

Supporting your child with reading EYFS

At Berewood Primary School, we recognise that learning to read is one of the most important skills your child will learn. We also understand that learning to read is hard work. To ensure that reading doesn't become a battle with your child, share a book every day for 5-10 minutes. This is more effective than spending 30 minutes once a week. If your child is getting tired, then work together to finish the book. You could take it in turns to read a page each or your child could read the first half and you read the second half. Remember to alternate this, so your child has the chance to read both the beginning and the ending of a book.

Steps to success

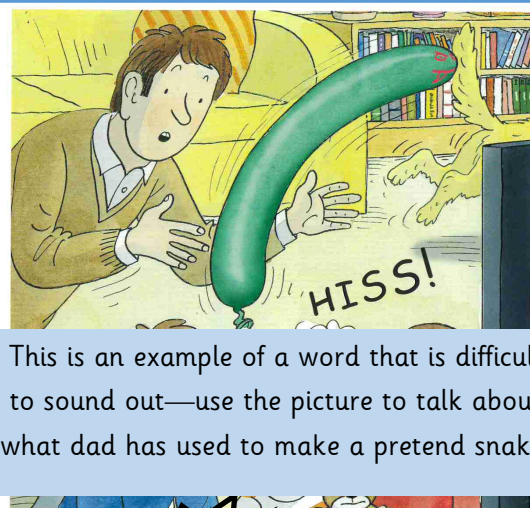
1. Start by looking at the front cover of the book. Discuss the title with your child and ask them what the book could be about.
2. A new book can be daunting, a walk through will give your child the chance to see the pictures and talk about the characters and events in the book before they have to concentrate on looking at the print. Look through the book and talk about the pictures. Give your child a general overview of the story. Ask your child what might be happening and pick out any unknown/difficult words or phrases. For example: giraffe, day after day. Pick out any 'bugs' that will slow your child's reading down.
3. Start reading! Your child should be reading with their finger underneath the words. This is called 1:1 correspondence. If they come to a word they struggle with, give them a bit of time to try and sound it out, but don't let them lose momentum. If you need to, tell them the word.
4. Talk is vitally important to a child's success when reading. Talk about what you have seen and heard and share your thoughts about the book.

Here is an example of a book walkthrough:

This is a story about Dad, Biff, Chip and Kipper. In this story Dad makes a balloon snake. Dad lets go of the balloons and it hisses away!!



Biff did not run off.



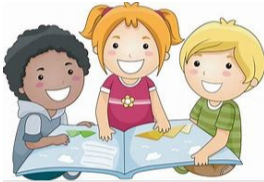
This is an example of a word that is difficult to sound out—use the picture to talk about what dad has used to make a pretend snake.

The balloon went HISS!

On arrival in Reception, the children are immediately introduced to the joy of reading. Children listen to stories and are encouraged to talk about the stories they have read at home. Phonics learning is begun straightway. Phonics is taught daily using the Little Wandle Letters and Sounds Revised programme to ensure consistency in teaching the order of sounds, digraphs and sight words.



Each classroom has an inviting book corner with a range of texts that they can choose from and the children are given regular opportunities to visit the school library. In addition, to these books, the children are also given a carefully matched book band book to support their current level of reading development.



During the school day, the children are often encouraged to share a book with a friend, read individually to an adult and as the children progress they are introduced to paired, then Guided Reading sessions to develop their speech and understanding.

We teach oral blending in every phonics lesson as we know it remains an important part of blending words to read. The initial part of phonics lessons are lively short lessons that will take 10 minutes. They will help your children learn the routines and are full of fun. Children are assessed on their phonics and sight word knowledge on a regular basis to monitor their progress and to provide interventions where needed. At an early stage children are encouraged to talk about what they have read to develop the key skill of reading comprehension.

What is phonics?

Phonics is one method of teaching children how to read and write. It is all about sounds. There are 44 sounds in the English language which we put together to form words.

Some are represented by one letter, like 't' (grapheme) and some by two or more, like 'ck' (digraph) in duck and 'air' (trigraph) in chair.

Children are taught the sounds first, then how to match them to letters and finally how to use the letter sounds for reading and spelling.

Phonemes: the sound the letters make

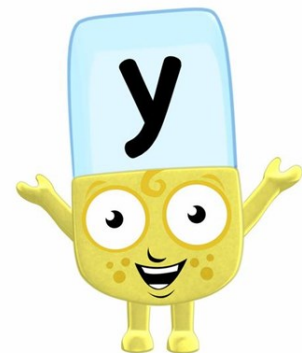
Grapheme: the letter shapes

The 'uh' factor: We need pure sounds to sound out words. A common mistake is when people add extra noises to letters. Instead of C...A...T it becomes Cer...A...Ter. This makes it difficult for children to decode the

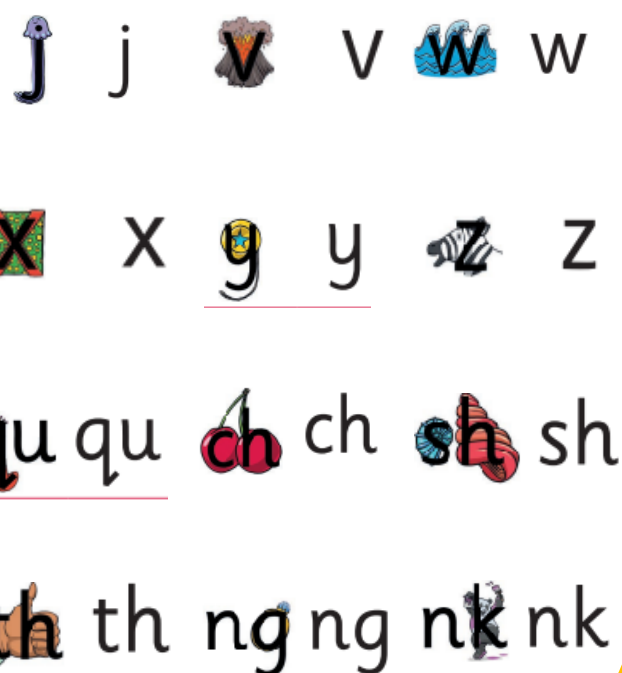














word. The link below will show you the correct pronunciation of each sound. CBeebies 'Alphablocks' are also a great way to learn the correct pronunciation.

https://www.youtube.com/watch?v=BqhXUW_v-1s



Order of Phonics Teaching in Year R



Catchphrase	Grapheme	Catchphrase	Grapheme
 a light in the night	ai	 sheep in a jeep	ee
 a light in the night	igh	 soup that goes	oa
 zoom to the moon	oo	 hook a book	oo
 moon in the dark	ar	 horn with a horn	or
 cut the fur	ur	 wow out	ow
 being being	oi	 get near to hair	ear
 chair in the air	air	 a bigger digger	er

For more information about phonics including videos on how to say the sounds, please visit:

<https://littlewandlelettersandsounds.org.uk/resources/for-parents>

Also see our school website for the progression of sounds and words taught in Year R and the grapheme mat.

What can you do at home to help children to develop a love of reading?

- Make sure that your child sees you reading. Children like to copy what their parents do, if they see you reading then they are more likely to want to read too.
- Read with your child everyday, sign their home school reading log.
- Make up stories together.
- Remember, bed time stories are an important time together.
- Visit the library so that your child regularly gets to see new books.
- Remember, not all reading is done from a book



What might help if they 'Don't want to read!'

- Make sure the book isn't too hard or too easy.
- Let them have choice. Not just of book title, but also what they read e.g. magazine, comic, iPad, kindle etc.
- Are they interested in the book?
- Are they scared of getting it wrong?
- What is the point? Boys especially like to know the purpose of something as soon as they learn it; so give them a reason to read e.g. help read shopping lists, create a set of instructions, look at construction manuals and non-fiction texts

50 Recommended Reads for... Reception (ages 4-5)

