



## Mr Veal's Guide to Reading



This is a guide written to support you when your children are reading to you at home. Reading is broken down into two strands, the physical element of being able to decode the words and also the comprehension element of understanding what the text is telling you. Below are some hints and tips with helping your child to develop both strands. (Additional support is available on our class webpage: <https://www.brickhillprimary.co.uk/class-pages/year-1-pipits/>).

### Reading

When your child reads to you, you will notice they segment (break down) the words. They are broken down into the phonemes (sounds) that are taught through phonics lessons. You can familiarise yourself with these on our class webpage. Here are some tips on supporting them with this:

- Model the sounds to them if they are unsure e.g. chop -> ch-o-p
- Use a sound mat to practice regularly, through activities such as pointing at a random sound and seeing if they know it.
- Follow the words with your finger, a pen etc.
- Cover up sounds in a word to make segmenting easier e.g. food -> f■■ -> ■o■ -> ■d -> food
- After segmenting the word, ensure they blend (combine) the word together e.g. sh-ar-p -> sharp.
- When reading a bedtime story to them, follow the words with your finger so they can see what the words look like.
- Encourage them to read when out and about e.g. road signs, menus, food labels etc.
- After sounding out each word reinforce the whole sentence. E.g. The d-o-g dog s-a-t sat o-n on the m-a-t mat. -> The dog sat on the mat.
- Play "I Spy" but using phonemes e.g. I spy with my little eye something starting with ch. Chicken!
- Use digital games such as those found here: <https://www.phonicsplay.co.uk/resources>
- Go on a walk and hunt for things containing a specific phoneme e.g. ck; stick, muck, chicken, lucky charm.
- Practice writing words together.



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### Comprehension

When the children read, they develop understanding through questioning. On the class webpage you will find additional questions than those below. Here are some tips for supporting this:

- Before opening the book, read the title and look at the picture. Discuss what the book may be about. E.g. the book titled "Nobody got wet" has an image of the family on a boat with the dad standing up and wobbling at the side of the boat. You can discuss that there is a boat, where do we find boats? What does the word 'wet' mean? Why do you think dad looks worried? What could happen in the story?
- Whilst reading the book, you can discuss the pictures (after they've read the text on the page). What is happening here? What is hiding behind the tree? How do you think that person is feeling? Can you find something yellow? What do you think is going to happen next?
- Check they've understood the sentence they've read through asking for details e.g. Fred lost his doll, he was sad. How is Fred feeling? Why does Fred feel sad? What has Fred lost? What is the boy's name?
- After reading the story, ask a variety of questions to check understanding of the whole text e.g. What were the animals doing at the beginning? Why did they go to the forest? Who did they find in the forest?
- Begin to develop a love of reading through asking reviewer style questions. E.g. Did you like this book? What was your favourite part of the book? Why? What was your least favourite part of the book? Why?

For any additional support or advice, please feel free to ask Mr Veal via email or ClassDojo.