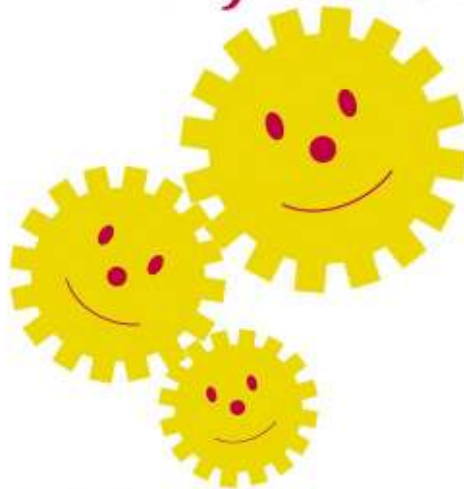


Chuckery Primary School

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Primary School



Working Together

Information for Early Years Foundation Stage Parents – Supporting Reading

February 2016

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 an understanding when talking with others about what they have read.

Learning to read successfully is a high priority as we see it as a key to becoming an effective learner. We teach a daily Phonic lessons with the aim for most children going into Year One to be confident at reading the Phase 2 and 3 words. The words in **bold** on the grids below are known as tricky words as they have be learnt by sight rather than sounded out.

Phase 2 Words

<i>a</i>	<i>if</i>	<i>Of</i>	<i>dad</i>	<i>get</i>	<i>not</i>	<i>but</i>	<i>I</i>
<i>an</i>	<i>in</i>	<i>Off</i>	<i>had</i>	<i>big</i>	<i>got</i>	<i>put</i>	<i>no</i>
<i>as</i>	<i>is</i>	<i>on</i>	<i>back</i>	<i>him</i>	<i>up</i>	<i>the</i>	<i>go</i>
<i>at</i>	<i>it</i>	<i>can</i>	<i>and</i>	<i>his</i>	<i>mum</i>	<i>to</i>	<i>into</i>

Phase 3 Words

<i>will</i>	<i>them</i>	<i>now</i>	<i>he</i>	<i>be</i>	<i>all</i>
<i>that</i>	<i>with</i>	<i>down</i>	<i>she</i>	<i>was</i>	<i>are</i>
<i>this</i>	<i>see</i>	<i>look</i>	<i>we</i>	<i>you</i>	<i>my</i>
<i>then</i>	<i>for</i>	<i>too</i>	<i>me</i>	<i>they</i>	<i>her</i>

As children learn to read, they need to develop skills at many different levels. Some people like to think of reading as being about understanding the 'big shapes' (the meaning of sentences and the shape of the story) and the 'little shapes' (individual words and the letters used to make them).

In the early stages of learning to read, many children will show an initial preference for either the 'big shapes' or the 'little shapes', but we need to help children develop skills at the different levels. We can do this by reading with them and by:

- Talking about stories and using story language
- Using clues in the pictures to help them to understand the story
- Using the 'context' (what comes before and after a word in the sentence or paragraph) to help make sense of the story
- Developing a knowledge of 'phonics' (how sounds are represented by individual letters and combinations of letters)
- Helping them to recognise common words by sight so that they aren't having to struggle to work out all of the words in a sentence.

Getting children ready for reading

Listening to stories

- Sharing your enjoyment of books
- Reading stories and talking
- Comparing events in books with your own shared experiences
- Pointing out signs and logos when you go shopping
- Teaching them nursery rhymes and songs

Starting to Read

- Try to make time to read to and with your child. Choose a time when you are not too busy and when your child is not too tired, so you can relax together.
- Read favorite stories again and again. Children love this.

- Build confidence by reading lots of books at the same reading level, and continue to re-read earlier books. If you push children to read books that are too hard, they are likely to lose interest.

Most important of all, if you are relaxed and enjoy reading with your child, that will pass on very strong messages about what fun reading is.

GETTING READY TO READ

How to support your child at this stage

Reading and enjoyment

Before they begin to join in with reading, children need to listen to stories, songs and rhymes, to join in with the telling of familiar stories, to handle books and enjoy looking at pictures. Be guided by their interests.

What skills do children need?

- Enjoy sharing and talking about books
- Recognise their own name
- Match some words (for example, match *Mum* from the word wall *Mum* to the word *Mum* in a sentence)
- Recognise some letter sounds (for example, some of the sounds in their name). At this level, children's reading relies on the following:
- **Motivation** – if your child is inquisitive about how reading works, they will find the process much more interesting.
- **Memory** – don't be concerned if your child seems to be memorising rather than reading the book and **please** don't cover up the pictures. Memory is a key skill for reading.
- **Concentration** – most children won't be ready to read until they can sustain concentration for 5-10 minutes.
- **Seeing and hearing** – in order to recognise the 'little shapes' in reading, children need to be good at identifying things that are the same or different.

Practical Tip

Use the bedtime story as an opportunity to read to your child – they are usually too tired to read *with* you at the time.

Understanding print – story and meaning

Before you read a story with your child:

- talk about the title and the pictures on the cover
- look through the pictures together
- discuss what you think the story might be about.

Read the story to your child.

- Don't stop to talk on the first read through.
- Point to the words as you read, matching one spoken word to one written word.

Re-read the story with your child, encouraging them to join in with repeated phrases.

- Talk about the pictures and discuss what's going to happen next.

When you have finished reading, ask questions like:

- *What was your favourite bit?*
- *Why do you think daddy fell into the water?*
- *Has this ever happened to you?*

Understanding print – words and letters

When you have read the story, you can then start to draw attention to the smaller shapes (words and letters).

- Check that your child knows where to start reading and that the print is read from left to right.
- Draw attention to the starting sound of a word and then ask them to find another word beginning with the same letter sound.
- Ask them to find two words that are the same.

More ideas for reading at this level

Read as many books as you can, including:

- Retellings of traditional tales and fairy stories
- Familiar nursery rhymes
- Alphabet books
- Catalogues (Children love recognising things in them!)
- Classic books

Games and activities

Developing general skills for learning

There are many things you can do to help.

- Improve memory and concentration by playing simple card and board games, for example, Snap and Lotto.
- Improve memory by playing Kim's Games:
Put four or five objects on a tray. Give your child time to look at them. Cover the tray and ask your child to name the objects.
- Develop sequencing and pattern-making skills, for example bead-threading to copy a pattern.
- Use drawing and tracing activities to focus on details.
- Developing listening skills by using stories and nursery rhymes on tape and video.

Book-based activities

- Draw attention to special book language, like *Once upon a time* – it's not the same as spoken language.
- Talk about the books you are reading.
- Find books with characters they know.
- Encourage children to retell favorite stories.
- Take your child to the library and encourage them to make choices about the books they want to read.

We have a weekly Lending Library at school straight after school on a Thursday afternoon that we encourage you to take your child to, so that you are able to choose a book together.

Starting to Read

How to support your child at this stage

Reading and enjoyment

When you read out loud, include some books which your child can read too. Introduce paired reading, where you and your child read aloud together from the same familiar book. You can read more quietly as they become more confident.

What skills do children need?

- recognise a few common words by sight (for example, *said*)
- retell a simple story
- read a simple sentence using pictures to help
- recognise some letter sounds at the beginning of words (for example the 'd' in *dog*).

Practical tips

Always read a book aloud before you ask your child to read the book to you. This gives them the chance to understand the story, and to hear the words and language patterns.

Phonic Activities to Play at home:

Phonics activities

- Play games like:
Sound sets: finding sets of words which begin or end with the same sound
Letter trains: making chains of words, matching the last letter of one with the first letter of the next.
- Play games like 'I spy with my little eye something beginning with 'a'".
- Sing the alphabet song.
- Play alliterative games, like 'Annie ate an apple, Ben's big blue bike', etc.
- Use magnetic letters to make words. Copy words, flashcards, rather than sounding out whole words.
- Use modeling clay or playdough to make letter shapes.
- Find pictures in magazines to make sets of 'Words which begin with ...' and make an alphabet scrapbook.

Becoming a Reader

If your child loses the meaning of what they are reading, ask them to stop and think about what the word or sentence might mean, using a variety of strategies:

- Reading to the end of the sentence and then deciding on a sensible word to fill the gap
- Re-reading the sentence
- Using the picture
- Using the letter sounds

If they still can't read the word, read it for them.

Understanding print – words and letters

- Point out letters that go together, for example, *th*, *sh*.
- Draw your child's attention to speech marks, punctuation, sound effects and action words (for example, *BUMP*, *ZOOM*)

Word activities

- Choose two or more words. Can your child say a sentence containing those words?
- Write a sentence, but miss out one word. Can they choose a word that could fill the gap from your word wall?
- Give them a magazine. How many of their words can they recognise?
- Put a selection of words out and say a sentence using one or more of the words. Can your child hand you the cards for those words?

Phonics activities

- When you play *I spy*, include words that begin with two consonants, for example, *br*, *cl*, *dr*, *st*; words that end with two consonants, for example, *nd*, *st*, *lk*; or words that rhyme.
- Use magnetic letters. Build a word and ask your child to make a word that rhymes, or is one letter different, or begins or ends with the same letter.
- Show your child one of the words. How many times can't they write it in one minute?

Reading with confidence

How to support your child at these stages

Reading and enjoyment

Try sharing a book together – you read one page and your child reads the next. This has three main advantages:

- You are modelling what fluent reading sounds like.
- The book is completed more quickly, and your child is more likely to want to re-read it. (You can swap pages.)
- If your child loses the meaning of the story while they concentrate on reading their pages, they can pick up the meaning again while you are reading.

When children are reading with confidence, they should be able to:

- Recognise 50+ words and use a range of strategies to work out unknown words
- Express opinions about the characters and story
- Read silently and begin to read ahead
- Begin to attempt longer books

Practical tips: Understanding print – story and meaning

Children who are reading at these stages should be encouraged to:

- re-read the text when it doesn't make sense
- work out tricky words, using meaning and pictures as well as phonics
- make links between events in books and their own lives (*I remember when ...*)
- Use expression when re-reading a text.

Understanding print – letters and words

- Help children to focus on chunks in words, rather than individual letter sounds, for example *camp/ing*.
- When your child is stuck on a word, help them to:
- Sound out chunks of the word
- Re-read the sentence to create a meaningful context
- Read on to the end of the sentence.

Home Reading Books in Reception

Your child will have the opportunity to take an appropriate book home to read with your family. The book can be changed as often as is necessary but we would suggest the book is read several times before it is changed to make sure your child understands who the characters in the book are, what happened in the book and why it happened.

The books in school used for home reading are banded (a coloured tape on the spine will indicate the band). Teachers will decide which band of books to put your child on based on their confidence to read. As a basic rule, for the book to be “instructional”, they should be able to read between 88 and 94% of the words in the book confidently. Any less than 89% would mean your child is struggling to understand the meaning of the text which is, after all, the point of reading.

Your child will also have a purple “Superstar Reader” record book. The purpose of this book is to provide a record of what the children have been reading at home and how the children have got on. It will also include comments from members of staff about progress being made particularly related to understanding of the text.

It is very important to stress that learning to read isn't just about being able to say what each word is but is about understanding what is happening. Sometimes parents think because their child can read nearly all of the words a book is too easy. For this reason we will hold a Parent Workshop each year to talk to parents about the books their children are bringing home and how they can support their child become an effective reader.

Reception High Frequency Words

The following words are called ‘high frequency’ words. Children should be able to read them and spell them, by the end of the school year.

Throughout each phase the tricky high frequency words will be taught. Children will use the **Look Cover Write Check** system for learning a new spelling.

a	dog	mum	up
all	for	my	want
am	get	no	was
and	go	of	we
are	going	on	yes
at	he	play	you
away	I	said	
big	in	see	
can	is	she	
cat	it	the	
come	like	they	
dad	look	this	
day	me	to	

Speed Sound Chart

All words are made up of sounds. In the English there are 44 sounds. The children learn to read the 44 sounds and recognise the letters within them. They learn to read the sounds before writing them. In school we call this decoding.

It is important that children say the sound of the letter, rather than saying the letter name.

Children must say the whole word.

m-a-t (3 sounds)

s-t-ay (3 sounds)

c-r-i-s-p (5 sounds)

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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Set 1 sounds

Set 2 sounds