

I will learn to read
but first I need to...

Rhyme
I need to recognise the sounds that letters make before I can read

Look at books
I need to be interested in words and books to read

Track
I need to follow objects with my eyes to read

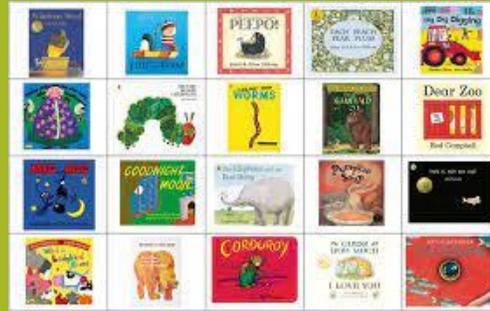
Talk
I need an extensive vocabulary to understand what I read

Do puzzles
I need to differentiate size, shapes, lines and directions to read

Build
I need to use my fingers and hands independently to hold books and turn pages

... and I need someone to read to me every day!

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There is no app to replace your lap

READ TO YOUR CHILDREN

EARLY YEARS LITERACY (READING) INFORMATION



Aim

- To outline the key areas of the Reading Curriculum and how we teach the children.

Six skills every child needs to be “Ready to Read”



Let's talk about Reading

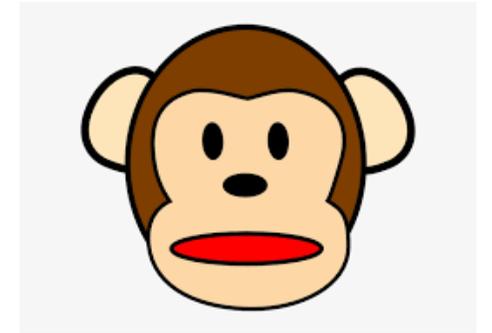
Help our children to develop a life long love of books.



Resilient Tortoise



Curious Cat



Brave Spider



Concentrating Caterpillar

Reflective Ladybird



Where does it all begin? Communication is the key!

- Listening, Attention and Understanding
- Speaking



 Department
for Education

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published March 2014
Effective September 2014

Understanding the principles in Early Reading skills

Early number sense: Caterpillar Early Years



Please WATCH this fantastic explanation

<https://www.youtube.com/watch?v=W69eQSLpa2M>

Listening, Attention and Understanding

- Communication and Language — Listening, Attention and Understanding:
- Children at the expected level of development will:
- Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Communication and Language — Speaking:
- Children at the expected level of development will:
- Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

- Literacy — Comprehension:
- Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems, and during role-play.

Word Reading

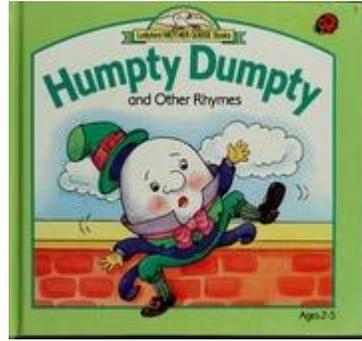
- Literacy — Word Reading:
- Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



- Sound awareness
- Being read to every day
- Hearing engaging stories
- Reading picture books
- Recognising logos and signs
- Phonics – letter sounds
- Sight reading - word recognition

100 Sight Words				
the	he	at	but	there
of	was	be	not	can
and	for	is	what	all
a	an	how	all	each
is	on	from	was	which
it	as	or	we	the
if	with	one	when	do
you	his	had	you	less
that	they	by	can	then
is	I	words	and	if
all	some	two	my	five
is	for	more	than	long
other	would	write	but	fresh
about	make	go	water	day
not	this	has	been	did
many	has	number	call	get
from	into	to	what	come
man	time	only	an	make
from	has	could	is	now
at	look	people	are	part

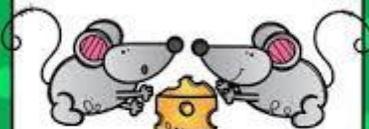
Rhymes



“IF A CHILD KNOWS 8 NURSERY RHYMES BY HEART BY THE TIME THEY ARE 4 YEARS OLD, THEY ARE USUALLY AMONG THE BEST READERS AND SPELLERS IN THEIR CLASS BY THE TIME THEY ARE 8”.

CREDIT: MEM FOR READING MATHS

 cat	 duck
  	  
 fan	 mouse
  	  

 mice		
rice		price
		
	dice	

 dig		
wig	 big	fig
		

 hop		
drop	 pop	mop
		

Recognising logos and signs

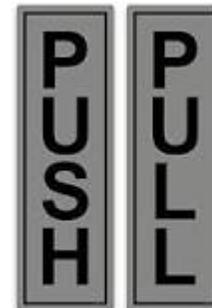


Even very young children can recognise signs and labels and we can build on this 'real life' reading.

Very early on in their lives, children learn to recognise signs and labels which are meaningful to them, and there can be few three-year-olds who let a McDonalds sign pass without comment. It is often a simple shape or logo that first conveys meaning to a child although words such as 'post office' and 'fish and chips' soon become familiar and easily recognised when displayed above the actual shop. This early use of context clues is important as children begin to develop strategies for making sense of the written **word**.

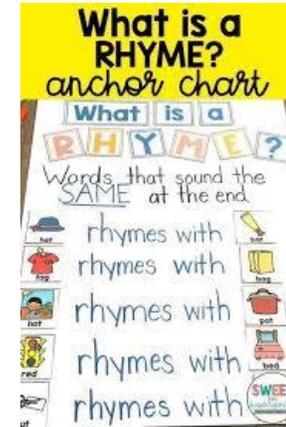
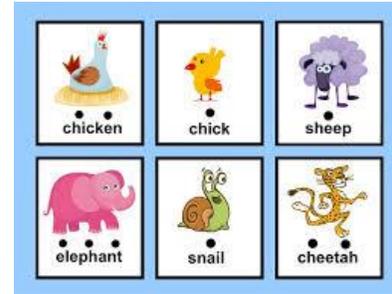


Sainsbury's



Sound awareness

- The ability of rhyme
- Segmenting words into syllables
- Identify different sounds in words and separate them
- Blending words together



If children don't have sound awareness it can lead to difficulties with reading in the future.

Engaging stories



We want children to develop a love for reading, not just reading for the sake of it. We want to read stories that capture children's interest and imagination. There is a wonderful quote by Albert Einstein of "Imagination is more important than knowledge".

Making up stories – whether we are reworking an old classic or inventing a quirky tale of our own – is a wonderful way to help our children experience the magic and immediacy of imagination in action.

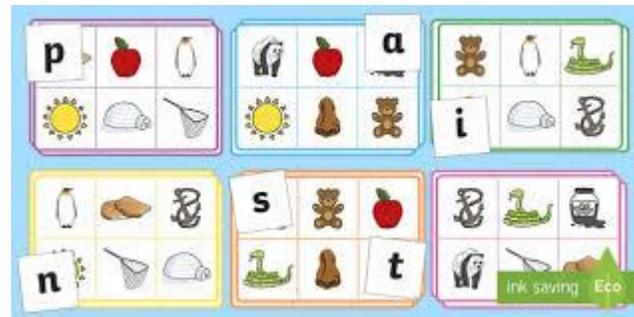


Phonics



By learning letters and sounds in phonics children can begin to read simple words by sounding out and blending them together.

The phonic sound is quite different to the alphabet name. Children need to learn the sound and the name of each letter in order to begin reading.



Unlocking
Letters & Sounds

Sight reading



Children need to learn to read words by sight as there are many English words which cannot be sounded out using phonics and some children struggle with phonics.

Sight words can be practised at home and in school during reading and through our play. These are often referred to as: Common exception words/High frequency words.

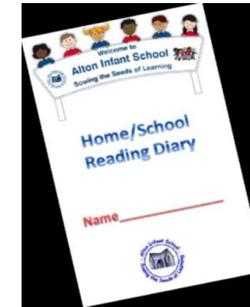
Many children learn to first read sight words which are easily pictured for example animal names.

There's not one method that will work for EVERY child. We have to chose the method that words for the child.

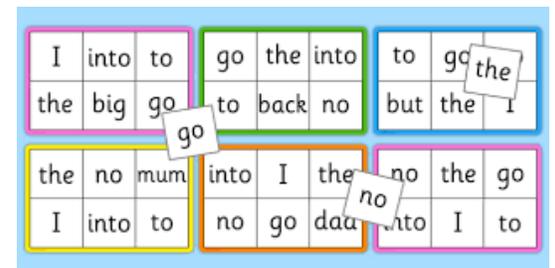
Teacher
Toolbox



STARTING POINT



- At Alton Infant School we know how important it is for teachers and parents to work together to give your child the best start:
- Phonic packs
- Library books - come home on a Friday/return Monday
- Guided Small reading books - Phonic books
- Word bingo games -word bingo games
- Home/School Reading diary - Please indicate by writing the title and sign - You may add comments each evening or when you feel your child has reached a new learning target. Your child will receive a reading sticker for 'good home reading'. Teachers also comment in these books on next steps for you to support your child with at home.



Being read to every day



Reading to your children in the earliest months stimulates the part **of the** brain that allows them to understand the meaning of language and helps build key language, literacy and social skills.



Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

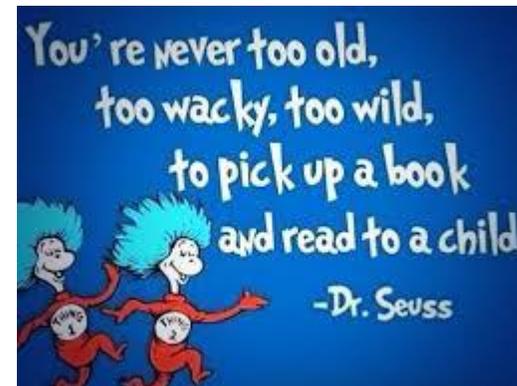


Reading Aloud to Your Child

It is just as important to read to your child as it is to hear them read.

Benefits of reading to your child include:

1. Reading aloud provides a model of what good reading looks and sounds like.
2. Reading aloud builds vocabulary.
3. Reading aloud improves, writing, reading and listening.
4. Reading aloud improves comprehension.
5. Reading aloud improves attention.



How will my child become a good reader?

Top tips

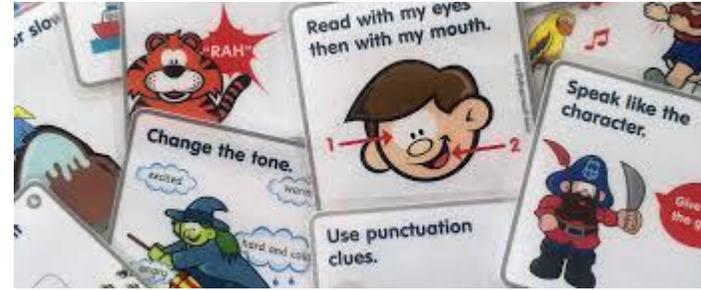


Read together every day

Reading with your child is important so read lots of books together. Reading together can be reading the book provided by school and reading different books to your child. The school books are designed to allow your child to read independently using their phonics skills and key sight word skills.

Talk about the book first

Before reading a book together, always talk about it first. Talk about the title, pictures inside the book, front and back cover. If it is a new book you can talk about what the book might be about. If it is an old favourite you can discuss your favourite parts. Don't worry if some books are chosen time and time again.



Read with different voices

When reading aloud use lots of different expression and try different voices for different characters. Get your child to join in with repeating parts of the story such as, 'Fee, fi, fo, fom...!'

Ask each other questions

Talk about the stories and information books when you have finished reading them together and ask questions. See questions slide. Get your child to ask you questions too.



m a p



"/m/"

m a p



"/ă/"

m a p



"/p/"

Sounding out

If your child gets stuck on a word, check first if it can be sounded out or blended by saying the letter sounds individually and putting them together quickly to hear the word. If your child can't work it out then say it and move on with the rest of the book.

Retell stories and events

Help your child to sequence stories and events through retelling. Ask them what happened at school, at their swimming lesson or in a TV programme. Help them by asking:

What happened first?

What was next?

Then what?



Questions to ask before reading!



- Can you look at the pictures and predict what will happen?
- What makes you think that?
- Who is in this story?
- Do you think they are kind characters?
- Do you think there will be a problem in the story? Why is that?
- Does this look like something that we have ever done?



Questions to ask during reading



- What do you think will happen next?
- Can you tell me about the story so far?
- What do you think will happen at the end of the story?
- What do you think that the character _____ did that?
- How do you feel about the character doing that?
- What would you have done if you were in this story?
- Can you put what you've just read in your own words?



Questions to ask after reading!



- Can you remember the title?
- In your opinion, was it a good title? Why? Why not?
- Were your predictions about the story correct?
- How did they solve the problem?
- What is the most important point the author is making?
- What is your favourite part of the book?
- Is there a character that you really liked? Why?
- Why did you like/dislike this book?



"People of all ages have a story to share and all it takes is for someone to listen".

