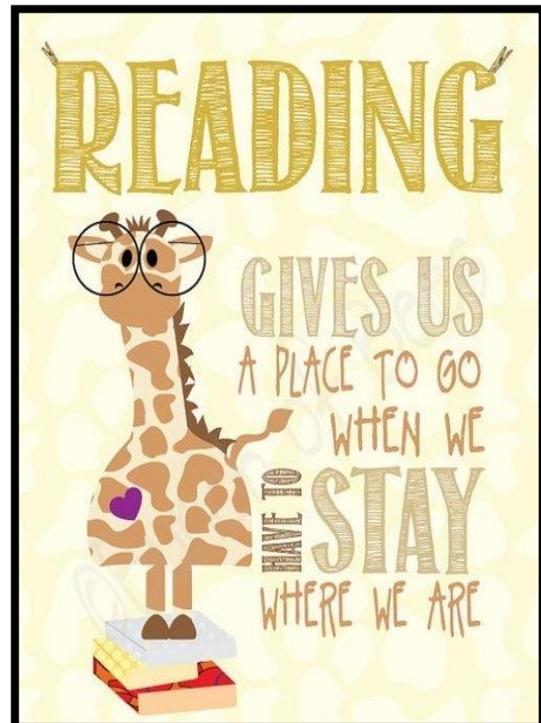
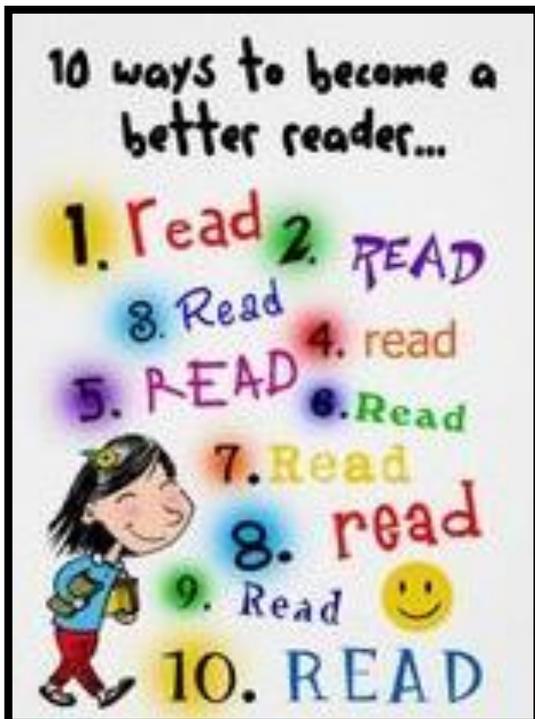


Helping your child learn to read in the Early Years



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Introduction

Reading is one of the most important things your child will learn to do at Shustoke Primary School. Being able to read and developing a love of books can have a hugely positive impact on your child's education and future, and will bring them lots of enjoyment. What's more, the time spent sharing stories with an adult provides a wonderful bonding experience, particularly in the Early Years. The cherished experience of sharing a story will nurture your child's social and emotional development.

At Shustoke, we want children to read with confidence, fluency and expression, and also to have a sound understanding of texts and the techniques used by writers. Most importantly, we want children to develop a love of learning through a desire to read for information and for pleasure.

There are two elements to reading that will be taught throughout Reception Class: word reading and comprehension. Phonics is the primary approach to word reading that we use, and focuses on building words from sounds. This approach differs from reading techniques that were used some years ago, and therefore, a section has been included in this booklet to clarify how phonics is taught and used in school. Reading comprehension skills are taught in order to help children to understand what words mean, as well as supporting children's knowledge of the world and assisting with the development of a rich vocabulary.

As with all aspects of child development, children's reading skills will progress in different ways and at different rates. Try to respond to your child's needs and let them read at their own pace. Having a "you can do it" approach to helping your child learn to read really pays dividends - so praise your child's efforts at every opportunity.

When children are just starting to learn to read, if they get stuck, encourage them to use everything they know to decipher the word. They should look at the pictures and remember what has happened in the story as well as building words through their sight vocabulary and their knowledge of letters and sounds. Their ability to predict and guess accurately will gradually improve.

As your child progresses through school, they will be required to develop a wide range of reading skills. When they are ready you can ask questions such as how does the character feel? Why do you think the author used that word? How do you know?

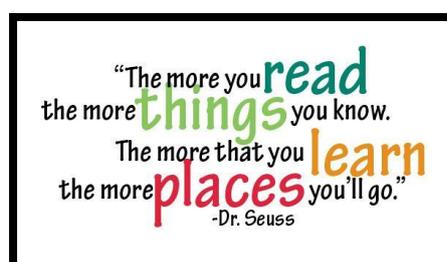
Above all, reading at home should be a special time to be enjoyed by both adults and children.

Reading at Shustoke C of E Primary School

At Shustoke, we are constantly striving to improve the learning opportunities that we offer the children. In the teaching of reading, we follow the guidelines set out by the Department for Education. We aim to teach a reading curriculum which is exciting, stimulating and maximises on cross-curricular links in order to encompass knowledge and skills from all other aspects of the curriculum. Spoken language, word reading and comprehension are taught daily, as set out in the Statutory Framework for the Early Years Foundation Stage.

In this booklet, we may refer to different types of teaching and learning:

Shared Reading	This is whole class reading , usually using a text shared by the whole class. These sessions are led by the teacher, who will ask questions about the text. In some sessions, the children read the text in unison together, sometimes individual children will read parts of the text and on other occasions, an adult will model reading aloud for the children.
Guided Reading	This is group reading . Children will read a shared text in a group, often with children of similar ability to themselves. This might be part of a novel or an extract from a text based on the genre which is being studied at the time. The teacher will ask questions about the layout and content of the text. As the children progress through the school, this provides an important opportunity for children to develop higher order reading skills.
Paired Reading / Buddy Reading	When engaged in paired reading, the children read a text with a partner , often taking turns in reading a paragraph or a page aloud and discussing what they have read. Very often children pair with a child of a different reading ability or even from a different class. Research has shown that this benefits both children.
Individual Reading	This is when a child reads aloud to an adult and answers questions about what they have read. This is an important strategy for younger children who are just starting to learn to read. As children become more competent and fluent in reading aloud, there is a movement away from this approach towards guided reading as the emphasis is more on comprehension.
Independent Reading	This involves children reading on their own, and may be for pleasure, or for information. This could be as part of literacy lessons or linked to another subject.



Updated October, 2016

Reading in the Early Years (Reception Class)

How is reading taught?

In Reception class, reading is taught in a variety of ways including individual reading with the class teacher, whole class shared reading with the teacher/ teaching assistant on the carpet, guided work in small groups during phonics sessions and lastly during story time.

Speaking, listening and understanding are pre-reading skills, and are essential for reading development. These skills are embedded through all learning opportunities.

The skill of **word reading** is taught through **phonics**. Understanding of what the words mean and the overall message of the text is taught through **comprehension**.

What is Phonics?

Phonics is a strategy for teaching reading quickly and skilfully. There are two useful words that are used (often by children) during phonics sessions:

Phoneme: a single unit of sound, which may be produced by one letter (e.g. 's') or a combination of letters (e.g. 'sh', 'oo')

Grapheme: a letter or number of letters, which represent a sound.

Through phonics, children learn to:

- Recognise the sound that each individual letter makes;
- Recognise the sounds that combinations of letters make. e.g. 'sh' or 'oo';
- Blend these sounds together from left to right to make a word.

Children can then use this knowledge to de-code new words that they hear or see.

(Adapted from: Learning to read through phonics, DfE, 2013)

Phonemes are not taught in alphabetical order. Instead, the easiest sounds are taught first, in order to allow children to make a rapid start in using and applying these sounds in their own reading.

Please refer to the phonic order of taught phonemes in sets 1-7. Once the children have mastered each sound in sets 1-7, they rapidly begin to learn two and three letter sounds, such as 'ch' and 'sh'.

Further information about the phonic order of two and three letter sounds can be requested from your class teacher.

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f, ff l, ll ss

Set 6: j v w x

Set 7: y z zz qu

Two and three letter sounds: /ch/ /sh/ /th/ /ng/
/ai/ /ee/ /igh/ /oa/ /oo/ /ar/ /or/ /ow/ /oi/ /air/
/ear/ /er/

How is early comprehension taught?

Throughout Reception Class, when children are likely to be in their early stages of reading, simple books matched to each child's word reading skills are used for individual reading, in order to support decoding and word reading skills. However, children will be able to understand books and stories that are much more complicated than the books they can read by themselves, so comprehension teaching will be taught through shared and paired reading, when children are able to listen to books that are read to them, then talk about the characters, setting and events. Children will also be challenged to ask and answer questions about stories read during guided reading sessions.

What are the expectations?

In Reception class, the children are assessed as emerging, expected or exceeding in the early learning goal for reading, and other related goals such as speaking and listening. For more information about the end of year expectations, please speak to your child's class teacher.

Reading Books and the Reading Diary

Your child will choose and bring home two books to read with you each week. These books have been selected from a collection of books which will grow more challenging over time. It is important to set aside a specific time where you can read with your child without any distractions.

At Shustoke, children begin reading on a coloured book band that is appropriate for their reading competence. Once they are ready, they will move up to the next colour band.

When will my child move onto the next book band?

Becoming a competent reader is much more than simply reading words. Therefore, we take a holistic approach when deciding when the right time is to move a child onto the next book band. For example, although a child may be able to read the words in their text, the class teacher may have identified that their understanding of the text is weak, or that they do not use expression to convey the message in the text.

Try not to compare the book band your child is on with those of their classmates. We wouldn't expect all children to be the same height when they start school, so neither should we expect them to read at the same level straightaway.

Your comments in the reading diary are useful as it helps the class teacher know how they are coping with reading at home. However, if you are concerned about the progress your child is making, make an appointment to talk to the teacher about it. Above all, your child needs to know that you value their efforts. Children learn to read gradually over time, and it can take lots of practice and support from parents and teachers to become fluent.

What are the reading bands?

Children select reading books, these are banded by the following colours:

Band Name	Band Colour
Pink a	a
Pink b	b
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White	
Lime	
Ruby	
Sapphire	Colour used for illustration purposes only.
 School Library Books: Red star: entry level  Blue star: greater level of challenge	

Supporting your child with reading at home

The most important way to help your child initially is by reading plenty of stories to them. This develops their listening skills, extends their vocabulary and understanding of story language; but more importantly gets them interested in reading books! Please think about the reading stage which your child is at, then use the ideas below about how to structure a reading session at home.

Getting children ready for reading:

In the early stages of pre-reading, children need plenty of modelling and guidance, and regular access to enjoyable reading materials.

Here is how you might plan to read with your child at home:

1. Before reading, ask your child to select the book to get them used to orientating it and distinguishing between the front and back cover.
2. Talk about the title and the front cover, and discuss what the story might be about.
3. Read the story to your child, modelling the appropriate expression and pauses in response to the text and punctuation. Try to avoid asking questions or interrupting the story.
4. Point to the words as you read, so that your spoken word matches the written word.
5. Re-read the story with your child, this time encouraging them to join in with repeated refrains.
6. Discuss the pictures and events as they happen, then ask questions to make your child think about what was read.

Starting to read:

When children are starting to read, they should be beginning to recognise common 'High Frequency' words on sight, e.g. the, to, and should begin to use their phonic knowledge to decode simple words and sentences. They may be beginning to add some expression to their reading.

Here is how you might plan to read with your child at home:

1. Before reading, ask your child to select the book to get them used to orientating it and distinguishing between the front and back cover.
2. Look at the title and cover together, and make predictions about the story.
3. Depending on their level of competence, at this point you may choose to model reading the whole story to your child, or alternatively, signpost them to any tricky words or repeated sentences which can be picked up when they read.
4. Once you have read the story, talk about the events, and encourage your child to begin expressing their own opinions and feeling about the characters and events.

If your child loses understanding or is stuck on a word, try the following:

- Re-read the sentence
- Use the pictures cues
- Break the word down into phonetic sounds
- Read to the end of the sentence, and then make a sensible choice when filling the gap

If your child cannot find a successful strategy, tell them the word or sentence, and provide clarification on what it means, if necessary.

Becoming a more confident reader:

As children become more competent, they are able to read a large number of common 'High Frequency' words on sight, e.g. said, come; and require less guidance when reading sentences. They have a greater understanding of the events in a story, and may be able to predict events.

Here is how you might plan to read with your child at home:

1. Ask your child to take the lead in reading, but do also share books with your child by reading one page each, so that you can model fluent reading, and can ensure that your child does not lose meaning by concentrating solely on decoding words.

As well as referring back to the previous strategies listed above, encourage your child to:

- Use expression
- Notice and re-read any text that doesn't make sense
- Decipher unfamiliar words, using phonic knowledge, pictures cues and the context of the sentence.
- If they are ready, begin to focus on 'chunks' in words, particularly longer words made up of two syllables. E.g., wash/ing.

Ideas and activities

There are also many fun ways to help develop your child's phonic knowledge and reading skills. Here are some suggestions:

Language Play

Children enjoy exploring and experimenting with language and it helps them to learn new words and their meanings, and also to listen to the sounds that make those words. Sing, rhyme, whisper, rap and dance to the beat!

Phonic Games

There are many apps and websites which support phonic development. Details of these webpages can be found on page 11. Traditional games such as 'I spy' are equally as good.

Memory Games

Memory is really helpful for learning to read. Card games such as letter or word flashcards, snap, find the pairs, and remember the objects on a tray are fun ways to get that memory switched on and working quickly.

Listening Games

Developing good listening skills helps to improve your child's reading skills too. Noting sounds in the home (a ticking clock, the microwave ping) or on a walk (bird song, the whoosh of a train), as well as more sophisticated letter sound games like sound lotto, or sound bingo will help your child to hear the sounds that words make.

Action Games

Learning is often more powerful when it's physical and hands-on, so make learning active when you can! Try action rhymes as well as outdoor quizzes like treasure hunts.

Games that use all the senses

Most children love to touch objects. Get them to discover and explore letters and words by using the five senses; it's not only fun but very effective.

Screen games

TV, computer and phone games can be an effective way to support your child's reading, and some children who struggle with words on a page find words on a screen more appealing! Alongside conventional reading materials, use screen games to occasionally read instructions, rules, scores, listen and talk about TV programmes.

Car journey games

Car journeys are an ideal opportunity to chat with your child, make up stories, sing and tell jokes! Practising reading skills in 'real life', for example, using road signs, helps to understand the role of reading in real life contexts.

Practical activities

Practise reading in real life situations such as shopping, reading food labels, lists, instructions, posters and special offers to find information. Make good use of everyday situations.

Reading together

Make sure you keep a balance between encouraging your child with learning to read and having fun reading together. Don't give up on telling stories and reading of all kinds to your child to help them to develop an understanding and love of reading.

Adapted from Oxford Owl, 'Fun Ideas' (<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/fun-ideas>)

Reading tips

1. Read to your child daily

A minimum of ten minutes of reading with your child each day is one of the best ways you can support their education and help them to become a confident reader. Reading to your child builds their understanding, shows them what expressive reading sounds like and lets them enjoy a story.

2. Let your child read to you

In the early stages of learning to read, enjoying a good book with the one-to-one support of an adult is vital in order to develop and embed new skills and reading confidence.

3. Make reading relevant

If a book is about something that interests your child, they'll be more likely to want to read it. Look at fiction, non-fiction, comics and children's newspapers to show your child how reading allows us to explore our interests and the world. Also consider the use of a tablet or computer to explore online books and stories.

4. Talk about the book

Asking your child questions or asking for their opinion can be an important way of helping them to develop reading comprehension. Open questions that begin with 'how' and 'why' tend to be more engaging rather than simple recall questions. If you would like more help with questioning, please ask your child's class teacher for a list of possible questions.

5. Pay attention to the language

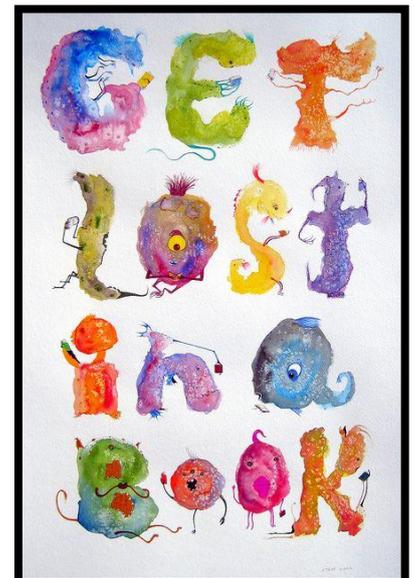
When reading, we can often take children's understanding of words or phrases for granted. By checking they're following, explaining the meaning or even looking up unfamiliar words and phrases together, you can widen your child's vocabulary and support them to make sense of the story.

6. Build up skills and confidence

If your child is getting ready for reading, use books with pictures, as well as those with pictures and words. Picture books help children to develop the sense of a story, and simple word and picture books help children to match ideas and concepts to the written word. **Don't cover up the pictures to make your child 'read properly'.**

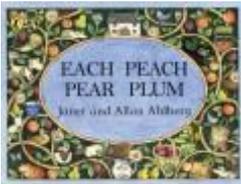
7. Be a reading role model!

Making time to read with your child can have great educational benefits, but it can also be ten minutes of respite from hectic family life to curl up, read and talk together. By all means ask questions and discuss vocabulary, but don't be afraid to lose yourselves in a good story too.



Adapted from 'Your Child's First Year at School', Oxford University Press, 2016

Suggested Reading Books for sharing with EYFS Children



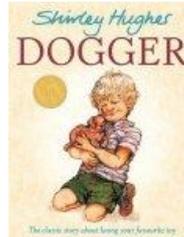
[Each Peach Pear Plum](#)
by Janet & Allan Ahlberg



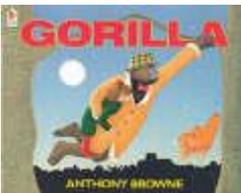
[Little Mouse's Big Book of Fears](#)
by Emily Gravett



[The Snowman](#)
by Raymond Briggs



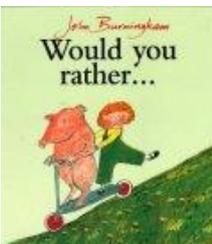
[Dogger](#)
by Shirley Hughes



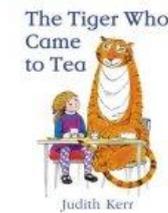
[Gorilla](#)
by Anthony Browne



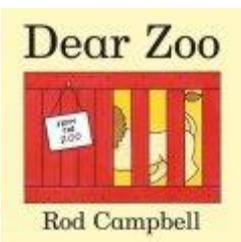
[Lost and Found](#)
by Oliver Jeffers



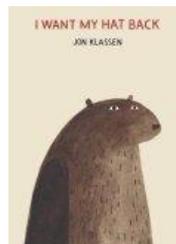
[Would You Rather?](#)
by John Burningham



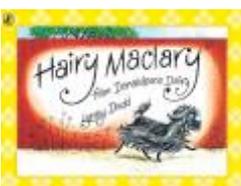
[The Tiger Who Came to Tea](#)
by Judith Kerr



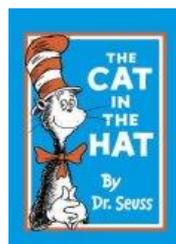
[Dear Zoo](#)
by Rod Campbell



[I Want My Hat Back](#)
by Jon Klassen



[Hairy Maclary from Donaldson's Dairy](#)
by Lynley Dodd



[The Cat in the Hat](#)
by Dr Seuss

Reading Vocabulary

- **Blending:** To say the individual sounds that make up a word and blend them together to hear the whole word for reading e.g. s-a-t becomes sat. Blending is used to support reading.
- **Comprehension:** The understanding of a text; at its simplest this may be an understanding of what the text makes explicit (e.g. the story is about a wizard) and at a more sophisticated level, it is an understanding of what lies beneath a text (e.g. the authors' experience, historical context) which is often referred to as the deeper levels of meaning, inferential comprehension or higher order reading skills.
- **Decoding:** To read a word by saying the sounds then joining, or blending, those sounds together to form the word.
- **EYFS:** The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5 years old.
- **High frequency words:** These are the words that occur most commonly in the English language. Some are **decodable** like 'much' whilst others are **tricky** like 'the'.
- **Mnemonics:** Memory joggers such as a rhyme, a phrase or a shape. For example, seeing a dinosaur in the shape of a letter d to help your child to associate the dinosaur with the letter and sound.
- **Non-fiction:** A broad category of texts that includes anything that isn't a story.
- **Phonics:** A method of teaching children to read and write by teaching the letters or groups of letters that are represented by sounds (see also **synthetic phonics**)
- **Phonemes:** The smallest unit of sounds in a word, represented by letters or groups of letters.
- **Picture book(s):** Books in which the pictures play a major part in the story and the text is not levelled by difficulty e.g. The Gruffalo by Julia Donaldson. Picture books are not necessarily just for the very young and they can support the understanding of quite complex ideas.

- **Reading fluency:** When children are reading easily with confidence and intonation, and at pace.
- **Segmenting:** To write or spell a word by listening for the sounds in the word and deciding which letters represent those sounds.
- **Sounding out:** To say the individual sounds that make up a word.
- **Synthetic phonics:** **Synthetic Phonics** is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.
- **Tricky words:** Some everyday words in English have tricky spellings and can't be read by blending. These words have to be learned by sight.

Useful websites

How to pronounce the 44 phonemes:

https://www.youtube.com/watch?v=5J2Ddf_0Om8

Advice, tips and activities for parents:

<https://www.oxfordowl.co.uk/for-home>

Recommended reads:

<http://www.booktrust.org.uk/books/children/booklists/241>

Literacy apps to support reading

<http://literacyapps.literacytrust.org.uk>

Advice, tips and activities for parents and children:

<http://wordsforlife.literacytrust.org.uk>

The EYFS Framework:

<https://www.gov.uk>

Ideas for adults at home:

www.parentlink.co.uk

Phonics games:

www.phonicsplay.co.uk

Literacy activities

www.crickweb.co.uk

