

Together in love we learn with

**Respect, Hope, Friendship and Forgiveness.**

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### Home Reading Guide for Parents

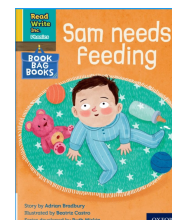


Your child will bring home a reading book on a Friday which is closely matched to their reading ability, we hope that the information in this guide will be useful in supporting you when reading with your child at home.

**Can we politely ask that all reading books are returned to school on a Tuesday so that they can be quarantined for 48 hours before new ones are sent out on a Friday?**

At St. John's CE (C) Infant School we teach reading through a programme called **Read, Write Inc.** which teaches the children to:

- ✓ Decode (sound out) new words,
- ✓ Read with fluency (like a story teller),
- ✓ Understand what they have read.



All of our home reading books are matched to the Read, Write Inc. level that your child is reading in school. **To support your child's reading at home we ask that you support the same 'Three Step Approach' to reading that we use in school. Please see the next page for further details.**



## 'Three Step Approach' to Reading

Your child should read their reading book 3 times:

### Read 1: Decode and Read

Practise sounding out and reading the

**Green and Red words** on the inside cover of the book.

Talk about any new words in the **Vocabulary Check**.

Focus on sounding out the words using their phonic skills.

### Read 2: Fluency and Expression

Adult to read the book to the child, modelling use of story telling voice, expression and pausing at the correct times.

Child then practises reading like a story teller.

### Read 3: Developing Understanding (Comprehension)

Child reads the books again with fluency and expression.

Adult uses the questions in the back of the book to test what the child understands.

Child uses the pictures in the back of the book to retell the story.

**Story Green Words**  
Story Green Words are made up of sounds your child has already learnt.  
This book contains the following green words:

sixteen nappy presses  
beeps bottle sister

**Red Words**  
Red Words are harder to read because the letters represent unusual sounds.  
Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

brother put what

**Vocabulary check**  
Tell your child the meaning of each word in the context of the story.

	definition:	sentence:
nipped	went quickly	Mum has nipped to the shops ...
mashed-up	crushed and blended	He brings Sam a dish of mashed-up beef.
fresh	clean and new	She brings a fresh nappy ...

**Questions to read and answer**  
Ask your child to read and answer the questions.

1. What did Lee say when Sam went "Ga! Ga!"?
2. Why did Kayla bring Pink Ted from Sam's cot?
3. What did Sam do with Pink Ted?
4. What did Lee ask Sam?
5. What did Kayla feed Sam?

**Retell the story**  
Take turns retelling the story with your child.



Please note: If your child is reading a ditty sheet or word book, elements of the 3 step approach will still apply, however your child may need to spend more time decoding the words.

Your child will also bring home a paper Read, Write, Inc. book that they have previously read in class as well as access to electronic books on the Oxford Owl website.

We hope that this approach will help our children to be life-long readers, who read both for meaning and for enjoyment.

Please contact your child's class teacher or Mrs Wilks via Dojo message if you are unsure or need further support.

