

Reading Record



How to use this Reading Record

Dear Parent/Carer,

- This is your child's reading record. This is for you to record when your child has read at home. Further records of your child's reading are kept in school. If you would like to see these, please ask the class teacher. Reading is fundamental to your child's progress. Every child should read five times a week for at least 10 minutes a day. If this is achieved, your child will read as many as half a million words in a year (and even more as they progress through school).
- Reading Records should be brought into school every day.
- Log any reading completed by your child by completing the book title and adding your initials in the correct week. As the children get older, they may record in their own books and you may wish to countersign.
- Every time your child reads 7 times, they will earn a house point. The house team with the highest number of points earned across a half-term in lessons as well as from home, will receive an extra playtime!
- If you have any questions, please speak to your child's teacher.
- Thank you in advance for your continued support.

How can you help with your child's reading?

- Listen to your child read every day.
- Find anywhere to share books where you can be comfortable.
- Encourage your child to read a range of texts such as comics, newspapers, non-fiction, plays and poetry etc.
- Talk about the book.
- Ask questions which encourage your child to give opinions about the text.
- Play word games.
- Encourage your child to read a series of books from a favourite author or books on topics of interest, especially to keep reluctant readers interested in reading.
- Visit the library









But most of all, be massively enthusiastic!

Literary Heritage

There are so many books to choose from and many families have a few favourite authors or books.

For each year group, we have provided our own selection of books, in conjunction with the School Library Service. These books may already be on your list of favourites or your child may have already read them. You may wish to look at other year groups and books they may have missed or you wish to share with your child.

For each year group, there is a QR Code. Simply scan the QR code and it will link you to the list! Alternatively, visit our website @ www.copnorprimary.co.uk

<p>Copnor Primary School</p> 	<p>Year R Literary Heritage</p> 
<p>Year 1 Literary Heritage</p> 	<p>Year 2 Literary Heritage</p> 
<p>Year 3 Literary Heritage</p> 	<p>Year 4 Literary Heritage</p> 
<p>Year 5 Literary Heritage</p> 	<p>Year 6 Literary Heritage</p> 

Books I would like to read

1
2
3
4
5
6
7
8
9
10

Reading Tips

If you are stuck on a word, try these...

Break up the word into syllables.

See if you recognise any groups of letters from other words e.g. 'ight' as in might, bright and midnight.

Try looking at any pictures to see if there are clues in them.

Look for the root word e.g. the word mean in mean + ing = meaning with mean being the root word or un + like + ly = unlikely (where like is the root word).

Look for smaller words within the longer word e.g. fright in frightening.

Look for clues in the rest of the sentence by reading the whole sentence and missing out the difficult word.

Think about what is happening in the text at that point. What word would make sense?

What do we want for our children?

- To read for pleasure.
- To read with understanding.
- To read with expression.
- To be able to choose what they would like to read for themselves.
- To be able to summarise what has been read.
- To have reasons for preferences in what they read.

Which questions could I ask to help my child?

- Look at the cover/title/first line/chapter headings/ back page (blurb)... what do you think will happen next? How have the cover/title/first line/chapter headings/ blurb...helped you come up with this idea?
- What does this...word/phrase/sentence... tell you about...the character/setting/mood etc?
- Where does the story take place?
- What does s/he/it look like?
- In the story, 'x' is mentioned a lot. Why?
- How has the writer made you or the character feel?
- Where/when does the story take place?
- What has happened in the story?
- Which sentence could describe the beginning/middle/end of the text?
- How do you feel about...?
- What do you think the author meant when they used the word...?
- Why did the author chose this setting? How will this affect what happens next?
- How is character x like someone you know? Do you think they will react in the same way?
- Is this book/story similar to another book or story you have read? Why?
- Which stories have openings like this? Do you think the story will develop in the same way?
- Describe different characters' reactions to the same event in a story: how is it similar/ different to...?
- What other words/phrase could the author have used to describe...?

These are just a few of the questions you could ask and we are sure that you ask a number of different questions beyond these. There are more questions available on our website.

KS1 Reading Prompts



KS2 Reading Prompts



Tricky Words/Harder to Read and Spell

Words Year R and 1

There are a number of words that do not follow the normal spelling rules. They can be difficult to read, say and spell but children will come across them early on when learning to read and spell. Tick each one when you can read (re) and spell (sp) each word.

	Re	Sp		Re	Sp		Re	Sp
I			are			ask		
the			ball			should		
no			tall			would		
put			when			could		
of			what			asked		
is			said			house		
to			so			mouse		
go			have			water		
into			were			want		
pull			out			very		
as			like			please		
his			some			once		
he			come			any		
she			there			many		
buses			little			again		
we			one			who		
me			do			whole		
be			children			where		
push			love			two		
was			oh			here		
her			their			sugar		
my			people			friend		
you			Mr			because		
they			Mrs					
all			your					

Tricky Words/Harder to Read and Spell

Words Year 2

There are a number of words that do not follow the normal spelling rules. They can be difficult to read, say and spell but children will come across them early on when learning to read and spell. Tick each one when you can read (re) and spell (sp) each word.

	Re	Sp		Re	Sp		Re	Sp		Re	Sp
door			cold			grass			whole		
floor			gold			pass			any		
poor			hold			plant			many		
because			told			path			clothes		
find			every			bath			busy		
kind			great			hour			people		
mind			break			move			water		
behind			steak			prove			again		
child			pretty			improve			half		
children			beautiful			sure			morning		
wild			after			sugar			Mr		
climb			fast			eye			Mrs		
most			last			could			parents		
only			past			should			Christmas		
both			father			would			everybody		
old			class			who			even		

National Curriculum Word List for Years 3 and 4

In years 3 and 4, the children have a list of words they are expected to know by the end of Year 4. They need to know the meaning and how to spell the word. They can be difficult to read, say and spell. Tick each one when you can read (re) and spell (sp) each word.

	Re	Sp		Re	Sp		Re	Sp		Re	Sp
accident(ally)			disappear			interest			pressure		
actual(ly)			early			island			probably		
address			earth			knowledge			promise		
answer			eight/eighth			learn			purpose		
appear			enough			length			quarter		
arrive			exercise			library			question		
believe			experience			material			recent		
bicycle			experiment			medicine			regular		
breath			extreme			mention			reign		
breathe			famous			minute			remember		
build			favourite			natural			sentence		
busy/business			February			naughty			separate		
calendar			forward(s)			notice			special		
caught			fruit			occasion(ally)			straight		
centre			grammar			often			strange		
century			group			opposite			strength		
certain			guard			ordinary			suppose		
circle			guide			particular			surprise		
complete			heard			peculiar			therefore		
consider			heart			perhaps			though/ although		
continue			height			popular			thought		
decide			history			position			through		
describe			imagine			possess (ion)			various		
different			increase			possible			weight		
difficult			important			potatoes			woman/ women		

National Curriculum Word List for Years 5 and 6

In years 5 and 6, the children have a list of words they are expected to know by the end of Year 6 (as well as remembering the lists from above). They need to know the meaning and how to spell the word. They can be difficult to read, say and spell. Tick each one when you can read (re) and spell (sp) each word.

	Re	Sp		Re	Sp		Re	Sp		Re	Sp
accommodate			correspond			identity			queue		
accompany			criticise			immediate(ly)			recognise		
according			curiosity			individual			recommend		
achieve			definite			interfere			relevant		
aggressive			desperate			interrupt			restaurant		
amateur			determined			language			rhyme		
ancient			develop			leisure			rhythm		
apparent			dictionary			lightning			sacrifice		
appreciate			disastrous			marvellous			secretary		
attached			embarrass			mischievous			shoulder		
available			environment			muscle			signature		
average			equipped/ equipment			necessary			sincere(ly)		
awkward			especially			neighbour			soldier		
bargain			exaggerate			nuisance			stomach		
bruise			excellent			occupy			sufficient		
category			existence			occur			suggest		
cemetery			explanation			opportunity			symbol		
committee			familiar			parliament			system		
communicate			foreign			persuade			temperature		
community			forty			physical			thorough		
competition			frequently			prejudice			twelfth		
conscience			government			privilege			variety		
conscious			guarantee			profession			vegetable		
controversy			harass			programme			vehicle		
convenience			hindrance			pronunciation			yacht		

Date	Book title	Comments	Signed
The box to the right will be signed or ticked by the child when they have received their house point.			