



Reading in the Early Years

How you can help your child at home?

Reading at home

Why is reading important?

- Share a book
- Vital for your child's development as a reader, a speaker, a listener and a thinker
- *The more print children are exposed to, the more quickly they are likely to learn to read*
- *Children whose parents frequently read with them in their first year of school are still showing the benefit when they are 15*
- Spending **quality talking time** with your child is also a significant factor in supporting their future reading attainment

Read With a Child It's the Most Important 20 Minutes of Your Day

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.

1,800,000 words



282,000 words



8,000 words



Parents as readers...

- Reading aloud is the single most important activity for building the knowledge required for success in reading.

Reading aloud supports:

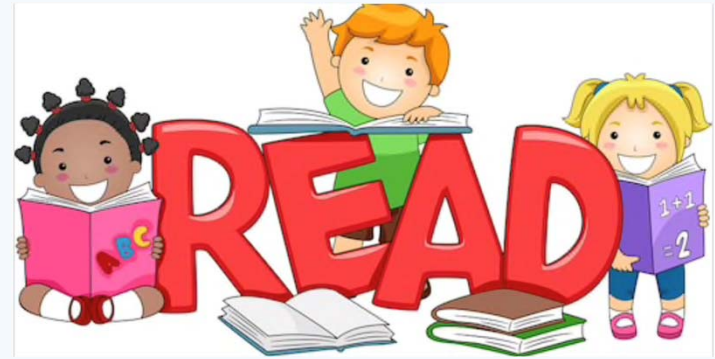
- Self esteem
- Positive attitudes/social values
- Development of rich vocabulary
- Learn learn learn! New concepts, new experiences, interests, written language, new words
- Develops listening and attention skills
- Make connections between spoken/written words
- Profile of reading - shows its important to us as
- adults!

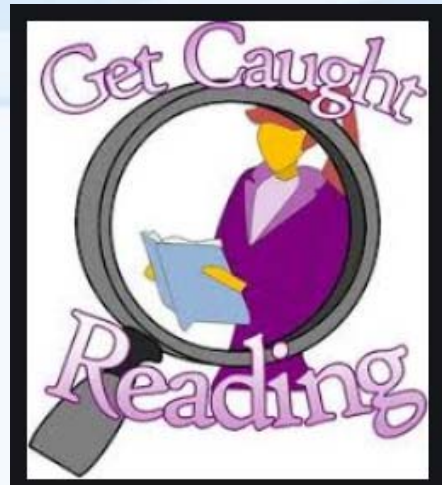
Children learn the **JOY** of reading!



Engaging your child

- Join the library
- Build a home library
- Let your child choose the book
- Use funny voices!
- Tap into their interests
- Take books with you on journeys or shopping trips
- Use technology to your advantage
- Get the whole family involved.





Phonics – how we teach children to read

- We follow the 'Read Write Inc' scheme
- Phonics is taught daily, and a new sound is learnt each day.
- Small group teaching based on children's needs.
- Phonics helps children to segment words and blend them together to read and spell, such as
- c-a-t- cat



High Frequency Words



- We refer to some of these words as 'red words' in school.
- They are mostly words that cannot be sounded out.
- Children learn to read the tricky words using the 'Look and say' method. Using flashcards, playing pairs, snap or bingo all help children to remember these words.
- If a child attempts to sound out a tricky word you can say to them "This is a red word and we can't sound it out."

Home Reading



- When you share a book with your child at home, please remember to record it in the home school diary diary.
- Remember to talk about the story.
- Don't forget - sharing a story book, borrowing a book from the library and even reading a menu together in a café are all reading opportunities that can be recorded in the home school diary!

How do we teach reading in school?



- Sharing books daily
- Voting station
- Book corner
- Think about the story
- Big books
- Library Time
- Acting out the story
- Re-Telling
- Questioning

Looking at a book for the first time

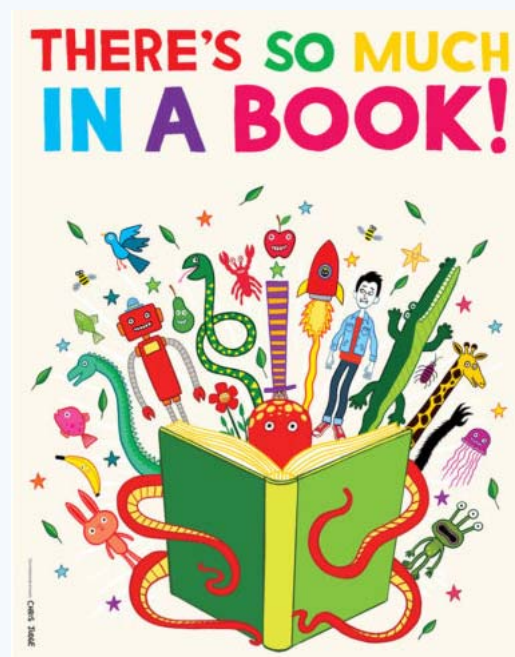
- Look at the front **cover** together - talk about the pictures and the title. What might the book be about?
- Allow your child to '**read through**' the pictures first. Use this time to talk about any unfamiliar words and link them to the pictures.
- In the early days, read the book **to** your child before expecting them to read it to you.
- When they begin to read, encourage them to **point** to the words and pick out any they remember.

(Ride along my magic pen)

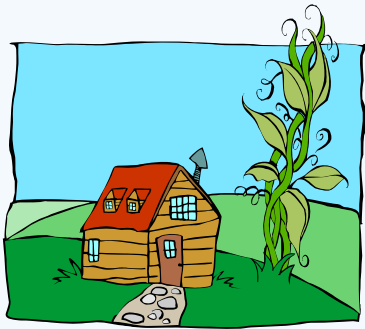


Reading

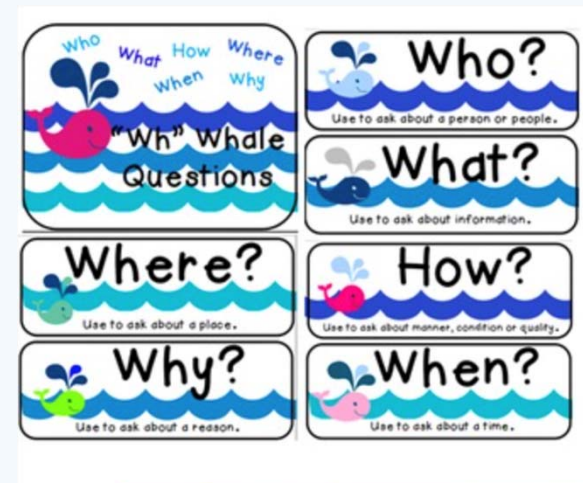
- As your child becomes confident with their 'letter sounds', encourage them to 'sound out' simple words like 'dog' or 'pen'.
- Looking at the **pictures** is another strategy for working out new, longer words, but remind children to double-check by looking at the letters at the beginning of the word too.
- Not all words can be sounded out e.g. 'the', 'we'. Just explain these are '**red words**' and tell your child what they say.



Reading



- Encourage your child to relate the book to their own experiences.
- Talk about the **characters** in the story and what they might be thinking or feeling.
- Ask **questions** to encourage your child to make sense of what they have read.
How/Why?
- Sometimes, practise
- **retelling** the story,



Other reading activities

- **Phonics games**
 - Play 'Robot says' e.g. 'Robot says get your b-a-g'.
 - play pairs/snap with the letter cards
 - Magnetic Letters are fantastic!
 - Build words for your child to read back e.g. c-a-t
 - Say a word, can your child find the right letters to build it?
- **Reading to your child**
- **Reading other texts** - share library books, magazines, websites and look out for familiar words/letters
- **www.oxfordowl.co.uk** has free e-books and helpful tips

Please remember...

- All children are different!
- Some children are almost a year older than others within the same year group.
- Some of the books the children are choosing are for you to share.
- We are here to help you - if you need any resources, have any questions or concerns we are here to help!

Literacy

Reading:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.



Any questions?

