

Name: _____ Year Group: ____ Teacher: _____

Your child has been assessed and is currently on Book Band/Level: _____

Here are some helpful tips to help your child make progress with their reading. If you are unsure, please ask the class teacher for support.

Knowledge and Skills

High Frequency Words		Please practice the attached High Frequency Words with your child.
Accurately decode words when reading		If your child reads a word incorrectly, support them with using their phonics sound mat to accurately. Use this helpful video if you need some help with pronouncing the sounds: https://schools.ruthmiskin.com/training/units/56

Strategies

Self-correcting		Monitoring their own reading to search for more information to help them to correct an error they have made.
Predicting		Using prior knowledge to anticipate any unknown words and help them to predict what might come next in the text.
Adjusting pace when finding text difficult		Slowing their reading down in purpose when the text might become difficult.
Cross-checking to confirm		Searching further to confirm initial understanding of information read.
Attending to meaning		Making connections between the meaning of words and their own knowledge to help them to understand what they are reading.

Fluency

Here are some tips on how to help your child to improve their fluency:

- **Modelled Reading:** Read aloud to demonstrate fluent reading using good modelled rhythm, which helps your child understand how fluent reading sounds and looks.
- **Partner Reading:** Read with your child together, taking turns reading aloud and offering each other feedback on pronunciation and expression.
- **Echo Reading:** Read a sentence or passage aloud, and the children repeat it, mimicking the teacher's fluency, tone, and intonation.
- **Think Aloud:** By verbalising their thinking while reading a text, teachers demonstrate how good readers actively engage with and make sense of what they read. This helps students develop their own reading strategies and comprehension skills.