All of these points on the right hand side are what teachers use to teach children to read. It all starts with the alphabet, letters and sounds. Letters and sounds make up words that a child can work out. Once they can do this, they can read the words more easily and join those words up into a sentence to create understanding. Some words in English can not be worked out, so your child will just have to learn those words off by heart. Once they can decode these words, they can work out the meaning of sentences and stories. They can also read and understand nonfiction texts, which will give them lots of information about the world etc. In this difficult time please have your child read to you and you read to them. Talk to your child and ask them what they think or believe about a story or a topic. Also, have them read to younger siblings, if possible. Practice makes perfect. By listening to your child read, you will be able to work out where they are from. Gently work with them and don't push if it gets too hard or they become too frustrated. Whaea Nettie

- **Use my alphabet letter recognition, sound and word connection (to letter sound) to decode unknown words**
- **Use the first, middle and end sounds to work out unknown words.**
- **Use my blends to decode unknown words**
- **Use my basic word knowledge to decode unknown words, while building my sight vocabulary**
- **I can find contractions in the text and say what they are short for I'm isn't etc.**
- **I can read compound words and say the two words that are joined**
- **I can recognise familiar parts of words new words**
- **I can retell the main events in order**
- **I can retell the main events with supporting detail**
- **I summarize the story in my own words with my teacher's help. (ongoing)**
- **I know how to respond when reading punctuation**
- **I can use punctuation to make my reading sound smooth and interesting**
- **I can use punctuation to help me understand what I am reading We are developing stamina**
- **We are maintaining reading for longer**
- **We are rereading the text**
- **We are selecting a correct text to suit my purpose for reading**
- **I can say if the story is true, fiction or nonfiction**
- **I can say that authors write for different purposes**
- **I can identify the author's point of view**
- **I can identify what the author wanted me to feel, think and see**
- **I can support my answers with evidence**

	from the text
	• We can use clues such as the title, illustrations, blurb, author and text type to make predictions about the text. We can talk about other texts we have read and how they connect to the text that I am reading • We can make predictions by using my prior knowledge about the topic • We can re- predict during and after reading • We can identify unknown words in the text • We can define the meaning of the unknown word using a dictionary • We can read back into the text to work out which character I am reading about • IWe can explain how characters influence the main events and plot direction
Success Criteria: I will use my decoding knowledge to read with fluency	**We will know this when I successfully decode unknown words.**