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TEACH Trust Poole

Trust Excellence Aspiration Collaboration Honesty

Article 28: Children have a right to a primary education.

19<sup>th</sup> September 2025

### Reading at Home

Dear Parents/Carers,

As you all know, reading is a top priority in our school and we want our children to learn to read fluently and to also develop a love of reading.

Your child will bring home a book banded book that is decodable at their reading level and this means that they can confidently practise the reading skills they have been taught in school. The book will only contain graphemes (letter/s) and tricky key words that they have been taught in class and are secure with.

When you are listening to your child read, please encourage them to sound out any unknown words and discourage them from guessing the word by looking at it as a whole word. When they have sounded out the entire word, they might need to be reminded to blend the sounds together and say the word. When they come to a tricky key word, they might need to be reminded that it is a tricky word that they have learnt in school, and they can still look for the sounds they know within the word. Whilst the children are still sounding out lots of words within books, we would suggest focussing on developing their phonics whilst they read, saving comprehension-based questions for story time when an adult is reading to them or when they have developed more fluency with their own reading. To support with this, in your child's reading record, you will find poster that includes strategies to help your child with reading (please see the next page). This poster is the same one used by adults in school, so your child will be familiar with it.

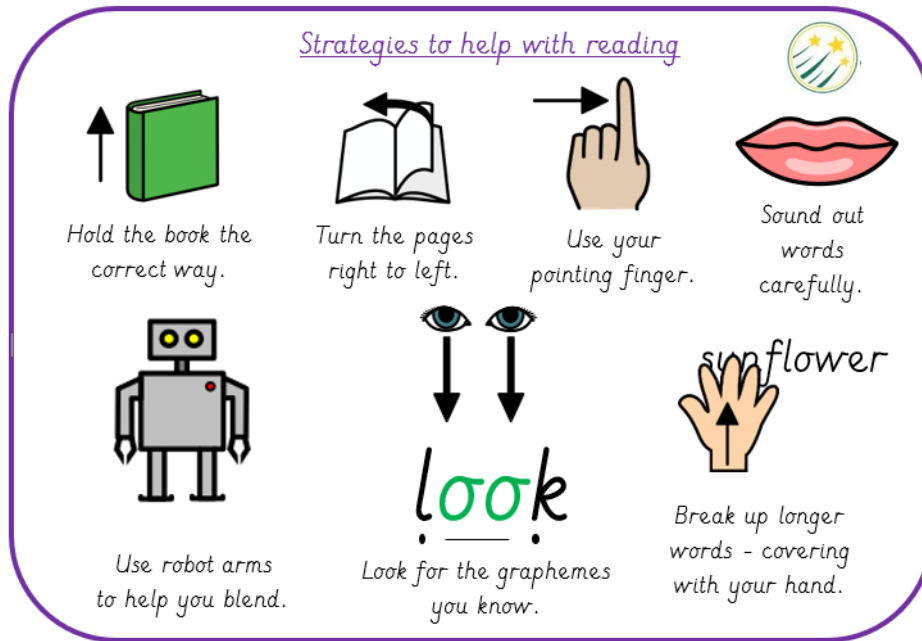


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We have a set list of tricky key words that are taught in each year group. Tricky words are high frequency words that can't be sounded out using the children's current phonetic knowledge. The children practise reading and writing these words in phonics, reading and literacy lessons. They sound out the words, looking for the graphemes that they already know and then explore the ones that they don't know yet (often shown in red). The complete list of words are shown at the end of this letter. Some of these words are tricky at the time of teaching, but they become fully decodable when the children have learnt alternative graphemes, as they move through school. E.g. *like* – the children learn the split digraph *i-e* in Year 1.

Your child will swap their reading book twice a week, on a Monday and Friday. This will support with developing their fluency, as they will have an opportunity to read the same book a number of times. Please continue to ensure that your child reads their school reading book at least 3 times a week at home, ideally daily, and enjoys other stories with members of their family too. Thank you – the impact that this has can not be underestimated – it is massive.

If you have any questions about supporting your child with reading, please speak to your child's class teacher. We are always more than happy to help.

Yours faithfully,

*Clare Tantrum*

Clare Tantrum  
Headteacher



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# Key word list

Key words in black - these are high frequency words that are phonetically decodable.

Tricky words (tricky part shown in red). Some of these words are irregular words – can't be decoded phonetically. Some of these words are no longer tricky as the children move through the phases; they can be decoded with the new GPCs (these words are underlined>).

## Phase 2 (EYFS)

an	dad	got	his
if	had	up	is
in	can	but	to
it	and	back	/
on	get	into	no
mum	big	a	go
at	him	as	the
off	not	has	of

## Phase 3 (EYFS)

will	see	her	she	put
with	for	all	you	pull
this	now	we	they	push
then	down	me	he	by
them	look	be	are	here
that	too	was	my	full

## Phase 4 (EYFS)

went	when	like	come
it's	little	said	were

from	one	so	there
help	what	says	coming
just	have	do	
children	out	some	

Phase 5 (Year 1)

don't	called	asked	work
I'm	though	house	could
about	mouse	Mr	would
saw	please	again	should
day	through	eyes	today
made	laughed	because	our
came	oh	Mrs	where
make	your	people	also
very	once	many	thought
time	love	old	
their	friend	any	
looked	school	water	
different	ask	who	

Phase 6 (Year 1 and Year 2)

find	after	floor	Christmas
kind	fast	poor	break
mind	last	cold	steak



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<i>child</i>	<i>plant</i>	<i>gold</i>	<i>great</i>
<i>wild</i>	<i>bath</i>	<i>hold</i>	<i>parents</i>
<i>behind</i>	<i>most</i>	<i>told</i>	<i>pretty</i>
<i>past</i>	<i>only</i>	<i>sure</i>	<i>sugar</i>
<i>money</i>	<i>both</i>	<i>whole</i>	<i>move</i>
<i>father</i>	<i>clothes</i>	<i>half</i>	<i>prove</i>
<i>grass</i>	<i>every</i>	<i>even</i>	<i>improve</i>
<i>class</i>	<i>everybody</i>	<i>busy</i>	
<i>pass</i>	<i>climb</i>	<i>hour</i>	
<i>path</i>	<i>door</i>	<i>beautiful</i>	

### Days of the week and numbers

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>one</i> *	<i>two</i>	three	<i>four</i>	five	six	<i>seven</i>
eight	nine	ten	<i>eleven</i>	twelve	thirteen	<i>fourteen</i>
<i>fifteen</i>	sixteen	<i>seventeen</i>	eighteen	nineteen	twenty	

\*taught in Phase 4



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