

Infant Reading Record



Name _____

Class _____

Contents

- **School Rules**
- **Uniform & Being Ready for the Day**
- **Characteristics of Effective Learning**
- **Mindfulness & Positive Affirmations**
- **Staying Safe**
- **Letter formation**
- **Number formation**
- **Phonics & Early Reading**
- **Supporting Reading**
- **Phonics Mats**
- **Tricky & Common Exception Words**
- **Reading Log**
- **Suggested Reading Lists**
- **Reading Bingo**

School Login

TTRS/Numbots

Other

Seesaw Code

School Rules

At Ashley School, we are...

READY

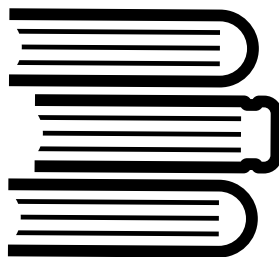
Respectful

SAFE

Infants: Are you ready for school?

Do you have your...?

- Book bag
- School reading books
- Reading diary
- Named water bottle
- Hat/Coat/Jacket



**Is your
name
on it?**

Infant School Uniform

- Green Ashley jumper or cardigan
- White polo shirt
- Grey or black trousers/shorts/skirt or tunic
- Green gingham summer dress (from summer term to October half term)
- Black school shoes/trainers
- Outdoor shoes (wellies or spare trainers)

My PE days are:



Please no toys. Only one simple keyring on book bags or else they don't fit in trays!

Characteristics of Effective Learning

The Characteristics of Effective Learning run through and underpin the seven areas of learning in the EYFS and describe the learning processes that occur throughout everyday activities and experiences. We hope that they will encourage your children to remain effective and motivated learners and give them language to be able to explain the skills they use whilst learning. These are continued throughout their time in the infants with additional descriptions for Year 1 and Year 2.

TRYASAURUS



EXPLORASAURUS



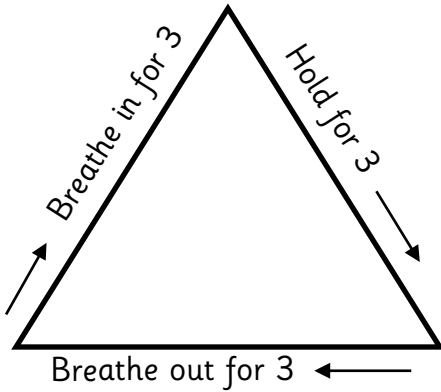
THINKASAURUS



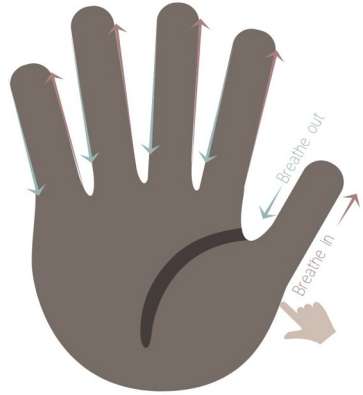
EYFS	“tries their best and does not give up; showing resilience.”	“likes to find out about the world around them and has a ‘can do’ attitude towards their learning.”	“has their own ideas and finds ways to solve problems and work things out.”
Y1/2	“perseveres when something is challenging and learns from their mistakes.”	“is inquisitive and makes connections to what they have learnt before.”	“is proactive and can think about the resources and strategies they need to solve problems.”

Mindfulness Strategies

Shape breathing



Finger breathing



Grounding Exercise

Look around you and name...



5 things you can see

4 things you can touch



3 things you can hear

2 things you can smell



breathe in and out slowly

Have a Growth Mindset

Colour in the affirmation bubbles...

Improvements
can always be
made.

This was
only my
first try...

I can't do
this yet.

I will try
another
way.

I can learn
from a
mistake.

I get better
every single
day!

I can
practise.

If something is
hard, it means
you're learning.

This will
take me
some time.

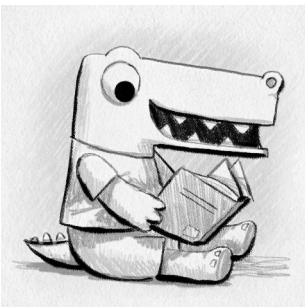
I am enjoying
the challenge.

Staying Safe

All of the adults around you at school think that your health, safety and welfare are very important.

In our school, we respect our children and help to protect their rights. We do our best to help children make good educational progress. We teach children how to recognise risks in different situations, how to protect themselves and stay safe.

Our school safeguarding procedures are online at www.ashleyschool.co.uk



Pantosaurus from NSPCC is a resource we use in school to keep our curious children safe.





Adults in school are there to help you, but if they aren't available, call ChildLine.


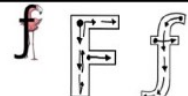

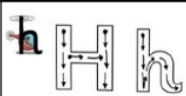





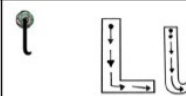
Ashley Letter Formation



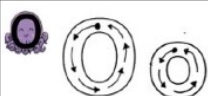

Forming letters correctly is very important for fluent, legible writing.




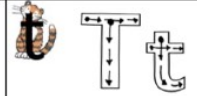
We introduce cursive writing in Year 2.

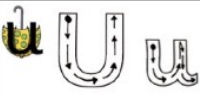



			
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.



			
Around the elephant's eye and round its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear, down and curl under his chin.	Down, up and over the helicopter.

			
Down the iguana's body, then draw a dot [on the leaf] at the top.	All the way down the jellyfish. Dot on its head.	Down the kite, up and across, back and down to the corner.	All the way down the lollipop.

			
Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.

			
Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground, up the arch and over the rainbow.	Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.

			
Down and around the umbrella, stop at the top and down to the bottom and flick.	Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box.

	
Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.



Ashley Letter Formation - cursive

a b c d e f

g h i j k l

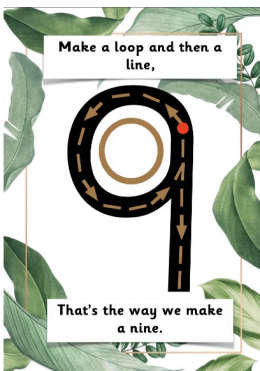
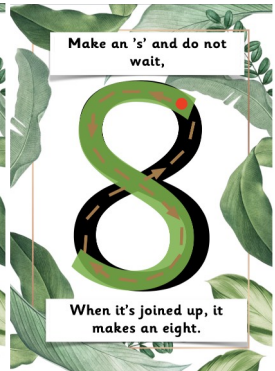
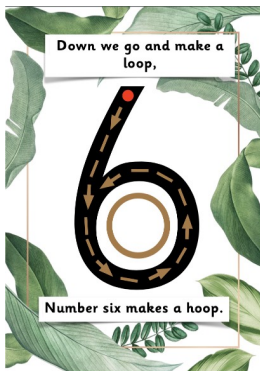
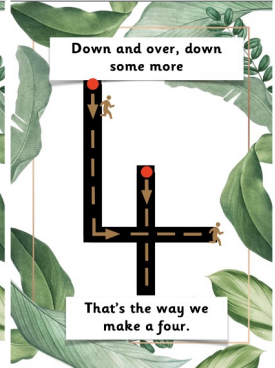
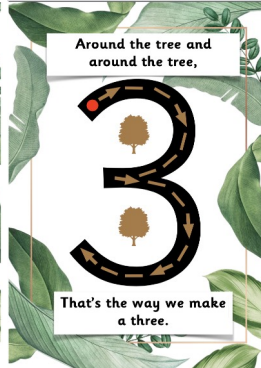
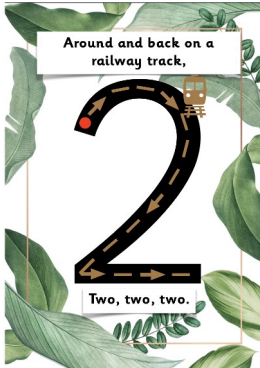
m n o p q

r s t u v w

x y z

Ashley Number formation

Forming numbers correctly is very important for fluency in maths.



Tricky Words Reception/Y1

Common Exception Words Y2

Common exception words are words that do not follow the common phonetic spelling rules children learn in the infants. These are also called tricky words or sight words as you must learn to recognise them, and can't always sound them out. They aren't decodable using the normal rules and letter-sounds in phonics. Children will be introduced to these words across the year and are expected to first read them and then spell them.

Reception

Phase 2: is, I, the, put*, pull*, full*, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be

Phase 3: was, you, they, my, by, all, are, sure, pure

Phase 4: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today

Year 1

Phase 5: their, people, oh, your, Mr, Mrs, Ms, ask*, our, could, would, should, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye

*these words may be tricky or not depending on the regional accent

Year 2

after, again, any, bath, beautiful, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, door, even, every, everybody, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, old, only, parents, pass, past, path, plant, poor, pretty, prove, steak, sugar, told, water, who, whole, wild

Phonics & Early Reading

Phonics is recommended as the first strategy that children should be taught when helping them learn to read. Words are made up of small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children learn to read and spell words.

Although phonics is taught in progressive phases through our chosen scheme, Little Wandle Letters & Sounds Revised, every child is different and they will learn and progress at their own rate.

Scan the QR code to find more resources to support your child with learning to read.



Phoneme - The smallest unit of sound. We use phoneme as another word for sound.

Blending - Merging these phonemes (sounds) together to read a word. This is the basis for reading.

Grapheme - A letter or group of letters representing a sound.

Digraph – Where two letters make one sound (phoneme). e.g. sh or th

Trigraph – Where three letters ‘hold hands’ to make just one sound (phoneme) e.g. ear or air.

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. For example, the sounds ‘s-a-t’ blend to make the word ‘sat’.


























Oral Segmenting - This is the act of hearing a whole word and then splitting it up into the phonemes (sounds) that make it by saying them aloud.






Segmenting - This is the act of hearing a whole word and then splitting it up into the phonemes (sounds) that make it by writing them in the right order. This is the basis of spelling.

Reception

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		























 a	 e	 i	 o	 u
---	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Year 1+

Grow the code grapheme mat













Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Year 1+

Grow the code grapheme mat

Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	 yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	 zh su si	

*depending on regional accent

Supporting your child with reading

Parents, families and cares are the first educators of children and they are the key to developing a child's learning. Home reading is an important part of a child's learning and setting routines and keeping to them offers your child a sense of security and helps them both at home and in school. Reading is an important part of home routines. We need your help! Please help us develop your child's reading by reading regularly with your child and supporting their home reading.

Reading together will help to make your child a great reader, a better writer and a fantastic learner!

READING STRATEGIES - EYFS

- Look through the book with your child before you begin reading. See if your child can guess what your book will be about by discussing what's on the cover.
- Encourage your child to point to the title, open the front cover and turn the pages in the right order.
- Show your child how print works – left to right and point to the words as you read.
- Use the pictures to help your child understand the meaning of the book and to support reading the words.

Asking the Right Questions - EYFS

- What can you remember about the story we have just read?
- What has happened in the book so far?
- Why do you think...?
- Why do you think that happened?
- How do you think she may have felt? How would you have felt?
- What do you think might happen next?
- What could he have done instead? What would you do?

Asking the Right Questions - Year 1

Descriptive questions demand a factual response (directly from the text):

- When? Which? Where?
- What does it look like?
- Who went....?
- What can you remember about the story I read to you yesterday?
- What has happened in the book so far?

Reflective questions demand a personal response:

- Why do you think the frog did that? Why do you think that happened?
- How would you feel? How do you think they may have felt?
- What makes you say that?
- What evidence do you have to support that idea?

Speculative questioning demands risk taking in response (to infer an appropriate answer from the text):

- What would happen if the prince decided he wanted to remain a frog?
- What might happen next if the princess refused to kiss the frog?
- What do you think might happen next?
- What could he have done instead?
- What would you do?
- Can you think of another word / phrase to describe...? (e.g. the velvet night)

Supporting your child with reading

Asking the Right Questions - Year 2

Fiction

- How did the characters change their ideas/attitudes during the story/play? Why? Which part of the text shows this?
- In this part of the story, what do you think the character feels about...? How can you tell?
- What do you think would have happened if..?
- Did any of the characters show their feeling? How/why did they show their feelings?
- Why was... important in this play?
- Which is the most interesting/exciting/funniest/ your favourite part of the story? Why? Which part of the text shows this?
- In this part of the story, what do you think the character feels about...? How can you tell?
- How has the author organised the writing?
- How does the punctuation help you as the reader?
- How has the author used words/phrases to make this character funny/sad/disappointed? Can you find evidence of this in the text?
- Which part of the story best describes the setting/characters/action? Which words and/or phrases do this?
- Find and copy some words or phrases that show us that this character is special/helpful/worried etc
- Why is.... a good title for this story/book?

Non-Fiction

- Where can you find an important piece of information about..?
- Find two pieces of information that tell you about....?
- What does this part of the text tell us about...?
- Do you agree with this author's opinion?
- Which do you think are the most important issues and why?
- Why are particular words/sections within the text in bold/italics?
- Why have bullet points/numbers been used?
- What is the purpose of this list/diagram/picture?
- What do these words tell you about?
- Why do you think the writer chose the words/phrases ... to describe...?
- Find something that is not fact but the authors opinion

WHEN YOUR CHILD READS AT HOME....

1. Set aside regular time slots to read with and to your child.
2. Take it in turns to read to each other.
3. Talking about what is in the book helps them to understand it.
4. Talk about your own experiences.....if it is a book about fishing, talk about an adventure you have had fishing.
5. Make reading FUN!

Ways to Praise - without saying 'Well Done'

Praise makes a big difference to children when they're learning to read. Sometimes it's hard to find the best thing to say, or write on their reading records for school. These words should help.

- You did well to work out long words
- You didn't need much help
- You hardly made any mistake
- You are getting the knack!
- You looked at the words carefully
- You managed some tricky words
- You were perfect from start to finish
- You read the long words straight off •
You are remembering more sounds

Skills 1: reading words correctly

- You did well to work out long words
- You didn't need much help
- You hardly made any mistakes
- You are getting the knack!
- You looked at the words carefully
- You managed some tricky words
- You were perfect from start to finish
- You read the long words straight off •
You are remembering more sounds

Skills 2: understanding what they read

- You asked about the meaning – well done
- You can re-tell the story
- It was good to be able to talk about the book
- You have a really good understanding
- You found out what it was about
- You looked up new words
- You are understanding more of the story
- You have understood the hard words

Skills 3: the way they read and the style they use

You were careful all the way through • That was much clearer reading

- Your confidence is growing fast
- You are really determined to read well aren't you?
- You have stopped rushing
- You noticed all the full stops and commas
- You read nearly all that by yourself.
- I read with lots of expression
- You sounded like an actor! •
You used lots of voices

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Weekly Reading

[illegible]

Recommended Reading EYFS



Scan the QR code above for 50 recommended reads for Reception-aged children (4-5). Below you will find QR codes to reading lists linked to some of our learning themes and common interests of the children.



All About
Me



Minibeasts



Chinese
New Year



Transport



Dinosaurs



Diverse and
Inclusive

Recommended Reading Year 1



Scan the QR code above for 50 recommended reads for Year 1 children (5-6). Below you will find QR codes to reading lists linked to some of our learning themes and common interests of the children.



Superhero



Castles &
Knights



Toys



Weather &
Seasons



Seaside



Diverse and
Inclusive

Recommended Reading Year 2



Scan the QR code above for 50 recommended reads for Year 2 children (6-7). Below you will find QR codes to reading lists linked to some of our learning themes and common interests of the children.



First chapter
books



Travel &
transport



Growing
plants



Great Fire
of London



Non-fiction



Diverse and
Inclusive

Reading Bingo

Write a note to your favourite author	Read a book that's been made into a film	Read in bed	Write a book about your cuddly toys
Swap a book with a friend	Read a non-fiction book about sport	Read a graphic novel/comic	Read a book that makes you laugh
Read a book based on a true story	Read a history book	Listen to an audio story	Read a book about an animal
Read a story with a one-word title	Read a magazine about something you like	Read to an animal	Read a newspaper
Read about something scientific	Read in the dark using a torch	Read aloud to someone	Read instructions on how to make something
Read outdoors	Read to someone over video/phone	Read on a rainy day	Dress up as a book character for World Book Day!
Read to someone younger than you	Go visit the library and borrow a book.	Read a recipe	Read in a funny voice
Read while eating	Read in a blanket/cushion fort	Have a reading party with friends	Read a fantasy book

#ashleyreadingbingo



Ashley CofE Primary School



@ashleyschooluk



@ashleyschooluk