



High frequency words for word recognition
Reception to Year 2

Attached are the word lists for the high frequency words which need to be covered in Reception and KS1.

The first 45 words are to be achieved by the end of Reception and then approximately 150 words to be learned between Years 1 and 2. By the end of Year 2, pupils should be able to read all these words easily, both when they see the word by itself and when they see it as part of a piece of writing.

Plus

days of the week, months of the year numbers to twenty, common colour words, your child's name and address, name and address of our school.



Stone Church of England Combined School



"To enable all to achieve their highest potential"

**Supporting your child
with reading at home**



At Stone Church of England School, we value the contribution parents and carers make to their children's learning. The purpose of this booklet is to provide you with information of how you can best support your child with their reading at home.



Social, cultural, historical contexts and literary traditions

How do you know this is a *fairy tale*?

How does this compare with *other Michael Morpurgo books*?

How is *Harry* like other characters from other books?

How do you know this is set in *World War 2*?

What does the word '*tranquil*' tell you about the *setting*?

Which features tell you this is a *fantasy story*?

Tell me how this is the same as/different to *The War Horse*?

What do the characters' reactions tell you about the *time that this was set in*?

How does *the war* affect the characters?



Writers' purpose and viewpoint

What is this text trying to tell you *about war*?

How are you supposed to feel about *the death of Yoda*?

How do you know that the author likes/dislikes *Chelsea*?

Why did the author write this *from Michael's point of view*?

Who is this book for?

How is the purpose of the *letter and the story* different?

Where would you expect to see this *factfile* text?

Why were *quotes from scientists* included?

Which text on *whales* is more effective in *persuading the reader*?

Which text is *the writer's own opinion*?

Encouraging a love of reading

We ask that you spend 10 to 15 minutes each day on reading activities with your child. It is important that they have the opportunity to read out loud to you. Please make a comment in their reading record to note their progress.

Useful comments include information about:

- Phonic ability - '*...able to sound out...*'
- Sight word knowledge - '*...recognised many sight words/needs to practise...*'
- Expression - '*...used speech marks well/not stopping at full stops...*'
- Comprehension of the text - '*...able to find the answers to questions about the text...*'

Activities to try

Let them see you and join you in reading magazines, letters, instructions, recipes, signs and even cereal boxes!

Remember, your child will enjoy being read to, whatever their age. If your child is a reluctant reader, this can be even more important.

If reading seems a chore to them, make it into a game. Challenge them, take turns and read whatever captures their interest. Reading a comic or anything else they choose is worthwhile, as long as they are enjoying it.

Phonic support

Please encourage your child to use their phonic knowledge to sound out unknown words, for example, cat = c-a-t. If they do not seem to be able to hear the word straightaway when they sound out the sounds, ask them to repeat the sounding out until they can hear the word. If they come across a sound that they do not seem to know, remind them by supplying the sound. At times, children will be tempted to use the pictures to guess at the text. If this appears to be the case, please cover the pictures to enable them to use their phonic knowledge. They can then look at the picture afterwards to support them with their understanding of what they have read.

Identify and comment on structure and organisation of text

What is the purpose of *the pictures on page 7*?

How does the layout help you to follow the *recipe*?

Why is *this paragraph in italics*?

Why are *subheadings* used?

Why has *the information been presented in this way*?

Why is *the layout on page 17* different to *page 19*?

Why is it easier to read *the facts in boxes*?

Why did the author choose to *change paragraphs here*?

Why does the author use a *different font for the postcard*?



Deduce and interpret information - looking for clues rather than the text telling you directly

How did Jack know that the giant was coming?
What words tell us that Jack was unhappy?
What does the word 'stomped' imply?
Why did Jack take the golden goose?
What ideas are we given about Jack's mother?
What does the giant's wife think?
How did Jack react or feel about being given the magic beans?
How was Jack's life different after he had the harp and the goose?
Why is the fact that Jack cut down the beanstalk important?



Phonics Websites:

There are a number of websites for Reception and KS1 where children can practise their phonic skills through a variety of fun games.

<http://www.phonicsplay.co.uk/>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

High frequency words

There is a list of words which are taught as 'sight words' or 'key words' (please see enclosed pages). Children will not be able to use their sounds for many of these until they are some way into the phonics programme. Until that time, they should be encouraged to learn the whole word as it is written, i.e. just learn the word 'by sight'. If they come across such a word and they cannot remember what it is, please supply the whole word for them to enable them to carry on reading.

Comprehension

Once your child is able to sound out a range of sentences with minimal or no support, it is important to check their comprehension of what they have read. The following are examples of questions which should be asked to check your child's understanding of a text. The questions are organised into categories. The word(s) in italics should be replaced as appropriate.

Recalling and retrieving information

What does *smartly* mean?

Can *light* have more than one meaning?

What happened at *the beginning*?

What did *the bear* do?

Which word tells you that *she is a girl*?

Where did *the boy* go?

Describe *the giant's house*.

Where are *the horses* now?

Why do *they* like chocolate?



Writer's use of language

Explain why the word '*galloped*' is used.

Why does the writer compare *the rain* with *horses' hooves*?

What does '*the thunderous cacophony*' tell you about *the lion's roar*?

Why did the author use *this simile*?

How does *the comparison with a skyscraper* help you understand *his height*?

Why are words like '*swept*' and '*squished*' used?

How do the words like '*creaked*' and '*cracked*' create a feeling of spookiness?

What do phrases like '*it is probably*' and '*some might say*' tell you?

Why did the author choose '*creeping and tiptoeing*'?