

Dear Parent/Carer,

This is your child's reading record. This is for you to record when your child has read at home. More detailed records of your child's reading are kept in school. If you would like to see them 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.

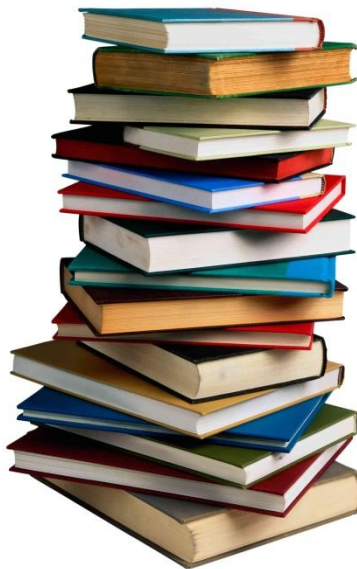
Log any reading completed by your child by completing the date, book title and how they read. As the children get older, they may record in their own books and you may wish to countersign.

Every time your child reads 7 times, they will earn a house point. Also, every week the number of children that have read 4 times or more will be celebrated in Celebration Assembly and could be the class champion of the week!

If you have any questions, please speak to your child's teacher.

Thank you in advance for your continued support.

Reading Record



Name:

Class:

*The more you read, the more things you will know.
The more that you learn, the more places you'll go.*

Dr Seuss

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!

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?

Before Reading

- What do you see on the cover?
- What is the title?
- What do you think the story will be about?

During Reading

- Who is the main character?
- Where does the story take place?
- What has happened so far?
- What do you think will happen next?
- Describe different characters and their reactions.

After Reading

- What was your favourite part?
- How was the problem solved?
- Did you enjoy the book? Why?
- Can you retell the story in your own words?
- How is it similar or different to other books that you have read?

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					

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		sp	re
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 Year 3 and Year 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.

[illegible]

National Curriculum for Years 5 and Year 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 remember 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.

[illegible]

Comment Key:	A. Segmenting (sounding out each sound)	B. Blending (putting the sounds together)	C. Smoothness (flow)	D. Understanding (Comprehension)		
Date	Book Title	Comment (see key above)			Signed	
Monday		A.				
		B.				
		C.				
		D.				
Tuesday		A.				
		B.				
		C.				
		D.				
Wednesday		A.				
		B.				
		C.				
		D.				
Thursday		A.				
		B.				
		C.				
		D.				
Friday		A.				
		B.				
		C.				
		D.				
Saturday		A.				
		B.				
		C.				
		D.				
Sunday		A.				
		B.				
		C.				
		D.				
The box to the right will be signed or ticked and the child will receive their house point.					HOUSEPOINT	