



# Everybody Every Night

## Home Reading Information for Parents/Carers

At Meadowdale we value and prioritise reading for all children. From Nursery to year 6 pupils enjoy having texts read to them and reading texts themselves. Pupils are exposed to a wide range of genres (fiction, non-fiction and poetry) from vast range of authors, cultural backgrounds and across the 5 plagues of reading.

We strive to ensure every child is a reader and we foster a love of reading across school: within the curriculum, beyond the curriculum including within our assemblies. At Meadowdale Academy, it is the expectation that our pupils read at home five times a week. This embeds the skills that are taught during the school day, further develops fluency and allows the power of books to be shared outside the classroom.

Parents and carers communicate with staff through Home Reading Diaries and are kept up to date with reading progress. Children's dedication to their reading is recognised and rewarded.

### Why read at home?

You can make a huge difference! Parents and carers are the most important educators in a child's life – even more important than their teachers – and it's never too early to start reading together.

Even before they're born, babies learn to recognise their parents' voices. Reading to your baby from birth, even for just a few minutes a day, gives them the comfort of hearing your voice and increases their exposure to language.

Reading once is never enough. Children should be encouraged to read, read and read some more! Reading gives pupils access to a world of opportunities.

Evidence suggests that parents and the home environment are essential to the early teaching of reading and fostering a love of reading (Gov.go.uk).

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background (Pearson.com).

*"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed - it's that simple."*

- Bali Rai





# Early Reading

## Early Reading at Meadowdale Academy

From Reception, pupils begin our DfE accredited Read Write Inc. (RWInc.) phonics programme to ensure the systematic teaching of decoding, blending and fluency. Pupils are grouped by their current reading ability and taught at the relevant level to secure progress. Within their group, pupils may focus on 'Set 1', 'Set 2' or 'Set 3' sounds ([see here](#)).

Pupils learn to read 'green' words (words that are phonetically decodable using Fred talk) and 'red' words (words that are not phonetically decodable using Fred talk – some 'red' words are followed by an asterisk which means these words are 'red' words now but will not always be – this is because children have not yet learned one of the sounds within the word).

Once pupils reach the appropriate level, RWInc. books are sent home, beginning with 'Blending Books' and moving onto 'Ditty' texts and finally 'Story Books'. If your child has a 'Blending Book', this should be read daily (aiming for 5 times per week) to ensure they have additional opportunities to decode (read sounds) and blend sound to read words. Once they have learned further sounds in school, their 'Blending Book' will be changed. There are 10 'Blending Books' in total.

Supporting your child in reading 'Blending Books' 1-4:

- Fred talk (decoding)

*Fred is a frog that can only read letter sounds e.g. c-a-t. Children should read the letter sounds (phoneme) for each letter (grapheme) as Fred would.*

- Read the word (blending)

*Children should blend the sounds together to read the word e.g. cat.*

Supporting your child in reading 'Blending Books' 5-10:

- Special Friends (decoding)

*Children should look for groups of letters that make one sound (2 letters – digraph; 3 letters – trigraph) e.g. ll, ch, sh, th, nk*

- Fred talk (decoding)

*Fred is a frog that can only read letter sounds e.g. c-a-t. Children should read the letter sounds (phoneme) for each letter/group of letters(grapheme) as Fred would e.g. ch-i-p or l-i-nk.*

- Read the word (blending)

*Children should blend the sounds together to read the word e.g. chip, link.*

If your child has a 'Ditty' text (A4 photocopy) they are learning to read stories. They will bring home a new 'Ditty' daily, which they have read in school. Children should apply their decoding skills and begin to develop some fluency. Children should apply the reading routine above ('Blending Books 5-10 – above). 'Ditties' also include red words – these are words that can not be decoded (some red words are those that your child can not decode yet – they will later become green words). These words are in red font and must just be learned (these are taught in school). Remember,





# Early Reading

'You can't Fred a red!' At the end of the ditty, there are questions included which you can ask your child to begin their early comprehension skills.

If your child has a 'Story Book' they will also bring home a 'Book Bag Book' (these are the A5 portrait books). Children will have read the story book (the coloured cover book e.g. green) three times in school and should be able to read this book with ease, developing their fluency. The 'Book Bag Book' is new to children but is at the same level as the story book. Children should use their decoding skills to read this book and over the week, build their fluency in reading the book. Children should then begin to read the text in a 'storyteller voice' that demonstrates their understanding of what they are reading. Children should apply the reading routine above ('Blending Books 5-10 – above). 'Story Books' and 'Book Bag Books' also include red words – these are words that can not be decoded (some red words are those that your child can not decode yet – they will later become green words). These words are in red font and must just be learned (these are taught in school). Remember, 'You can't Fred a red!' At the end of the text, there are questions included which you can ask your child to develop their comprehension skills.

Within 'Story Books', 'green', 'story green' and 'red' words are provided. These should be practised in and out of order to increase your child's fluency (speedy reading).

Pupils are assessed regularly in school to ensure rapid progress throughout the RWInc. grouping system is made and any interventions can be put in place promptly.

Further access to appropriate texts at home: <https://www.oxfordowl.co.uk/home/find-a-book/library-page/>

Once you have accessed the site, go to 'Browse the Library' and then 'All Levels' and select 'Read Write Inc. Level'. Select your child's group colour from the drop-down menu (this is the colour of the 'Story Book' e.g. green). We strongly discourage accessing a higher level than the one your child is currently working at.

For further information on RWInc., including support videos, click:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.ruthmiskin.com/parentsandcarers/>





# Reading beyond RWInc.

## Year 2 onwards

### Reading beyond RWInc. (Year 2 onwards) at Meadowdale Academy

Once your child has completed the RWInc. programme, children move into Key Stage teaching groups where they are taught through 'Reasons to Read'. Throughout the week, each daily reading lesson focuses on one 'Reason to Read':

Children are given access to Accelerated Reader where they take regular short 'Star Reader' assessments to determine their current 'zone of proximal development' (ZPD). This is a numerical zone which children should select reading texts within from our school library, ensuring the level of text is appropriate to your child's current stage of reading fluency and comprehension.

Once children have finished reading a text, they complete a 'quiz' on the text to ensure they have adequate understanding of what they have read. This then informs their ZPD which may move up or down.

Supporting your child when reading at home:

When pupils encounter unfamiliar vocabulary, they should follow the same routine as RWInc. readers to decode and read the words:

- Special Friends (decoding)

*Children should look for groups of letters that make one sound (2 letters – digraph; 3 letters – trigraph) e.g. ll, ch, sh, th, nk*

- Fred talk (decoding)

*Fred is a frog that can only read letter sounds e.g. c-a-t. Children should read the letter sounds (phoneme) for each letter/group of letters (grapheme) as Fred would e.g. ch-i-p or l-i-nk.*

- Read the word (blending)

*Children should blend the sounds together to read the word e.g. chip, link.*

Vocabulary can also be understood by the following routine:

- Identify the word class  
*e.g. noun, verb, adjective, adverb, conjunction, preposition*
- Identify the root word.
- Identify the prefix/suffix if there is one.
- Read the sentence(s) around the word.
- Still stuck? Use a dictionary.





Here are some questions to ask to support children's comprehension skills:

### Before reading

- Look at the front cover. What might the story be about?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Who is the author? Have you read any of their books before? Anything similar about his / her stories?
- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Can you summarise what you have read so far?

### During or after reading

- Which part of the story was the funniest / scariest / saddest / happiest? How has the author created this effect?
- Pick three favourite words or phrases from this chapter. What do you like about them?
- How was \_\_\_\_\_ feeling when \_\_\_\_\_ happened? Which words show us this?
- Can you find any words or phrases that describe the setting?
- How do we know when a character is speaking out loud to another character? What might their voice sound like and why do you think this?
- Look out for . ! ? , ( ) - in sentences and encourage children to read with expression and to think about their tone.
- Do you like how the story ended? Can you think of another way the book could have ended?
- How would you feel in the situation? What would you do?
- How long has the author spent describing e.g. the setting? What pictures can you see in your mind?
- Can you summarise what you have read today?

