



Early Years Reading Record



Pupil's Name

Logins and Passwords

Supporting my child to becoming an 'Accomplished Reader'

Parents can support their child's 'reading journey' through regular reading at home. Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school. A report from the Oxford University Press highlighted the importance of parents reading with their children: 'Children who read outside of class are 13 times more likely to read above the expected level for their age'.

10 top tips for reading stories to and with your child

1. Make reading to your child feel like a treat. Introduce each new book with excitement.
2. Make it a special quiet time and cuddle up so both of you can see the book. Let them turn the page and point to words.
3. Show curiosity in what you're going to read: *Oh no! I think Arthur is going to get even angrier now.*
4. Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation. *Oh I think what's happening here is that...*
5. Chat about the story: *I wonder why he did that? Oh no, I hope she's not going to...I wouldn't have done that, would you?*
6. Avoid asking questions to test what your child remembers.
7. Link stories to your own experiences (e.g. *This reminds me of...*)
8. Read favourite stories over and over again. Get your child to join in with the bits they know.
9. Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
10. Read with enjoyment. If you're not enjoying it, your child won't.

Read, Write Inc storybooks

The core Read Write Inc. Phonics storybooks are the best option for home reading: children read the story at school and read it again at home to build their confidence and fluency.

All Read Write Inc books **are matched exactly to your child's phonics ability** e.g. the sounds they know and can blend to read words. The books are designed to support your child to feel successful when reading and they should be re-read a few times to develop fluency and expression when reading.

The small paper book is a copy of the book they have been reading in school. Your child should read this book with confidence and 'show off' how well they can read. These books will be re-used so please do not write your child's name on the front.

Book Bag books (colour book) are supplementary books for children to practise sound-blending. Each book corresponds with a core Read Write Inc. Phonics book. It has a similar theme and the same graphemes. For example, the Book Bag Book Red Hat Rob builds on the core storybook, Black Hat Bob. This is a book they have not read in school but it supports their stage of phonics development. It will build on the sounds they know and give them the opportunity to keep practising and embed their skills.

Books will be changed as they progress through the programme. This will be approximately every 3-5 days, depending on the phonics stage your child is on. Therefore, please ensure they bring their books every day, in the bag provided.

What can you do to help at home?

1. Listen to your child read the same *Read Write Inc.* Storybook again and again.
2. Encourage them to use 'Special Friends', 'Fred Talk', 'read the word' for words which are new.
3. If your child makes a mistake, ask them to re-read the sentence to check it makes sense.
4. Help your child to begin to read expressively by paying attention to the punctuation.
5. Discuss the story and encourage their storyteller voice.

Phrases to use in your child's reading record

Comprehensions Skills	Word Skills
<ul style="list-style-type: none"> • Good discussion about events in the story. • Retold the story in detail. • Could talk confidently about the characters and events. • Answered questions about the content. • Needs to read again to improve understanding. • Needed a lot of help to understand the main events. • Enjoyed the story because... 	<ul style="list-style-type: none"> • Read all the words correctly and fluently. • Found some words difficult such as... • Remembered lots of the letter sounds and special friends. • Was able to work out new words using Fred talk. • Would benefit from reading again to improve fluency. • Did / did not take full stops / exclamation marks / question marks into account when reading.

Questions to ask you child

Before reading the book	When reading	After reading the book
<ul style="list-style-type: none"> • What is the title? Discuss it – what do you think the book is about • What can we tell about the book from the front cover? • What characters might be in the story? • What do you think they will be like? • Why do you think that? • Who is the author? 	<ul style="list-style-type: none"> • What is happening? • What do you think this means? • How is he / she feeling? • How can you tell? • What do you think will happen next and why? 	<ul style="list-style-type: none"> • What was your favourite part of the book and why? • Did you like the setting? Why / why not? • Is it similar to another story that you have read? Which one? In what way? • Would you have done if you were them? • Was your prediction correct?

Oral Blending

We call oral blending 'Fred talk' because of our phonics frog, Fred. He can only say sounds in the words.



'Fred talk' routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat.
4. Ask your child to repeat.

Game ideas for you and your child to play!

Animal Fred:

Put out a few toy animals/other items

Say: c-ow. Ask children to repeat. Pause to allow children to 'jump-in' with the whole word cow.

Repeat with: sh-ee-p, h-e-n, d-o-g, h-or-s, h-e-n, c-a-t.

Fred says:

Say: Fred says put your hands on your h-e-d. Ask children to repeat.

Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-oo-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p.

Fred I spy:

Say: Fred says 'I spy something r-e-d'.

Fred's house/bag:

Say: Fred has found some items from different parts of the house. What did he find in e.g. the food cupboard? Say each word in Fred Talk and pause to allow children to 'jump-in'

Food cupboard: t-i-n, s-oo-p, b-ee-n-s, b-r-e-d, c-ay-k

Try these...

in, on, at, am, and, pin, pat, tip, gap, dig, top, bin, cat, cot, kit, mud, sap, bad, bed, fan, met, fat, lip, log, let, hen, hit, wet, lad, bog, yes, van, yet, cub, big, tub, yum, web, man, win, jam, jog, jet.

Progression of Read, Write Inc books

Word books- These books are given out in the early stages when a child can orally blend and knows at least 10 single letter sounds. Encourage your child to 'Fred talk' read the word e.g. say c-a-t and then cat.

Ditty sheets- These are given out when a child knows their single letter sounds and special friends (ch, sh, th, ng, nk, qu) and is learning to read a range of 3 sound words in short phrases. Encourage your child to say special friends, fred talk read the word e.g. sh-i-p and then say ship.

Red books- These are given out when a child knows all their set one sounds speedily (all single letter sounds and ch, sh, th, ng, nk, qu) and they are learning to read sentences in stories. Encourage your child to say special friends, Fred talk read the word e.g. sh-i-p and then say ship or j-u-m-p and say jump.

Green and Purple books- These are given out when a child knows all set one sounds and they are learning set 2 sounds (ay, ee, igh, ow, oo, oo,). These books contain words in with the sounds they know and are learning. Encourage your child to say special friends, Fred talk read the word for new words e.g. p-l-ay, p-oo-l but expect them to read easier words with 3 and 4 sounds speedily e.g. read think, off, with, chop, lump quickly.

Pink books- These are given out when a child knows the first 6 set 2 sounds and are learning the last 6 (ar, or, air, ou, ir, oy). Encourage your child to say special friends, Fred talk read the word for new words e.g. sh-ou-t, f-or-k but expect them to read easier words with 3, 4 and 5 sounds speedily e.g. night, seen, spray, stamp, wish.

Orange and Yellow books- These are given out when a child knows all set 2 sounds and is beginning to learn set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure) Encourage your child to say special friends, Fred talk read the word for new words e.g. f-ire, c-oi-n) but expect them to read most words quickly and sentences with fluency – around 60 words per minute.

Blue and Grey books- These are given out when a child can accurately read a range of words with set one, two and three sounds in. They will be learning to read a range of longer words with multi-syllabics and suffixes too. Encourage your child to read longer words by reading the syllables e.g. tele- phone and say telephone but expect them to read with increased fluency working up to 90 words per minute.

Free Readers

After your child is reading at around 90 words per minute they will have completed the RWI programme and will continue to read some grey story books but also have free choice of many other age-appropriate books. This is because they are an accomplished reader who can not only read accurately, but with speed and expression as well as having a good understanding of what they have read and the ability to answer questions.

We want children to choose their own books at this stage and enjoy reading early chapter books as well as picture books and non-fiction texts linked to their interests.



*"Children are made
readers on the
laps of their
parents."*

- Emilie Buchwald

Red Words

The following words are high frequency words, but we call these 'red words'. When a child encounters one of these words in their storybook they need to read it by sight 'You can't read a red'. Children should also be able to spell these words.






















These are taught within Read, Write Inc sessions and practised at other times in the day but you should also practise these at home with your child.

The circled part of the word is the 'tricky part'.

I the you your said was
are of want what they to
he* me* we* she* be*
no* so* go* old* her* baby*
do does all call tall small
many any one anyone some come
watch who where there here were
brother other mother father love above
two once buy worse walk talk
bought caught through thought whole wear
could would should great saw* why*
now* how* down* over*
my* by* son water school* ball
everyone their people put

(* = red for a while)


















Set 1 sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Set 2 sounds

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
			ou  shout it out	oy  toy for a boy

Set 3 sounds

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Handwriting








Preparation for handwriting involves developing four key areas:

- **Gross motor control:** the ability to control the body.
- **Fine motor control:** the ability to fine-tune the movements of the arm, hand and fingers.
- **Visual control:** the ability to co-ordinate hand-eye movements.
- **Spatial control:** the awareness of oneself in space, an awareness of direction (left/right) and plane (horizontal/vertical) and how to transfer that on to paper.

Here are some things you can do at home to develop these key areas:

- Play with a ball: kick, catch, throw, bounce, etc.
- Play with hoops, frisbees and stilts (the upside-down flowerpot kind).
- Encourage play on large climbing frames in parks.
- Encourage football and dance-type activities.
- Play with large-scale building kits.
- Enjoy finger rhymes.
- Encourage your child to make things and model things (cutting, sticking, moulding, cooking, sewing, threading, etc).
- Encourage your child to experiment with a range of tools and equipment (pens, pencils, crayons, felt tips, scissors, hole punches, tweezers, etc).
- Share jigsaw puzzles and board games.
- Provide opportunities for painting, colouring and 'making marks' on different sizes of paper.

As part of developing confidence in these key areas the children begin to explore patterns and basic letter shapes. We experiment with the following seven basic patterns, which are excellent preparation for more formal work on letter formation.


- Straight lines 
- Upward loops 
- Downward loops 
- Circles 
- Zig-zags 
- Eights 
- Spirals 

Enjoy exploring these patterns at home in as many different ways as possible. Make patterns using paint, water, sand, flour, etc. – don't always rush to find a pencil.

Pattern practice and 'play' writing are an important part of handwriting development. Your child will be practising letter formation in a number of exciting ways; in sand, using paint, in the air, on the interactive whiteboard as well as on paper with a pencil. When your child is ready for letter formation, ask these questions:


- Where does the letter start?
- Is it a short letter?
- Does it have an ascender?
- Does it have a descender?

Your child will take part in daily handwriting sessions. We introduce lower case letters in four family types:

 *The long ladder letter family*


l i t u j y

l i t u j y

 *The curly caterpillar letters*


c a d o s g q e f

c a d o s g q e f

 *The zig-zag monster letters*

z v w x

z v w x

 *The one-armed robot letters*

r b n h m k p

r b n h m k p

We also teach them to form upper case letters:

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

We say the following phrases to help children learn how each letter is formed:

m	Maisey, mountain mountain
a	Round the apple, down the leaf
s	Slither down the snake
d	Round his bottom, up his tall neck, down to his feet
t	Down the tower, across the tower
i	Down the body, dot for the head
n	Down Nobby and over his net.
p	Down the plait and over the pirates face
g	Round her face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroo's body, tail and leg
u	Down and under, up to the top and draw the puddle
b	Down the laces to the heel, round the toe
f	Down the stem and draw the leaves
e	Lift off the top and scoop out the egg
l	Down the long leg
h	Down the head to the hooves and over his back
sh	Slither down the snake, down the head to the hooves and over his back
r	Down his back, then curl over his arm
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn up a horn and under his head
w	Down, up, down, up
th	Down the tower, across the tower, down the horse's head to the hooves and over his back
z	Zig-zag-zig
ch	Curl round the caterpillar, then go down the horse's head to the hooves and over his back
q	Round her head, up past her earrings and down her hair
x	Down the arm and leg and repeat the other side











Early Years maths organiser





These are the facts that your child should know by the time that they leave Foundation Stage. You can help by encouraging your child to participate in practical maths at home such as weighing, or counting activities.




Numbers To 20	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Number Bonds Within 5				
1	2	3	4	5
0+1	0+2	0+3	0+4	0+5
1+1	1+2	1+3	1+4	
	2+2	2+3		


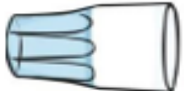
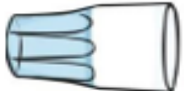


Doubles		Halves		Language	
0	0	0	0	5+3	Addition
1	2	2	1	8-3	Subtraction
2	4	4	2	+	Plus
3	6	6	3	-	Subtract
4	8	8	4	=	Is Equal To
5	10	10	5		


Quantity To 10			
1		6	
2		7	
3		8	
4		9	
5		10	




Shapes	
circle	
triangle	
square	
rectangle	

Pattern	
colour	 blue, green, blue, green
size	 big, small, big, small
length	 tall, short, tall, short

Months Of The Year		
January	February	March
April	May	June
July	August	September
October	November	December

Capacity		
empty		
half full		
full		

Time	
O'clock	 The minute hand points to twelve and the hour hand points to the hour.

Weight	
heavy / heavier / heaviest	
light / lighter / lightest	
balanced / equal	

Date & Sign	Book title and page number	Comments

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Brilliant Books for Reception and Year 1

<i>Aliens Love Underpants</i> by Claire Freedman	<i>Lost and Found</i> by Oliver Jeffers	<i>The Heart and the Bottle</i> by Oliver Jeffers
<i>Cat in the Hat</i> by Dr Seuss	<i>Oliver's Vegetables</i> by Vivien French	<i>The Jolly Postman</i> by Allan Ahlberg
<i>Dougal and the Deep Sea Diver</i> by Simon Bartram	<i>Paddington</i> by Michael Bond	<i>The Lighthouse Keeper's Lunch</i> by Ronda Armitage
<i>Fairytale News</i> by Colin Hawkins	<i>Peace at Last</i> by Jill Murphy	<i>The Tiger Who Came to Tea</i> by Judith Kerr
<i>Funny Bones</i> by Allan Ahlberg	<i>The Scarecrow's Wedding</i> by Julia Donaldson	<i>We're Going on a Bear Hunt</i> by Michael Rosen
<i>Giraffes Can't Dance</i> by Giles Andreae	<i>Superworm</i> by Julia Donaldson	<i>Whatever Next</i> by Jill Murphy
<i>Green Eggs and Ham</i> by Dr Seuss	<i>The Blue Balloon</i> by Mick Inkpen	<i>Where the Wild Things Are</i> by Maurice Sendak
<i>Hairy Mclary from Donaldson's Dairy</i> by Lynley Dodd	<i>The Christmas Postman</i> by Allan Ahlberg	<i>Winnie the Witch</i> by Valerie Thomas
<i>Horrid Henry</i> by Francesca Simon	<i>The Day the Crayons Quit</i> by Drew Daywalt	<i>Dogger</i> by Shirley Hughes
<i>How to Catch a Star</i> by Oliver Jeffers	<i>How to Hide a Lion</i> by Helen Stephens	<i>Elmer</i> by David McKee
<i>I Will Never Not Eat a Tomato</i> by Lauren Child	<i>The Gruffalo</i> by Julia Donaldson	<i>Giddy Goat</i> by Jamie Rix
<i>Monstersaurus</i> by Claire Freedman	<i>Look What I've Got</i> by Anthony Browne	<i>The Antlered Ship</i> by Dashka Slater
<i>Not Now Bernard</i> by David McKee	<i>Would You Rather?</i> by John Burningham	<i>Chocolate Cake</i> by Michael Rosen
<i>Owl Babies</i> by Martin Waddell	<i>Don't Put Mustard in the Custard</i> by Michael Rosen	<i>Itchy, Scritch, Scratchy Pants</i> by Steve Smallman
<i>The Enormous Crocodile</i> by Roald Dahl	<i>You Can't Catch Me</i> by Michael Rosen	<i>It's Your World Now!</i> by Barry Falls
<i>The Man on the Moon</i> by Simon Bartram	<i>On the Way Home</i> by Jill Murphy	<i>The Tiny Seed</i> by Eric Carle
<i>The Mousehole Cat</i> by Antonia Barber	<i>Kipper</i> by Mike Inkpen	<i>Zoo</i> by Anthony Browne
<i>The Snail and the Whale</i> by Julia Donaldson	<i>Six Dinner Sid</i> by Inga Moore	<i>The Day the Crayons Came Home</i> by Drew Daywalt
<i>The Stick Man</i> by Julia Donaldson	<i>Farmer Duck</i> by Martin Waddell	<i>Room on the Broom</i> by Julia Donaldson
<i>After Fall</i> by Dan Santat	<i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin	<i>There's a Dinosaur on the 13th Floor</i> by Wade Bradford
	<i>Meerkat Mail</i> by Emily Gravett	