



**Welcome to**  
**Year R**  
**Reading**  
**Meeting for Parents**

*To try is to achieve, to achieve is to grow*

**Autumn 2025**



# Reading - 2 ways

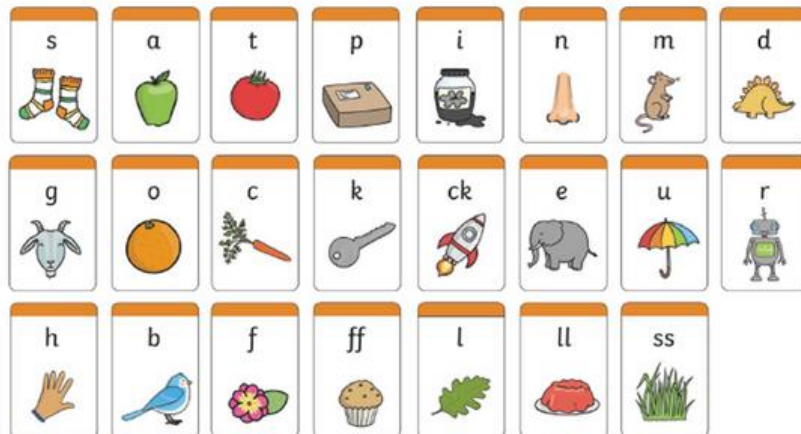
**1) Phonics** Phonics is the most effective way of teaching children to read by learning sounds to blend together to make words. This is where we start.

Your child will be given **books with words** when we feel they can **confidently recognise enough phonemes and blend them together** to read simple words. The books will match what sounds your child knows and maybe the opportunity to practise one sound not yet embedded using the progression taught in school.

The **sounds** we teach each week are written in the newsletter/website

You will be **given a copy** of the mats to support your child.

Phase 2 Sound Mat



Phase 3 Sound Mat



# Reading - 2 ways

## 2) Key Words

However, there are some words which cannot be read phonetically (e.g. the, said, was) and so these are taught in addition to phonics. We call these 'key words'.

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8
a	am	as	big	but	got	had	with
an	on	and	me	yes	not	him	this
at	can	is	he	went	play	her	that
it	cat	his	we	go	day	off	back
in	dog	up	she	going	if	came	away
mum	look	get	be	no	of	come	do
dad	to	I	like	so	my	all	for
	the	see	you	was	they		are
				said			

We teach **a set a week** – (see newsletter/ website)

We will staple a set in the **front of the diary** for school use and insert a **loose set** inside for you to keep at home.

We will **assess** children periodically to monitor progress. New words will be added when appropriate.

**Practise reading words by sight at home** – cut up, change order, play games (ideas on website), put the word into a spoken sentence.

# Learning to read

**Being a good reader is all about bringing together multiple skills**

## **Language –**

knowing it, using it and being able to talk in context – this will help in the future for writing skills.

## **Decoding –**

applying phonic knowledge to be able to work out words using a variety of strategies.

## **Having a good sight vocabulary**

– knowing words without needing to sound out.

## **Comprehension –**

showing that what has been read has been understood by answering questions and talking.

# Step 1

## Talking about and understanding stories

- For the majority of children the first step is being able to **listen to** and **understand** stories.
- Once they have the **language** to talk about books they will be able to **sequence events, predict and answer questions** about what has happened.

## Wordless books

- A very **important** part of learning to read.
- Children will struggle with worded books unless they have **phonic knowledge**, know how to **blend sounds** together and have some **sight words** – this will create a negative view of learning to read.
- Children will **not learn to read** by being told the words on every page.
- (Hints and for wordless books on website)

# Step 2

## Books with words

- When your child has gained knowledge of enough **letter sounds** to **segment and blend** we will introduce simple **decodable** books.
- Books with **key word focus** will be introduced at a later stage.

c a t



sh o p



# An example



# How to support **your child**

**Before reading the book look at the front cover  
ask questions and talk about what you can see for  
example...**

- **What is happening?**
- **Who can you see?**
- **Where is this?**
- **What do you think this story will be about?**
- **Why?**

These questions allow the children to begin to collect ideas about the story to get **a sense of what might happen**. This will help them to make **predictions**, understand and be able to talk about the story.

# How to support **your child**

**During reading encourage your child to apply their knowledge**

- **What can we do if we don't know the word?**
- **Can you sound it out?**
- **We saw this word on the last page, do you remember what it is?**
- **If they really don't know, model how to blend the word or tell them what the word is**

- **Phonics** will be used as your child's primary method of learning to read. Encourage them to **use their sounds** to decode rather than looking at the pictures for clues.
- Reading may be a slow process to start but **be positive** with your child – lots of praise for their effort.

# How to support **your child**

During reading **pause** to talk about what is happening

- **Look at the pictures and talk about them to develop comprehension**
- **Ask simple questions to keep a sense of the story**
- **Ask what might happen next and try to encourage clues from the pictures or using knowledge of what has already happened**

- **It is not a race** to read through every book. Take time to develop all skills to make a rounded reader.
- It is also useful to note that **books may be given twice** to develop decoding skills, confidence and fluency.
- Try not to tell your child a book is too easy or too hard for them.

# How to support **your child**

**After reading discuss what has happened**

- **Ask questions (ideas and suggestions on the website)**
- **What happened at the end? What was your favourite part? Why did that happen?**
- **Encourage your child to retell the story in simple terms, in the correct order**
- **Focus on one word that your child found tricky – can they go back and find it in the book?**
- **Allow your child to look back over the book to find answers to questions, to help retell using the pictures etc – it is not a test!**

You **do not need to do all of these things every time you read.** Pick out what is most appropriate depending on how your child is feeling or depending on the book that has been read.

# How to support **your child**

## Completing the reading diary

- **Book title, date and initials so we know to change the book**
- **Comments about how your child has done**
- **Able to decode, confident, needed help to..., could answer questions, made a prediction etc**
- **Use the boxes at the bottom to show sounds/words your child is unsure of**
- **It doesn't need to be a word by word conversation between yourself and the child**

Your comments help to **inform us** of the progress your child is making and **what else we may need to do to support them**. It also helps us to know which books have been read.

# From next week

## Completing the reading diary

Each **Wednesday** you will be given

Two books – wordless  
(sounds/words when appropriate)

One reading activity uploaded  
to Google Classroom

- Please keep books and diary in the book bag as we will need them throughout the week
- We will collect the books in each Tuesday to change
- The balance of books/activities will change over the year

Books given will be **personalised to your child's level of development**. Books are coloured and numbered for organisation in school – the numbers don't indicate a numerical or progressive order.

# Dos & don'ts

- ✓ Do try and read a little every day – this could be practising phonics, blending, key word practice as well
- ✗ Don't push your child if they are not interested or tired!

- ✓ Do less, well
- ✗ Don't feel the whole book has to be read. Reading can also be revising key words, sounds, reading one page and talking about what has been read/asking questions/making predictions

- ✓ Do continue to model good reading – reading menus, shopping lists, magazines, leaflets etc
- ✗ Don't forget to read TO your child

- ✓ Do encourage your child to try to be independent – turning pages, pointing to words, sounding out
- ✗ Don't jump in too quickly!

- ✓ Do let your child take their time to progress in line with what is being taught at school
- ✗ Don't try to rush them through the book boxes

- ✓ Do let your child read a book more than once – this is very important for developing confidence and fluency
- ✗ Don't think this is a problem

- ✓ Do keep the reading diary and books in the book bag
- ✗ Don't forget to record in the diary