

# Parent Partnership

## The foundations of reading

THE MORE THAT YOU READ, THE  
MORE THINGS YOU WILL KNOW.  
THE MORE THAT YOU LEARN, THE  
MORE PLACES YOU'LL GO.

- DR. SEUSS

 BilingualKidspot.com



# Meeting Year One expectations

## Word Reading:

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder,
- Read compound words, for example, football, playground, farmyard
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

## Reading Comprehension:

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

# Reading at Goldfield



- Regular one to one reading with each child
- Guided reading groups
- Shared reading as part of English and Phonics lessons
- Reading red words at speed
- De-coding words using new phonics learning
- Reading from the IWB and white board throughout the day in all subjects
- Signage around the classroom and school environment
- The weekly reading raffle
- Shared communication about reading targets through Reading Contact Books with parents and carers
- Reading interventions such as precision monitoring
- New books being introduced to vary reading material sent home!

# Twelve ways to help nurture a love of reading



1. Read aloud to your child from birth



2. Make reading part of your bedtime routine every night
3. Read WITH your child, not just TO your child
4. Let them skip the pages or read the book in the order they want to

5. Keep a variety of books in your home but continue to repeat familiar and loved books
6. Let your children read whatever they want to read
7. Do activities together involving the books you read
8. Don't push it if your child is tired or unwilling
9. Don't stop reading to your children when they can read for themselves

10. Be a good example and read regularly in front of your children

11. Visit the library together

12. Limit the use of technology



13. Use a wide and varied vocabulary to extend child's comprehension skills and to excite your child with new and interesting words!

Jocelyn Brewer, a psychologist who specialises in the concept of “digital nutrition”, likens media diets to what’s on our plates: rather than counting calories (or screen time), think about what you’re eating.

“It’s not just about whether you consume any potential digital junk foods, but also your relationship to technology and the role it plays in your family life,” says Brewer. “We know that using screens to soothe or pacify kids sets up some concerning patterns of relying on devices to calm or distract a child (or teen, or adult) from their experience of unpleasant or uncomfortable emotions – so we want to avoid using screens to placate tantrums, just like we want to avoid eating ‘treats’ to calm emotional storms.”

Another study from December by [the University of Michigan](#) on people aged four to 11 similarly found that “how children use the devices, not how much time they spend on them, is the strongest predictor of emotional or social problems connected with screen addiction”. But the authors said that concern over a child’s screen use is warranted when it leads to poor behaviour, loss of interest in other activities, family or social life, withdrawal, or deception.

The consensus is that screen time, in and of itself, is not harmful – and reasonable restrictions vary greatly, depending on a child’s behaviour and personality. There is little point in obsessing over how many minutes a day your kids are spending with screens. Instead, parents should be doing what they can to ensure that what they’re watching, playing and reading is high-quality, age-appropriate and safe – and joining in wherever possible.