

The Tiger Who  
Came  
to Tea



Judith Kerr

*We're Going on a Bear Hunt*

Michael Rosen Helen Oxenbury

STORY CD  
INSIDE  
READ BY  
Sophie Aldred



# Reading at Trumps Green Infant School September 2018

# Our Aims for Reading

...to develop the desire to read ...

At Trumps Green we aim to teach, enable and encourage children to become fluent, independent and analytical readers who are enthralled by books.

# Print in the environment



# Two main strands

## Language

### Comprehension

(Understanding the text)

- *Questions*
- *Beyond the text*

## Word recognition

- *Phonics/spelling*
- *Sight vocabulary*  
*(the, said )*

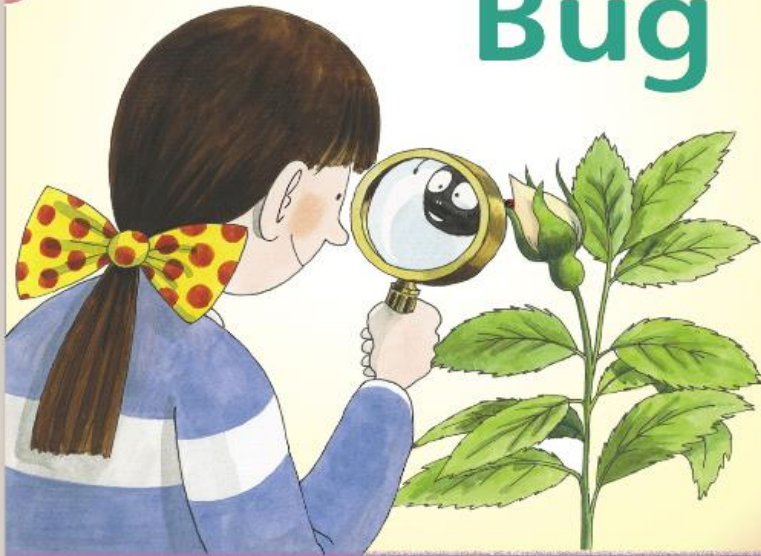
# Language Comprehension

- Sharing books together
- Talking about the pictures
- Asking questions e.g what will happen if?
- Making predictions e.g. What will happen at the end? What could happen if?



Phonics

# Big, Bad Bug



Series created by Roderick Hunt and Alex Brychta

Chip had a bug.



# Word recogniton

## Phonological awareness

- Sound buttons
- Phonemes (can be more than one letter)
- Graphemes (the written sound)
- High frequency words
- Tricky words

Blending for reading

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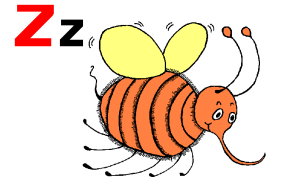
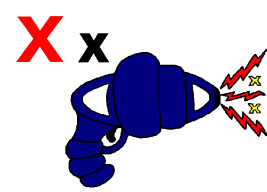
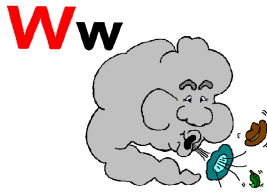
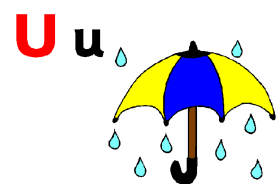
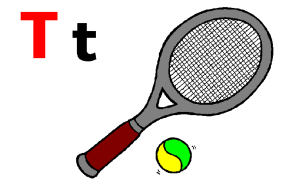
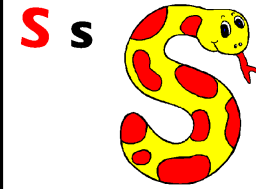
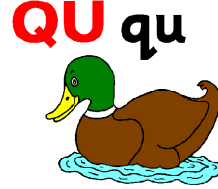
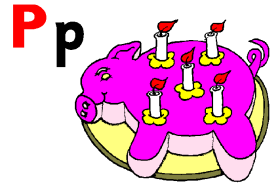
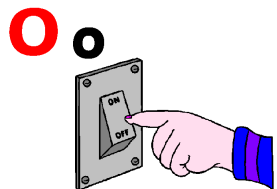
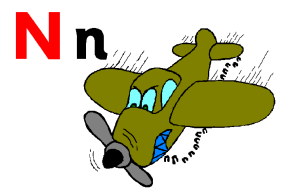
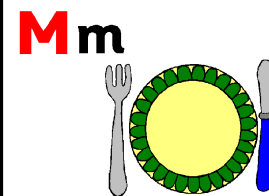
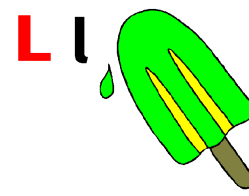
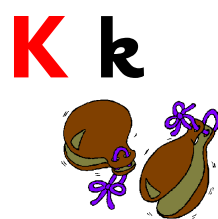
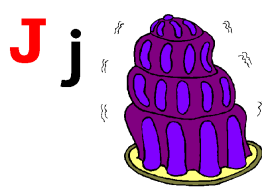
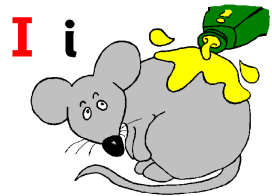
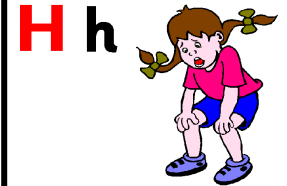
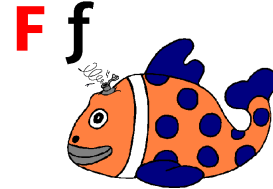
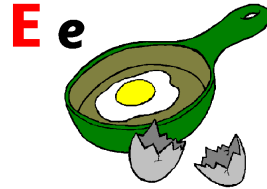
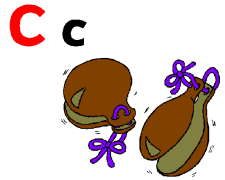
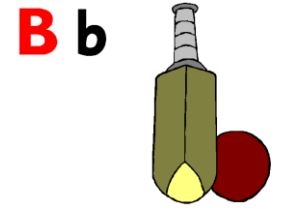
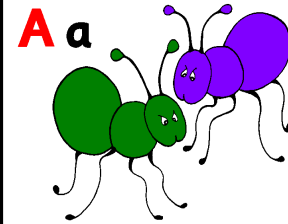
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# The Jolly Phonics Alphabet

## A to Z









# Phoneme frame



cat

shut

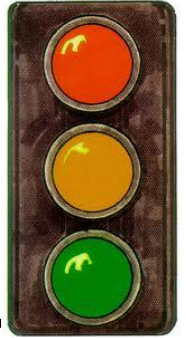
frog

# Aim for Reception Year



- To encourage interest and enjoyment in a range of texts
- Listen with enjoyment and respond to stories, songs, music, rhymes and poems.
- Extend their vocabulary exploring meanings and sounds of new words.
- To enjoy sharing books with peers and adults.
- To be able to discuss the pictures and story.
- To have knowledge of how a book works, right way up, front to back orientation.
- To become familiar with the sounds, recognise letter shapes and start to experiment with sounds, words and texts.
- Hear and say the sounds in the order in which they occur.
- Read some high frequency words.

# When do we start?



- Children start taking books home next week.
- All children will have a banded book. The stage of the book will depend on the child's readiness for the next stage, not when they are a specific age.
- These books are an opportunity to share a quiet time with your child and read for enjoyment. You can read it to them to begin with.
- The 3-4 phonic sounds that we learn each week will be sent home on a Friday in their '*phoneme book*'.

# Reading progression

- Pink to Brown
- In the early stages of reading a child may memorise the whole book. This is one stage of reading however, it does not mean they have **read** the book. Use this opportunity to retell the story and hunt for sounds and sight words.
- Children will move to the next level when the teacher feels they are competent, confident, expressive and fluent within their current band.
- We then explore the text by looking at the characters, the plot, the setting, what is inferred, what can we deduce and what is our overall understanding of the text.

# How can you help?



- Finding the right time for you
- Practising regularly
- Sit side by side, talk about the cover,, ... pictures. What happens next ?
- Give lots of praise.
- Take it at your child's pace.
- If you sense any sign of anxiety read the book to the child and discuss the story.
- You can use your own home library too.

Pause



Praise





# Ideas for home

- Magnetic letters to make words (spelling) and break words up into word families.
- A writing box
- Tricky/sight word card games (this can be printed or handwritten)
- Ask questions to check for understanding

*Please still read stories to your child to continue a love of books and literature.*