we aim for the children to learn these before the end of Year 1, but of course every child is different so please do not worry about this.

The 100 words have been split in to 25 sets and each set contains between 3 and 5 words. The words have been grouped specifically in order to aid the children's learning of them e.g. he, she, me, we and be have been grouped together in one set so you can discuss the similarities in their spelling and how they rhyme. When your child brings their first set of words home, you will notice that there are two copies of each word, on different coloured card. This means that children can play games e.g. Snap, to make learning a fun and engaging experience. There are an additional 10 sets of words (sets 26-35) that the children learn in year 1 and 2, inline with our phonics scheme.

Set 1	Set 2	Set 3	Set 4
an	if	can	the
as	in	dad	to
at	is	had	I
and	it	back	a
	into		
Set 5	Set 6	Set 7	Set 8
of	not	up	get
off	got	mum	big
on	go	but	him
no		put	his

## Books

The class teacher will assess where your child is on their reading journey and will provide appropriately banded books to support their reading journey. Bringing home a book is always a very exciting event and we love to see how proud the children feel! The first books that we send home are Lilac band books. These books do not have any words in and the purpose of them is for the children to develop their story telling skills by using the pictorial clues. We teach the children how to handle the books, for example holding them the correct way up, turning one page at a time and looking at the pages from left to right. We also focus on comprehension of the text by asking them questions about what is happening in the book. It is also an excellent opportunity for expanding the children's vocabulary by introducing them to new words in the context of the book.

Once the children are secure with a number of sounds, have begun to learn the first few sets of high frequency words and are able to blend the sounds in words together, e.g. being able to hear that c-a-t makes the word 'cat', they will start to read Pink band books. These books focus on CVC words (consonant, vowel, consonant) such as cat, dog, hat, put, fin. The children will then continue to progress through the reading book scheme as their phonics knowledge expands and the number of high frequency words they know increases. The image below shows you the year group expectations regarding reading books, to give you an idea of what is expected in each year group. However, please do not worry about this too much, it is just a general overview.

Year	Book Band	Book Title	Stage
Year 1	Lilac	It is a Din!	1
	Pink	My First Book	2
	Red	My First Book	3
	Green	My First Book	4
	Orange	My First Book	5
	Blue	My First Book	6
Year 2	Purple	My First Book	1
	Blue	My First Book	2
	Orange	My First Book	3
	Green	My First Book	4
	Red	My First Book	5
	Pink	My First Book	6
Year 3	Purple	My First Book	1
	Blue	My First Book	2
	Orange	My First Book	3
	Green	My First Book	4
	Red	My First Book	5
	Pink	My First Book	6
Year 4	Purple	My First Book	1
	Blue	My First Book	2
	Orange	My First Book	3
	Green	My First Book	4
	Red	My First Book	5
	Pink	My First Book	6
Year 5	Purple	My First Book	1
	Blue	My First Book	2
	Orange	My First Book	3
	Green	My First Book	4
	Red	My First Book	5
	Pink	My First Book	6
Year 6	Purple	My First Book	1
	Blue	My First Book	2
	Orange	My First Book	3
	Green	My First Book	4
	Red	My First Book	5
	Pink	My First Book	6

Your child will read with an adult on a one-to-one basis each week. This may be with their class teacher, a teaching assistant or one of our wonderful team of volunteer readers.



## Discussion and Asking Questions

In addition to learning phonics and sight words, we teach the children to comprehend what they read. This shows whether they understood what the book is about. This starts with the Lilac books, discussing the pictures in detail and moves on to ensuring the children know what each word means and that they understand what they have just read. We encourage the children to ask the grown up they are reading with if they do not know what a word means, rather than just carrying on reading. In school we ask them questions as they read, starting simple with questions around who, what, where or when and moving on to more inference based questions. There is a sheet attached to this guide to give you ideas of the types of questions you may like to ask your child.

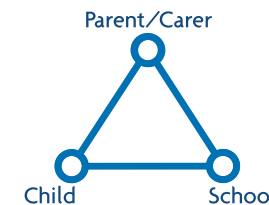
## Reading Position

A very important part of reading that we teach the children is the importance of having a good reading position. We teach the children to sit on a chair, have their book flat on the table in front of them, sit up straight, have one hand holding the book still and the other hand is used to point to the sounds and words as they read. We remind the children of this regularly so that it becomes habit. You will be provided with a bookmark which has helpful reminders on about reading position, it would be great if you could reinforce this when reading at home with your child.



There will be lots of hints and tips about how to support your child on Tapestry too.

## How you can help at home



At Morley Victoria, we believe the home school triangle (shown here) is vital in ensuring your child makes good progress with their reading (and all other areas of learning, of course).

As part of our home school agreement, parents sign to agree to read with their child at home at least three times a week. Your support with this is invaluable. As well as supporting the children's learning, it helps them to feel more confident in their abilities as they are repeating the learning more regularly, in order to consolidate their learning.

As well as the physical reading book that your child will bring home, we also have online e-books which the children can access at home via the Active Learn Primary website. The books are allocated by your child's class teacher and contain quizzes and activities that the children access by clicking on an icon within the pages of the books. Your child can also be allocated activities and games to complete, such as games to practise what they have learnt in phonics. Please support and encourage your child to use Active Learn Primary at home.

When your child starts reading, they will be given a Reading Record. When they are read with in school, the staff member will write the date, title of the book, how many pages they read (if applicable) and a comment about their reading. We will also make notes about any sounds or words they are learning or focusing on at the bottom of the page in the designated section. Please write in the Reading Record whenever you have read with your child at home. This could just be the date and a signature or a short message to let us know how they did at home. You can also use the book to communicate any questions/queries you may have or how to support further reading at home.

We change the children's books regularly but if there isn't a signature or message from home we assume the book has not been read. We therefore may not change it, depending on how the child has found it.

Please keep your child's reading resources in their bag each day, e.g. their sound cards, high frequency words, book and Reading Record. These need to come to school every day.