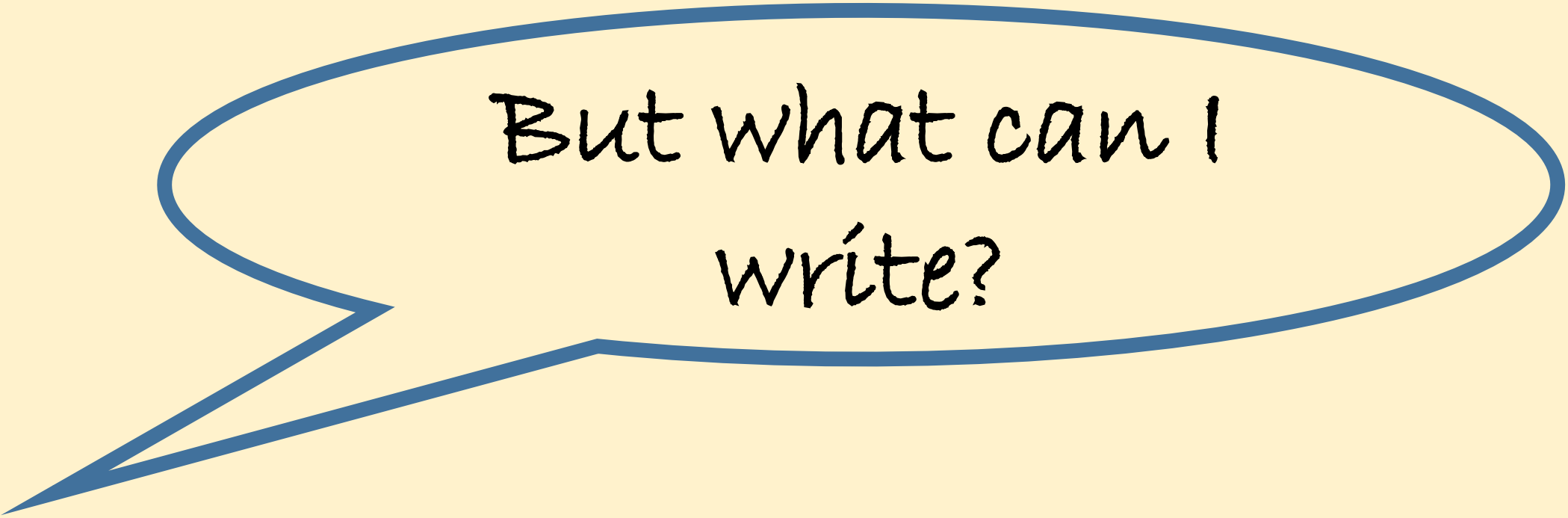




In class 1 your child will bring home a book from school. This will be in a plastic zip wallet we call their reading packet. It will also have a “Reading Record” book inside.

The Reading Record is a place for the school and you to record your child’s reading sessions. We invite you to make a short comment.



But what can I  
write?

You may receive two types of books home over the course of a week and be asked to keep the same book for a few days at a time.

**1.** Inside your child's Reading Packet will be a decodable book. This is very closely matched to your child's current reading ability. Your child should be secure with the graphemes within the book and be able to read the book. The aim is for your child to read the book without the need to sound out the large majority of the words. This fluency is built up by re-reading the book a number of times. Your comments on the impact of you reading with your child to gain fluency is greatly appreciated.

**2.** In your child's book bag they may also bring home a story/library book. This book is to share together. This is to develop a love of reading. Your child will NOT be expected to read the words for themselves.

The “Reading Record” is your chance to communicate to staff and tell us how your child got on with the book. If you can be a bit more specific with your comments we find them very useful to feed into our continuous assessment of your child.

For Example:

*Read well! They read the book almost fluently only stopping to sound out the words “this” and “thing”.*

The more specific comment above will notify staff that your child may need further practise with the “th” digraph.

# Decodable Books

- This is the book in your child's reading packet that will be matched to your child's ability and selected from our phonic scheme books called "Bug Club".
- Your child will have this book for a number of days you could make a comment for each read based on different reading skills.
- Read 1 – comment on the use of phonics
- Read 2- comment on fluency and expression
- Read 3 – comment on comprehension skills.

# Decodable Books

Read 1 -Use of phonics

Useful comments:

- Stopped to sound out {insert word}.
- Read most of the words fluently except {insert word}.
- Struggled to segment and blend {insert word}.
- Identified a {insert grapheme} within the book.
- Identified the trick word {insert word} Independently.
- Self corrected when reading.
- Read the whole book accurately and confidently.

# Decodable Books

## Read 2 –Fluency and Expression

### Useful comments:

- Paused at the full stops.
- They knew which words to add expression to because of the exclamation mark.
- Read the book at a faster pace this time.
- Used really good spoken expression.
- Knew when to pause in the story to add effect.
- Struggled to concentrate today.

# Decodable Books

## Read 3 - Comprehension

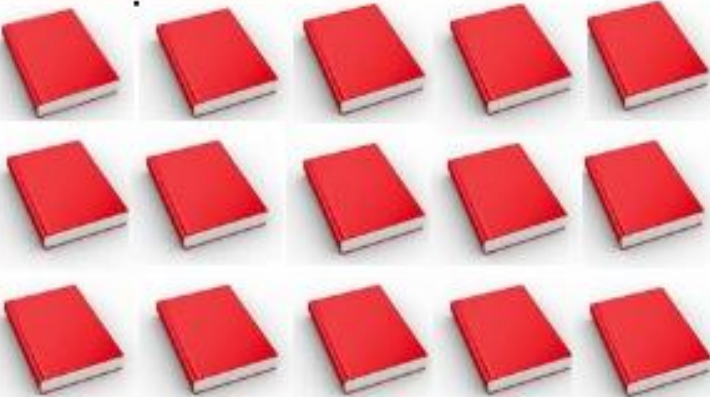
### Useful comments:

- We had a good discussion about the events in the story.
- Able to talk about how the characters were feeling and why.
- Retold the story in the correct order.
- Able to answer questions about what was happening.
- Able to predict what would happen next.
- Talked about how they would do things differently.

# Suggestions for discussions with your child when sharing a story/library book.

- Look at the front cover – what do you think this story might be about?
- Notice the author's name – do we know any other books by this author?
- Was this story similar to any other story we have read?
- Can you tell me the story in your own words?
- Discuss the spine, cover, blurb, illustrations.
- What was your favourite part?

# Why Reading 20 Minutes a Night is so Critical

| Student A                                                                          | Student B                                                                           | Student C                                                                            |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 20 minutes per day                                                                 | 5 minutes per day                                                                   | 1 minute per day                                                                     |
| 3,600 minutes per school year                                                      | 900 minutes per school year                                                         | 180 minutes per school year                                                          |
| 1,800,000 words per year                                                           | 282,00 words per year                                                               | 8,000 words per year                                                                 |
|  |  |  |
| Scores in the 90th percentile on standard tests.                                   | Scores in the 50th percentile on standardized tests.                                | Scores in the 10th percentile on standardized tests.                                 |