



# My READING Record



# Reception

s	a	t	p	i
n	m	d	g	o
c	k	ck	e	u
r	h	b	f	ff
l	ll	ss	j	v
w	x	y	z	zz
qu	ch	sh	th	ng
ai	ee	igh	oa	oo
ar	or	ur	ow	oi
ear	air	er	<i>The Alphabet Code</i>	

# Welcome to the

## CHRIST CHURCH & HOLY TRINITY READING RECORD

At Christ Church & Holy Trinity your child will have many opportunities to develop their reading skills. This may be teacher-led or child-initiated. Adult led opportunities include: shared reading when the whole class use and develop skills in order to decipher a large text together; individual reading and reading in a small group. Children also have access to a reading area where they are encouraged to select texts and read with their friends. Older children in the school will also visit the classroom and read to and with the children.

The 'Alphabet Code' chart and 'Tricky Word' lists are included to help with reading at home.

You have also been provided with a separate 'Alphabet Code' book and 'Tricky Word' book that you can use to rehearse skills and record achievements in.

This reading record is to be used by children, parents and teachers in order to record comments that will ultimately show the development of reading skills throughout the year.

Each time somebody reads with your child they are encouraged to enter a comment which might include observations around:

**Attitude**

**Enjoyment**

**Difficulties e.g. tricky words**

**Particular areas of interest e.g. in non-fiction texts**

**Discussion arising from the book**

# Helping at Home

## How to help with reading at home

- Read regularly

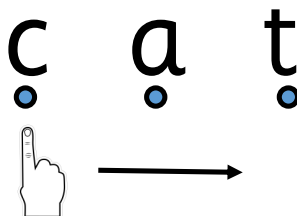
Do not 'save' reading for 1 session per week. You and your child may become frustrated because the demands are too high. A little and often is the best recipe for success.

- Keep talk to a minimum

Point at each letter and wait for your child to say the sound. If they say the wrong sound, then simply tap it to prompt them to repeat. If they continue to get it wrong, simply tell them the correct sound, get them to repeat it and then move onto the next one.

In order to encourage blending of sounds, go back to the start of the word and slide your finger underneath all of the letters.

When they come to a 'tricky' word that they can not decipher e.g. *said*, then *circle* the word with your finger so that it prompts them to recall and not 'sound out'. If they can't remember, then tell them the correct word and move on.



# Helping at Home

## How to help with reading at home

- No letter names

Letter names are a source of 'noise' which block an automatic connection between sounds and their spellings.

**ALWAYS focus on the sound! (They will be taught letter names later on in Key Stage 1)**

- Ask lots of questions

What do you like/dislike about this book? Why?

What do you think will happen next?

Would you tell a friend to read this? Why?

Can you tell me what has happened so far?

How did you feel when .....?

How do you know.....?

Would you like to meet.....? Why?

Why does the author use the word .....?

What other stories does this remind you of.....?

What would you like to ask this character?

Why is this word in bigger writing/bold/italics?

# Books I have read/shared

Date	Book	Comments

# Books I have read/shared

Date	Book	Comments
New Words		

# Books I have read/shared

Date	Book	Comments



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**New Words**

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New Words		

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New Words		

## Tricky Words

the	you	all	do	love
to	are	we	when	once
said	my	have	come	ask
he	by	be	into	friend
me	her	like	their	school
of	what	some	your	put
is	there	so	house	push
his	they	were	here	pull
your	she	go	ask	full
here	for	no	says	our
was	his	one	where	



