



Q- What is a phoneme?

A- A **phoneme** - the smallest sound a letter can make. Take care with the phonemes. For example with 'b' for bat the 'b' doesn't have the sound 'b uh' This is a common mistake and therefore leads to incorrect spelling when writing.

Q- What is a grapheme?

A- A **grapheme** - Written representation of a sound which may consist of one or more letters e.g. a & i together make ai sound as in train.

Q- What is a CVC or CVCC word?

A- **CVC** - Consonants vowel consonant E.g. cat, sat, fat

CVCC - Consonant, vowel, consonant, consonant e.g. sing

CCVC - Consonant, consonant, vowel, consonant e.g. shop

Q- When will my child change their book?

A- Children can change their book daily and are encouraged to do this independently first thing in the morning as they come into school. We also encourage children to read books from other sources such as libraries or online. We also encourage children to read a wide variety of texts from comics to non fiction.

Q- What do I do if my child can not read a word? Can I tell them what it says?

A- When children learn to read they use a variety of strategies. There is no need to tell children what the word says, encourage children to work it out themselves using the pictures and the sounds in the word. If it is a tricky word that can not be sounded out you may need to tell them e.g. said

Q- My child uses the pictures. Should I cover the pictures?

A- Children learn to read by using the picture clues. There is no need to cover the pictures as its a good strategy to use. However, try encouraging your child to follow the text using their fingers pointing to the words. This will encourage children to link the text with the spoken words.

Q- I think the text might be too easy.

A- It is important that children develop comprehension skills which is why their teacher may have chosen that particular text. Encourage children to talk about the characters and plot ensuring they have clearly understood what they have read.



Leadgate Primary School

Parent Information

Reading is an important and complex life skill, it is a source of pleasure, enjoyment and enrichment.

What do the colours mean?

Pink Children begin to read using pictures to decode the text. Children are encouraged to match the spoken word to the written word, identify initial sounds and talk about what they like and dislike.

Red Children are beginning to read more rhythmically, repeating words or phrases to check for meaning, building CVC words, matching spoken word to text and finding/remembering the title.

Yellow Children are confidently using a variety of strategies to work out unfamiliar words. They should now be following the print with their eyes, only using their finger for difficult words. Children build CVCC and CCVC words, search and check information more quickly and talk about events and ideas.

Blue At this stage children are reading most of the text accurately, reading the text paying attention to meaning, print and sentence structure. Children begin to self correct more quickly, re-reading parts to add expression and clarify meaning. Children develop their understanding of the text talking about characters and settings.

Green/Orange Children are now reading fluently paying attention to punctuation, solving new words using print details while thinking about the meaning and grammar. Children track additional lines of print without using their finger, read a growing range of texts, begin to use appropriate vocabulary, discuss and interpret the character and plot more fully.

Turquoise/Purple-Children read different types of text not relying too much on the pictures, using punctuation to read with expression and control, sustain reading through longer sentences and paragraphs and comment on characteristics of characters.

Gold - Children read silently or quietly at a quicker pace, using punctuation to keep track of longer sentences. Read a variety of texts with growing independence predicting content, layout and how the story links together and maintains surprises, Children solve nearly all unfamiliar words on the run. Children adapt to the language of fiction, non-fiction or poetry with growing flexibility. They respond to questions beyond the literal, i.e. using their understanding of the text rather than the written word. Children think about the way authors use words and phrases to link sentences together. Children will begin to extend their vocabulary. They will comment on the way the story makes them feel and expression and intonation



White Children will use a variety of texts with growing independence to predict content, layout and story development. At this stage children will read silently most of the time. Sustaining interest in longer text, returning to it easily after a break and using text more fully as a reference and as a model. Children can search for and find information more flexibly. They notice the spelling of unfamiliar words and relate them to known words. Children become aware of vocabulary and its meaning. Children express opinions about what they read and giving reasons; comparing texts and giving preferences. Interpret the text and discuss it. Children recognise similarities in the plot or characters within different stories. Children will read poems/stories with intonation, expression and humour if appropriate.

Black Children read texts fluently and accurately with appropriate expression and intonation. They use appropriate voices for characters. Children can skim material and note down facts. Children can pause appropriately in response to punctuation and or meaning. Children can justify predictions made by referring to the story. They can find meaning beyond the literal. Children should read ahead to find out the meaning in a story and using inference and deduction to work out what characters are like from evidence in the text. Children begin to devise ques-

By the end of Year 2 most children will be able to:

- read known common exception words fluently
- uses punctuation to aid reading with expression
- notices when reading does not make sense and self-corrects
- listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction
- answers questions about books read and shared
- finds and retrieves literal information
- recognises simple recurring language in poems and stories
- distinguishes between fact and fiction. Shows some awareness of text features
- reads familiar words without overt sounding and blending
- reads CEW fluently taking note of unusual correspondences between spelling and sounds and where these occur in words
- uses punctuation to read with increased expression
- makes simple inferences using evidence from the text
- makes plausible predictions, using evidence from the text
- begin to skim and scan
- applies phonic knowledge and skills consistently to decode age appropriate texts accurately and without undue hesitation
- automatic decoding, using phonics, is embedded and reading is fluent
- reads accurately words of two or more syllables.
- reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently
- reads words containing common suffixes
- to use expression and intonation to engage a listener, when reading aloud
- recognises and understands the different structures of non-fiction books that have been introduced
- shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary
- learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
- demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided