

Guidance for filling out the reading records / “Fish books” In Key Stage 1

For the Reading Record, we ask that you complete each section when you have heard a child read or you have seen them reading.

Please start by writing the date you’ve read with your child and the name of the reading book/library book/book from home/magazine/whatever it is your child has read.

Reading records are checked regularly so it’s best to write it in as soon as you’ve done it.

In the comments section please write about the points in the list below. Don’t feel you have to write about them all every time, one or two is plenty!

- What sounds did your child recognise with ease?
- What sounds did they struggle to recall? -Was your child able to blend the sounds to read the words or did they need some help from you?
- Did your child read fluently or with expression?
- Could your child answer questions about what they’d read (Use VIPERS questioning in this leaflet)
- It would also be useful if you could write any words your child found tricky (in the boxes at the bottom), as we can use this to inform our support in school.



Helping your child to read

How you can support your child at home

- Reading should be enjoyed! Find a comfortable place to read, be patient and praise often
- Demonstrate an enthusiasm towards reading and encourage your child to take an interest in reading around them: packaging, label, instructions, signs, menus, newspapers, recipe books, birthday cards and even shopping lists!
- Make reading part of your **daily** routine:
 - Listen to your child read aloud every day—aim for 10+ minutes
 - Read **to** your child, enjoying books together and modelling to them how an expert reads. Before bedtime or whilst in the bath is a perfect time!
- Talk to your child’s teacher if you have any questions—you are not alone!

Advice if reading becomes a challenge at home:

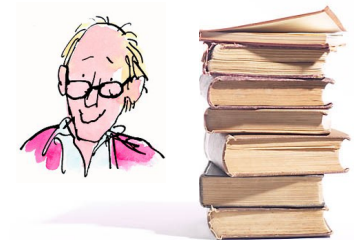
- We would like all of our children to enjoy reading rather than see it as an effort/hard work/something they don’t enjoy.
- Try to avoid confrontation
- Offer alternative reading material, e.g. appropriate internet access, magazines, non – fiction etc...
- Encourage reading at different times of the day or week
- Buy/borrow audiobooks from the local library and then you can listen whilst in the car or before bed
- Share reading activities and interact with the text together
- Share the problem with your child’s teacher, we are here to help!

“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

Books shouldn’t be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.”

- Roald Dahl



Reading with your child

1 Before reading - discuss the text

New book? Look at the cover. What is it about? Who is the author? What is the title? What type of book is it?

Partially read book?: What have you liked so far? What has happened so far? Who is the main character? etc.

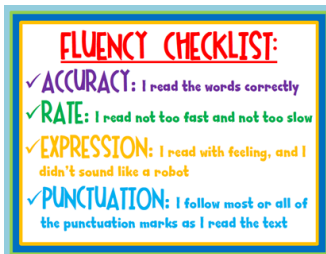
2 Listen to your child read

You can:

- Praise and encourage often
- Check understanding of unfamiliar words
- Encourage them to re-read words and sentences to improve accuracy and expression
- Model reading with expression and ask your child to copy
- Ask questions to check their understanding

They can:

- Sound out unfamiliar words using their phonics
- Break longer words in to chunks and sound them out before blending them
- Use pictures as clues to unfamiliar words, or to infer more information about the text



3 Questions for understanding

Ask a question or two to check they understand what they are reading. In school we use VIPERS questioning to aid comprehension. See the VIPERS strands below for some examples

Vocabulary
Which of the words best describes the character/setting/mood?
What does the word mean in this sentence?
Can you think of any other words the author could have used to describe this?

Infer
Why was..... feeling.....?
Why did happen?
Why did say?
Can you explain why.....?

Predict
What do you think this book will be about?
What do you think will happen next? What makes you think this?
What is happening? What do you think happened before?

Explain
Who is your favourite character? Why?
Why do you think all the main characters are girls in this book?
Would you like to live in this setting? Why/why not?
Is there anything you would change about this story?
Do you like this text? What do you like about it?

Retrieve
What kind of text is this?
Who did.....? / Where did.....? /When did.....?
What happened when.....?
Why did happen?

Sequence
What was the first thing that happened in the story?
What happened after?
Can you summarise in a sentence the opening/middle/end of the story?

4 Book talk—discuss the text



What did you like about it? Why?



Was there anything you disliked? Why?



Were there any parts that confused you?



Did it remind you of anything else you have read?

Our expectation is that the children read five times a week which is why it is limited to five sections. The text your child reads does not have to be their school book, e-books, comics, newspapers, cereal packets – it is all reading and we want to encourage it!

Read Write Inc.
Phonics

Phonics

If your child is in KS1 or still following our RWI phonics programme they will be issued with a RWI book to match their phonic ability. Reading these books together daily will help your child develop their fluency and confidence with reading.

When reading their books the children may need to de-code unfamiliar words. First they look for '**special friends**' (2/3 letters that make 1 sounds) e.g. sh. Then they use '**Fred Talk**' to say the word e.g. sh-o-p. Finally the children blend the sounds together to '**read the word**' e.g. shop.

There are some words that cannot be decoded and sounded out. These are called **red words** e.g. 'come,' 'was,' 'said' and 'you'. These are words where one part of the word is trying to trick the children. We teach them to look at the word and spot the part that is trying to trick us

Once your child becomes more familiar with the sounds and the words in the book they will not need to de-code the words. At this point you should focus on making sure your child understands what they read as well as getting them to read their book aloud to focus on fluency and expression.