

Coombe Hill Infant School



Learn together, grow together

Home/School Reading Record

Name	Class
<p>Please keep this in the blue bag with the reading book. Thank you!</p>	

Building the skills and the will to read

We teach our children to read so that they can read to learn

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home: A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book - a Bedtime Book and a Library book (both in their special bags). Your child may not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book - this is the book your child is bringing home to practise the phonics they have learned in school - you can comment on this book in this Reading Record Book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – it's something to celebrate! Your child is reading it to you to develop fluency and confidence in reading. Your child may also be assigned an eBook (your teacher will give you a log in).

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Bedtime Book and Library book - building a love of reading

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. We have carefully selected the Bedtime Books so that your child reads the highest quality picture books and this sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a nonfiction book. But most importantly, enjoy it together!

Please take a look at our [website](#) for more information about how importance we place on all children being able to read.

*Learn together what it is to be an effective reader,
grow together as we develop the will and skills to be lifelong reader*

Our home/school reading agreement

I agree to try to read with my child every day and make a comment in the Reading Record once a week.

Name & date

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Thank you for reading with your child - your input is invaluable!

Date	Book Title	Parent/carer Comment &Signature
Autumn 1 - Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

Teacher's comment on child's progress and next steps

Thank you for reading with your child - your input is invaluable!

Date	Book Title	Parent/carer Comment &Signature
Autumn 2 - Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

Teacher's comment on child's progress and next steps

Thank you for reading with your child - your input is invaluable!

Date	Book Title	Parent/carer Comment &Signature
Spring 1 - Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Teacher's comment on child's progress and next steps

Thank you for reading with your child - your input is invaluable!

Date	Book Title	Parent/carer Comment &Signature
Spring 2 - Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Teacher's comment on child's progress and next steps

Thank you for reading with your child - your input is invaluable!

Date	Book Title	Parent/carer Comment &Signature
Summer 1 - Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		






















Teacher's comment on child's progress and next steps

Thank you for reading with your child - your input is invaluable!

Date	Book Title	Parent/carer Comment &Signature
Summer 2 - Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

Teacher's comment on child's progress and next steps









Phase 2 - Letter sound = phoneme Letter formation = grapheme







 s	 a	 t	 p
 i	 n	 m	 d
 g	 o	 c	 k
 e	 u	 h	 b
 f	 l	 r	
 j	 v	 w	 x
	 z		

Digraphs - 2 letters = 1 sound

qu qu 	ch ch 	sh sh 	th th 
ng ng 	nk nk 		

Phase 3 - digraphs (2 letters = 1 sound) and trigraphs (3 letters = 1 sound)

grapheme	catchphrase	grapheme	catchphrase
ai	 tail in the rain	ee	 sheep in a jeep
igh	 a light in the night	oa	 soap that goat
oo	 zoom to the moon	oo	 hook a book
ar	 march in the dark	or	 born with a horn

grapheme	catchphrase	grapheme	catchphrase
ur	 <p>curl the fur</p>	ow	 <p>wow owl</p>
oi	 <p>boing boing</p>	ear	 <p>get near to hear</p>
air	 <p>chair in the air</p>	er	 <p>a bigger digger</p>

Phase 4 = blending the sounds learned in Phases 2 and 3

Phase 5 = alternative spellings and pronunciations - see Grow the Code Grapheme Mat

Tricky words - words you need to learn by sight, you cannot sound them out

Phase 1 - all the sounds we can hear around us, rhythm and rhyme.
Phase 1 continues throughout Phases 2 - 6.
Please share lots of nursery rhymes and poems with your children.
Just like I spy, you can play "I hear with my little ear" eg c-a-t, d-o-g

Phase 2, 3 & 4 - Reception

is	I	the	
put	pull	full	as
and	has	his	her
go	no	to	into
she	push	he	of
we	me	be	was
you	they	my	by
all	are	sure	pure
said	so	have	like
some	come	love	do
were	here	litte	says
there	when	what	one
out	today		

Phase 5 - Year 1

their	people	oh	your
Mr	Mrs	Ms	ask
could	would	should	our
house	mouse	water	want
any	many	again	who
whole	where	two	school
call	different	thought	through
friend	work	once	laugh
because	eye	busy	beautiful
pretty	hour	move	improve
parents	shoe		