



My
READING
Record

Year 1

/ay/ rain play cake baby eight grey great	/air/ chair square bear there their they're	/ar/ car bath half laugh	/e/ pet bread said says many friend	/ee/ sheep leaf me happy key concrete shield
/eer/ beard cheer here we're	/i/ it myth build	/igh/ light tie fly bike tiger	/er/ church bird earth sister worm	/or/ cot swan honest because
/oa/ coat toes bone window comb	/oi/ coin boy	/oo/ book push could wolf	/oo/ moon glue flute chew do	/yoo/ cube music new rescue
/ow/ cow mouse plough	/u/ up love touch does	/or/ fork claw snore walk door four you're sauce bought daughter board sure	/sh/ fish chef station special mission	/ch/ chick match
/k/ sock kit cat school plaque bouquet	/ul/ apple pencil camel hospital	/t/ tap letter jumped	/d/ dip ladder played	/nk/ pink
/f/ fan puff dolphin laugh giraffe	/r/ rat carrot wrist rhino	/v/ vet have	/w/ wet wheel	/s/ sad fence house scissors castle sword city
/j/ jam page bridge	/z/ zip buzz cheese sneeze his	/g/ gap wiggle guitar ghost catalogue	/n/ nap sunny knife gnome pneumonia	/m/ map hammer thumb autumn
/p/ pat hopping	/ks/ fox books socks italics cakes	/b/ bed robber	/h/ hot who	/shun/ action magician extension possession
/zh/ measure	/zhun/ division	The Extended Alphabet Code This builds upon the codes taught in Reception Class (exemplified at the top of each code)		

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. Children will be given the opportunity to visit the school Reading Room too.

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

Please continue to use the 'Tricky Word' book that you were given in Reception Class.

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

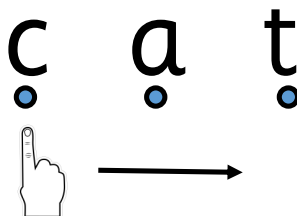
Do not 'save' reading for 1 session per week. You and your child may become frustrated because the demands are too high. A little and often is the best recipe for success.

- 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

Books I have read/shared

Date	Book	Comments
New Words		

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Tricky Words

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

