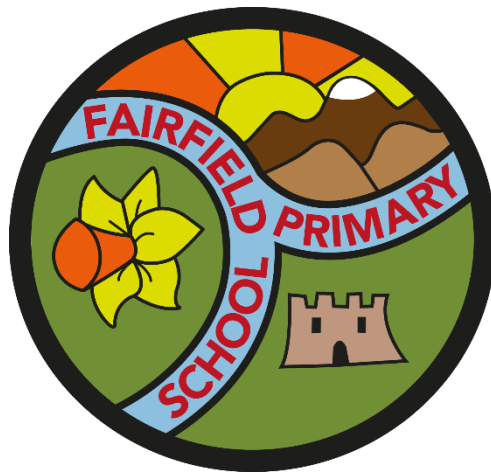


A Guide to Reading for Parents



Early Years

Introduction

At Fairfield, first and foremost, we want to promote a love of reading. There is strong evidence linking reading for pleasure and educational outcomes. Did you know that your child develops more rapidly during the first five years of their lives than at any other time? That is why this is a crucial period and in education terms it is known as *The Foundation Years*. If we nurture certain skills during these first five years, then we create a solid foundation from which your child can build for the rest of their life. Reading is certainly one of the fundamentals of early education.



Reading to and with your child helps to develop their brain. Stimulating your young child's brain cells through these early experiences will help them to become better listeners, readers and communicators.

Early reading ignites creativity, sparks curiosity and stimulates the imagination in young children. Often, this leads to role-play as children grow which helps them to develop other skills such as empathy, problem-solving and morality. The biggest psychological benefit however, is how reading helps to grow self-confidence and independence from such an early age. Reading develops so many other skills too, the sooner a child learns to read, the more opportunities they have to encounter the written word. More exposure then leads to better spelling, grammar, writing and oral communication.

Reading: Ages 3-4 (Nursery)

The focus for Nursery aged children is on sharing stories, songs and rhymes together and building talking and listening skills. There are lots of fun and easy ways to encourage early reading both at home and in school.



Reading in Nursery:

Listening skills: before children can begin to recognise letters and start to learn to read they need to develop speaking and listening skills. In Nursery we concentrate on encouraging children to tune in to the sounds around them. This prepares children for the phonic work which starts when the children are ready to begin oral blending and segmenting. Activities at this stage might include listening to environmental and instrumental sounds, listening to and creating rhythms and rhyme and sounds made by the voice and body e.g. singing and clapping.



Linking Sounds and Letters: towards the end of your child's time in Nursery they will begin to use letter sounds by playing lots of fun activities. They may also begin to learn how letters sound in the words we say and how they are represented in written form by a letter or letters.



reading.

Singing Songs and Rhymes: is another important part of early reading. They can help your child to explore sounds and to begin learning the language of stories and story structures.

Helping Tell a Story: Story time is an important part of the day at nursery! Your child will have plenty of opportunities to hear and enjoy stories. They will be encouraged to retell stories in their own words. This all helps build talking and listening skills, which are essential for early



Reading at Home

Talk about books, words and pictures: before you start reading a book, talk about the title and the pictures on the cover. Ask your child questions about what they think the story might involve. After reading, ask your child what they liked about the story.



Try asking *how* and *why* questions about the story and the picture. For example:

How did the bear find his way home?

Listen to (and sing!) songs and rhymes: singing songs and nursery rhymes helps your child to hear the sounds in words, create a rich vocabulary and an enjoyment of familiar favourites. Play with words and sounds and make up nonsense rhymes too.

All join in: when you are reading to your child, ask them to join in with the sections that are repeated. For example *run, run as fast as you can! You can't catch me, I am the gingerbread man!* Traditional stories, such as *The Gingerbread Man*, often have repeated phrases and children will love doing the voices!

Play rhyming games: rhyming games are fun and will help your child begin to hear and understand speech sounds. Try *I spy* when you are out and about. Have fun with rhyming words – for example, can your child think of a word that rhymes with *cat*? In all games and activities, make sure that you pronounce sounds clearly. Try to make them as short as possible, for example, the letter m has a short /m/ sound, not a continuous /mmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uhh/).

Reading: Ages 4-5 (Reception)



In Reception your child will be taught phonics, which is a method of learning to read words. They learn to read letters by saying the sounds they represent. They can start to read words by blending individual sounds together to make words.

Alongside learning to decode the words on the page, your child will also learn comprehension skills. This helps them to make sense of what the words say and what the text means. Together, these skills will help your child on their way to becoming a keen and confident reader.

Linking sounds and letters: phonics involves learning the 44 sounds (known as phonemes) and understanding how they are represented in written form by a letter or letters (known as graphemes).

In school, your child will be taught phonics using a systematic phonics programme. Phonics programmes map out the order in which the individual speech sounds and the graphemes that represent them will be introduced and learned.

Blending sounds to make words: your child will learn to recognise the separate sounds represented by letters and to blend them together to say a whole word. The word *cat* has 3 separate sounds - /c/ /a/ /t/. We blend them together to make the word *cat*.

In school we will use phonetically decodable books that help children to practise their early reading. These books contain only (or nearly only) words that can be correctly blended using only the sounds and graphemes your child has learned so far.

Learning tricky words: some words are trickier to sound out than others. This is usually because the sounds and letters do not match the *rules* your child has been taught so far.



We call these words *tricky words* in school. They are often words that your child will meet in the books that they read, such as *said* or *the*. Children are taught to recognise these words by sight.

In school in order to be able to listen to the children reading as much as possible we have begun *Group Reads*. In a group of children of similar abilities, the children share and read

stories together three times a week.



Mystery Reader

In Reception we invite members of the children's families to come into school to share a story book of their choice. The children absolutely love it when it is a member of their own family. It is certainly an eagerly anticipated part of the day.

Words of the Week

As vocabulary development is so vital we have introduced *Words of the Week* where we discuss the newly introduced words that are related to the week's learning. We have also introduced *Talk Partners*. *Talk Partners* allows the children to first discuss their ideas together before sharing their response with the whole class, which helps to build confidence.



How to help at Home

The Department for Education's 2021 reading framework states that, 'first, parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere'.

There are lots of ways you can help your child with reading in Reception:

Playing rhyming games: this is a great *non homeworky* way of helping your child to learn. For example, play *Into the Pot Goes...* while pretending to place objects that rhyme into a pot (*cat, hat, mat, bat*). Do this with your child and see if they can do it independently. You can turn this into a game by adding in words that do not rhyme and asking your child to spot the odd ones out. For example *cat, hat, bird* – the last one should not go into the pot!

Playing phonics word games: play simple phonics word games based on the sounds your child is learning and has learned in school. For example, *At the shop I will buy a /m/ /a/ /p/ - (map), a /b/ /e/ /d/ - (bed) and a /d/ /u/ /ck/ - (duck)*. Encourage your child to work out what the words are that you are sounding out.

Say the sounds correctly: in all the games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible. For example, the letter *m* has a short /m/ sound, not a continuous /mmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).

Listen to your child read: in Reception, when your child is ready they will start to bring home books to read at home. Try to find time to hear them read each day. It could be snuggled up on the sofa, at bedtime or before school. Be sure to be patient and do not forget to be impressed! If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on.

Read to your child: learning to read can be hard work for many children, so it is important to keep enjoying books together. Your child will also benefit from listening to books and stories that they cannot read themselves yet. Choose some non-fiction books about things they are interested in or longer stories with more adventurous vocabulary as well as old favourites too.



National Curriculum Expectations:



The EYFS Statutory Educational Programme states that it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of

the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

(Pre 3) Nursery children will be learning to:	To support this, you could say/ask:
Have some favourite stories, rhymes, songs, poems or jingles	<ul style="list-style-type: none"> • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories.
Repeat and use actions, words or phrases from familiar stories	<ul style="list-style-type: none"> • Tune into words from stories that individual children particularly enjoy e.g. children's favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions.
Fill in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a ...</i>	<ul style="list-style-type: none"> • Read stories that children already know, pausing at intervals to encourage them to "read" the next word.
Begin to recognise familiar logos from children's popular culture, commercial print or icons for apps	
Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining	

<p>in with words of familiar songs and nursery rhymes</p>	<ul style="list-style-type: none"> • Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources.
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<p>Nursery children will be learning to:</p>	<p>To support this, you could say/ask:</p>
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing 	<p>Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.</p> <p>When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word.</p>
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother 	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car”</p> <p>Making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.”</p> <p>Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.”</p> <p>Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’.</p>
<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Choose books which reflect diversity.</p> <p>Regular sharing of books and discussion of children’s ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for</p>

	example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.
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Reception children will be learning to:	To support this, you could say/ask:
Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.
Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs):

<p>Early Learning Goal: Comprehension:</p> <ul style="list-style-type: none"> • 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
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- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Early Learning Goal: Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs (e.g. two letters, one sound ch, sh, th)
- 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

Preparation for Year One

- In June of Year One your child will take the phonics screening check to make sure they are reading at the expected level.

Useful Websites

Oxford Owl

<https://home.oxfordowl.co.uk/reading/reading-age-10-11-year-6/>

The School Run

<https://www.theschoolrun.com/make-time-reading>

Book Trust

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/readingtips/>

Pearson

<https://www.pearson.com/uk/learners/primary-parents/learn-at-home/helpyour-child-to-enjoy-reading/top-10-tips-to-help-children-enjoy-reading.html>

Reading Rockets

<https://www.readingrockets.org/atoz>

Love Reading 4 Kids

<https://www.lovereadings4kids.co.uk/>

Meet the Reading Team

These are the staff in school who oversee the reading provision.



Miss R Edminson



Mrs J Wadsworth



Mrs L Barrow



Mrs C Studholme



Mrs T Barrientos

If you need any further support, please don't hesitate to contact your child's class teacher or a member of our reading team.