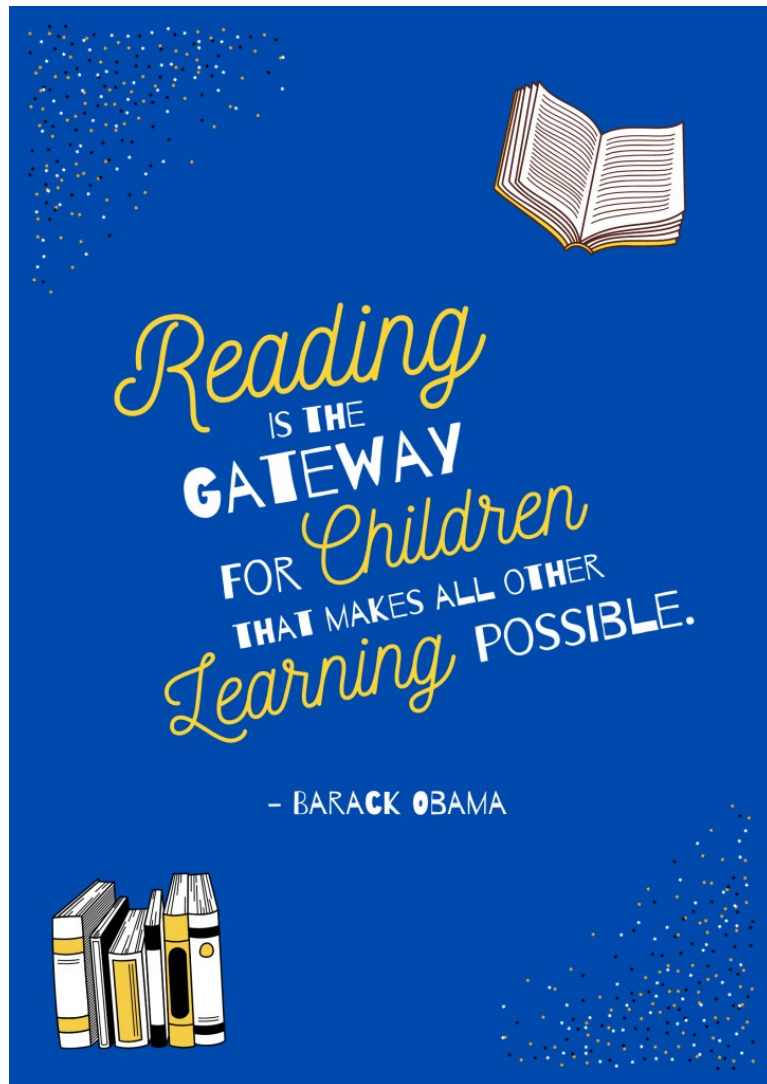




Reading at home

A guide for parents /carers
2025-2026



Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why the government is committed to continuing to raise standards of literacy for all.

The Reading Framework Teaching the Foundations of Literacy
July 2021

How will my child learn to read?

At Black Horse Hill Infant School we follow the Little Wandle Letters and Sounds Programme. This programme is divided into different phases. Parents can find more information on littlewandlelettersandsounds.org

Phase 1- starts in Foundation 1. Phase 1 focuses on rhythm and rhyme.

Phase 2- starts in Foundation 2. Phase 2 focuses on the following graphemes and the phonemes that they make. It also has tricky words that the children will learn to read without blending.

s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z z z q u c h s h
t h n g n k

Tricky words – is, I, the, as, has, his, her, go, no, to, into, she, he, of, we, me

Words with –s/s/ added at the end (hats, sits)

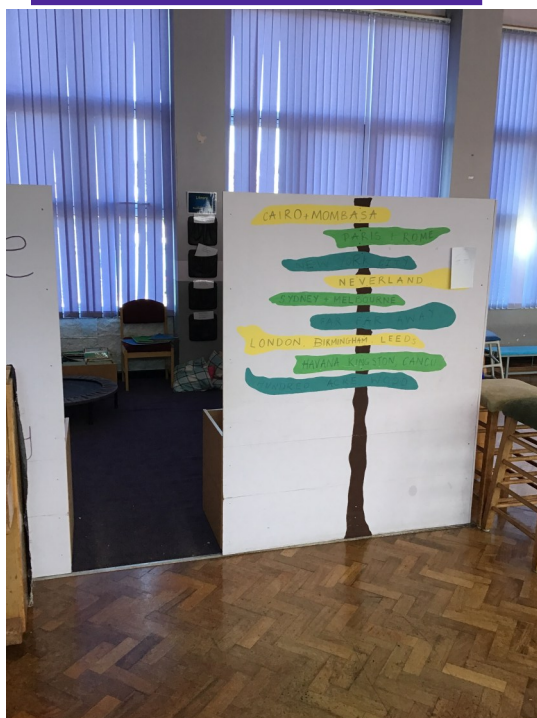
Words ending in s /z/ (his) and with –s /z/ added at the end (bags, sings)

Glossary

Phoneme	The smallest unit of sound in a word—often referred to as 'a sound'
Grapheme	A letter (or sequence of letters) that represent(s) a phoneme
Grapheme-phoneme correspondence (GPC's)	The match between the phoneme and the grapheme
Blending	Say the individual phonemes, put together to make a word e.g. c-a-t cat
Oral blending	Say phonemes in the word and blend in your head or out loud
Segmenting	Breaking words or parts of words into phonemes e.g. coat is c-oa-t
Digraph	A phoneme that is represented by two letters e.g. oo, ee
Trigraph	A phoneme that is represented by three letters
Split vowel digraph	A digraph that is separated by one or more consonants within a word e.g. m <u>a</u> k <u>e</u> , b <u>o</u> n <u>e</u>
Adjacent consonants	Consonants blended together when reading a word e.g. st, cl
Alternative graphemes	Different representations of a phoneme in a word e.g ai in paint, ea in great, a_e in cake, ay in play



Our School Library



Phase 3 –starts in Foundation 2 and focuses on the following graphemes and the phonemes that they make and the following tricky words.

ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er

Words with double letters and longer words

Words with two or more diagraphs e.g. sheep

Words ending in -ing

Compound words e.g. lunchbox

Words with s /z/ in the middle

Words with s /z/ at the end

Words with -es /z/ at the end

Tricky words—was, you, they, my, by, all, are, sure, pure

Phase 4 – doesn't introduce any new phonemes/graphemes .

The children read cvcc, ccvc, ccvcc, cccvc, cccvcc and compound words. Eg.

CVCC– bend, mend hump, bent, damp

CCVC – spot, spin, trip, glass

CCVCC– spend, twist, stamp, blend

CCCVCC– scrunch, streets

Compound words – bedroom, lunchbox, windmill

Words ending in suffixes—ing, -ed /t/, -ed /id/ /ed/, -est

Longer words

Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one out, today.

Phase 5 focuses on the following graphemes and the phonemes that they make, alternative pronunciations and the following tricky words.

Part 1 -

/ai/ ay play
/ow/ ou cloud
/oi/ oy toy
/ea/ ea each
/ur/ ir bird
/igh/ ie pie
/ oo/ /yoo/ ue blue rescue
/yoo/ u unicorn
/oa/ o go
/igh/ i tiger
/ai/ a paper
/ee/ e he
/ai/ a-e shake
/igh/ i-e time
/oa/ o-e home
/oo/ /yoo
/u-e rude cute
/ee/ e-e these
/oo/ /yoo/ ew chew new
/ee/ ie shield
/or/ aw claw

Tricky Words—their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want, *The tricky word 'ask' may not be tricky in some regional pronunciations



Sharing books in the Book Corner

The Book Swap Beach Hut





How to read a story to your child

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you are going to read it to your child.

On the first reading :

- Make reading aloud feel like a treat. Make it a special time and cuddle up so that you can both see the book
- Show curiosity about what you are going to read. 'This book looks interesting. It's about an angry child. I wonder how angry he gets.....'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you are not enjoying it then your child won't.

Read favourite stories over and over again.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh no, I think what's happening here is that....'
- Chat about the story and the pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to'; 'I wouldn't have done that, would you?'
- Link the stories to your families experiences: 'This reminds me of when....'
- Link stories to others that your child knows; 'Ah! Do you remember the dragon in....? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.
- Avoid asking questions to test what your child remembers.
- Avoid telling children that reading stories is good for them

Further guidance can be found on the following link

<https://www.gov.uk/government/publications/10-top-tips-to-encourage-children-to-read>

Part 2 -

/ee/ y funny
 /e/ ea head
 /w/ wh wheel
 /oa/ oe ou toe shoulder
 /igh/ y fly
 /oa/ ow snow
 /j/ g giant
 /f/ ph phone
 /l/ le al apple metal
 /s/ c ice
 /v/ ve give
 /u/ o-e o ou some mother young
 /z/ se cheese
 /s/ se ce mouse fence
 /ee/ ey donkey
 /oo/ ui ou fruit soup

Tricky Words—any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work

Part 3-

/ur/ or word
 /oo/ u oul awful could
 /air/ are share
 /or/ au aur oor al author dinosaur floor walk
 /ch/ tch ture match adventure
 /ar/ al a half* father*
 /or/ a water schwa in longer words: different
 /o/ a want
 /air/ ear ere bear there
 /ur/ ear learn
 /r/ wr wrist
 /s/ st sc whistle science
 /c/ ch school
 /sh/ ch chef
 /z/ ze freeze schwa at the end of words: actor

Part 4—

/ai/ eigh aigh ey ea eight straight grey break

/n/ kn gn knee gnaw

/m/ mb thumb

/ear/ ere eer here deer

/zh/ su si treasure vision

/j/ dge bridge

i/ y crystal

/j/ ge large

/sh/ ti ssi si ci potion mission mansion delicious

/or/ augh our oar ore daughter pour oar more

Tricky Words—busy, beautiful, pretty, hour, move, improve, parents, shoe

We're teaching every
child to read with
Little Wandle Letters
and Sounds Revised

A complete SSP validated by
the Department for Education



Your child will bring home two books. One is for your child to read to you (Collin's Big Cat book). It has been carefully chosen so that they can work out the words. The other book has words that your child may not be able to read yet (Reading for pleasure reading book). It is for you to read to your child and to talk about together.

Collin's Big Cat Books

These are your child's focused reading books linked to the sessions we deliver in school.

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the phonemes (sounds) and words inside the front cover before he or she reads the book.
- When your child reads the book, ask him or her to segment and blend out the words that he or she cannot read automatically.
- Don't allow your child to struggle too much. Praise your child when he or she succeeds for their effort.
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

Reading for pleasure book

These are an additional book that your child chooses from a selection within the classroom to share at home. These books can be changed as often as your child wishes.

- Read the book to your child or read parts together.
- Your child may be able to recognise tricky words in the book and be able to segment and blend (sounds out) out some words.
- Talk about the story together and consider the key characters/event/information
- Do not ask your child to read these books independently.

Reading Diary

Strive for Five!

Pupils are issued with a reading diary. Please record any reading you do with your child at home. We want pupils to read at least 5 times per week at home. This could be sharing a text together or reading the Bug Club book. Re-reading the Collin's Big Cat book will help to develop your child's confidence and build fluency. Please sign and date in the reading diary when you do any reading activities with your child and make comments if you wish. We value the feedback you share in the reading diary about your child's reading. Please send reading diaries and reading books into school daily.



Each time your child reads they will receive a raffle ticket for the Reading Raffle. At the end of each half term one lucky winner from each class will win a book.



The Reading Model at BHHIS

Your child will read the same book in school from our Collins Big Cat Scheme in school 4x per week with an adult. The children read in groups and each day has a specific focus. After the last read, a hard copy of the book will be sent home to read and then returned the following week. Your class teacher will inform you of the day to return the book as they differ for each year group.

Daily Focus -

Day 1 – Decoding and Prediction

Day 2—Fluency

Day 3- Prosody

Day 4 – Comprehension

Within each session there is a specific structure that all staff follow throughout the school.

Structure

Focus 1: Grapheme Phoneme Correspondence

Focus 2: Three/four specific words from the text on flash cards

Focus 3: Teach the children to read the tricky words in the text

Focus 4: Adult on Day 1 and 2 models reading by segmenting and blending the words on 1 or 2 pages

Home Reading System at BHHIS

Please ensure that your child's reading diary and reading book are in school **every day**. If your child's reading book is not in their bag when the books are being swapped over, then staff will allow 7 days for it to be returned. After this a reminder will be sent home.

Important: Unfortunately, if a book isn't returned to school after the reminder message then a charge (£5.00) will be made to cover the cost of the book.

