Easter Break – Early Reading Newsletter

Dear parents/carers,

Your child has made steady progress in their reading this Spring term.
Let's keep them reading this Easter break to set them up for success.

Watch Virtual Classroom films

The plan



- Set aside 10 minutes to watch a film with your child *at least* three times a week.
- Find a quiet space for your child to watch the film on a laptop or tablet.
- Praise your child as they join in with the lesson.

Use the eBook Library

Use the Phonics Practice at Home quizzes in your child's eBook Library on Oxford Owl.

Username: uphallschool Password: Reading

https://www.oxfordowl.co.uk/login?active-tab=students

Listen to your child read every day

You will find *Read Write Inc.* Storybooks in your child's book bag / eBook Library for your child to read to you. Choose a quiet time when they are wide awake.

Help your child to:

- read the sounds and words at the front of the book, before they read the story
- sound out any new words as they read the story.

Read back each page to them, after they have read it.
If the child has enjoyed the story, encourage them to read it again on the next day to increase their fluency.
Most importantly...do it all with patience and love.

Read aloud to your child every day

Did you know that *being read to* develops children's comprehension, increases their vocabulary and grows their love of reading? Please use the ***'Support Parents Reading with their Child'*** guide overleaf to support your child's reading for enjoyment.
Your child will love to hear these same stories read again and again. Visit your local library for more.

Your support matters.
Uphall family

Support Parents

Reading at Home

Growing Firsties

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ☑ Sit next to your child while s/he reads so you can see the words & illustrations.
- ☑ Expect it to be on the easy side.
- ☑ Make it your child's responsibility to return it school every single day. (Assist as needed ☺)

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made **WAIT** to give your child a chance to work on it **independently**. When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

word-solving

- ♡ You used the first letter & checked the picture!!
- ♡ You tried more than one strategy on your own!!
- ♡ Nice job trying a different vowel sound!!
- ♡ Super work making your eyes go through the beginning, middle & end of that word!
- ♡ Lovely job sticking with it to work on solving!

Comprehension

Ask questions that invite recall AND thinking, such as, "Why do you think __ happened?" or "What do you think __ means?" Urge re-reading to build comprehension as needed.

comprehension

- ♡ You are self-monitoring & working on it when it does not make sense!
- ♡ Your expression is showing that you understand what you're reading.
- ♡ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ♡ You remember the details beautifully!

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

fluency

- ♡ You sounded just like the character would sound!
- ♡ I could hear you take a break after the punctuation marks!
- ♡ You are reading in phrases, not word-by-word!
- ♡ Your speed is just right! Not too fast or too slow!

as they Read with their Child

Set 1

Name the pictures



Set 1 with Elly and Fred

Set 1 – m



Set 1 – a



Set 1 – s



Set 1 – d



Set 1 – t



Set 1 – i



Set 1 – n



Set 1 – p



Set 1 – g



Set 1 – o



Set 1 – c



Set 1 – k



Set 1 – u



Set 1- b



Set 1 – r



Set 1 – z



Set 1 – f



Set 1 – j



Set 1 – x



Set 1 – e



Set 1- v



Set 1- l



Set 1 – w



Set 1 – h



Set 1 – y



Set 1 Special friends with Elly and Fred

Set 1 special friends – sh



Set 1 special friends – ng



Set 1 special friends – th



Set 1 special friends – nk



Set 1 special friends – ch



Set 1 special friends – ck



Set 1 special friends – qu



Set 2

Set 2 with Matthew and friends

Set 2 – ay



Set 2 – oo (zoo)



Set 2 – air



Set 2 – ee



Set 2 – oo (look)



Set 2 – ir



Set 2 – igh



Set 2 – ar



Set 2 – ou



Set 2 – ow



Set 2 – or



Set 2 – oy



Set 3 ea

Set 3 o-e

Set 3 ur

Set 3 oi

Set 3 u-e

Set 3 er

Set 3 a-e

Set 3 aw

Set 3 ow

Set 3 i-e

Set 3 are

Set 3 ai

Set 3 oa



Set 3 ure



Set 3 e-e



Set 3 e



Set 3 ew



Set 3 au



Set 3 wh



Set 3 ire



Set 3 ue



Set 3 ph



Set 3 ear



Set 3 ie



Set 3 kn

