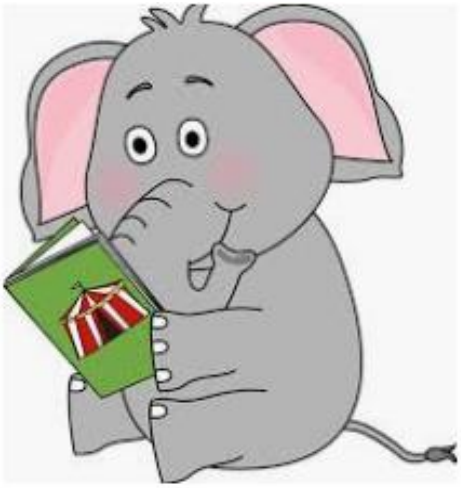
Reading with your EYFS child



Parent Information Booklet

Introduction

First and foremost, we want to promote the **love of reading**. There is strong evidence linking reading for pleasure and educational outcomes. We all know that academic attainment is important, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.

Research has found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of stress and depression, and improved well-being. In addition to the health benefits, reading for pleasure has social benefits and can improve our sense of connectedness to the wider community. Reading increases our understanding of our own identity, helps us understand and share our feelings and gives us an insight into the world view of others. So how do you get your child to switch off the TV or put down the games console remote and pick up a book instead? This information leaflet provides you with advice on what reading is; benefits of reading for children; expectations for reading and phonics; in EYFS from 'Development Matters' and how parents can support **reading for pleasure** at home.

What is Reading?

Reading is the ability to make meaning from print.

The process of reading includes:

- Word recognition: Ability to identify the written symbols/text in print.
- Comprehension: To understand the printed words and grasp the knowledge of the information.
- Fluency: Synchronising word recognition and comprehension to make reading accurate and automatic.

Benefits of Reading for Children

1. Improves functioning of the brain - Reading is the workout to keep your brain healthy.
2. Improves vocabulary - Reading books enriches word power, with knowledge of different ways of expression.
3. Improves theory of mind - Reading books help in boosting empathy in individuals toward others.
4. Improves knowledge - Reading books help increasing knowledge about different subjects.
5. Sharpens memory - Reading activates hippocampus area of the brain which is responsible for memory and learning abilities of an individual.

Research shows that young people who enjoy reading very much are three times more likely to read above the level expected for their age than young people who do not enjoy reading at all.

Source: National Literacy Trust

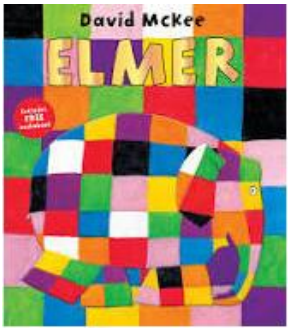
Early Years
In the early years, young children will be developing many skills which help them learn to read. For example, they will be learning to recognise that print carries meaning, hold a book and turn the pages, identify different letters and sounds, blend sounds together to read words, recognise tricky words that cannot be sounded out, read simple sentences and take meaning from the words they have read.

Nursery
The focus at this age is on sharing stories, songs, and rhymes together and building talking and listening skills. At nursery, your child will be learning some key early reading skills.

Linking sounds and letters	By playing lots of fun activities, your child will be getting used to letter sounds. They will also be beginning to learn how speech sounds (phonemes) in the words we say are represented in the written form by a letter or groups of letters (graphemes). When appropriate, your child will be introduced to the school's phonic programme RWI where they will learn initial sounds. To read more on our phonic programme, read 'Phonic Teaching and Learning at Coley Primary'.
Helping tell a story	Story time. Your child will have plenty of opportunities to hear and enjoy stories together. They will be encouraged to retell stories in their own words.
Singing songs and rhymes	Hearing and learning songs and nursery rhymes is an important part of early reading. This helps your child explore sounds and to begin learning story language and story structures.

There are lots of fun and easy ways to encourage early reading success at home. Children will be given a book from their class library to bring home to share with you.

1. **Talk about book, words and pictures.**
Before you start reading a book, talk about the title and the pictures on the cover (front and back). Ask your child what they think the story might be about. After reading, ask your child what they liked/disliked about the story. Try asking 'how and 'why' questions about the story and pictures.
For example:
How did the fox get across the river?
Why was the fox cross?



2. **Listen to (and sing) songs and rhymes**



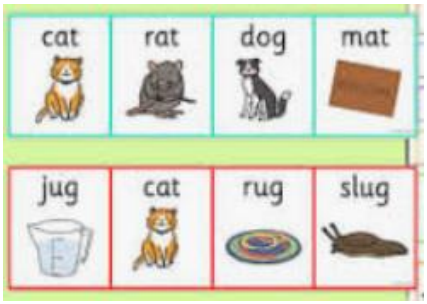
Singing songs and rhymes helps your child hear the sounds in words and build up a bank of favourites they know well. Play with words and sounds to make up nonsense rhymes too. Encourage them to join in. Pick some action rhymes and see if your child can do the actions in time with the rhyme.
E.g. Teddy bear, teddy bear…
https://www.nurseryrhymes.org/teddy-bear-teddy-bear.html

3. **All join in**



When you are reading to your child, ask them to join in with bits that are repeated. For example, 'Run, run, as fast as you can! You can't catch me I'm the gingerbread man!'. Traditional stories like 'The Gingerbread Man, often have repeated phrases, and children love doing the voices. Your child might want you to read the same book over and over again, reading and listening to the same book lets them see or hear words and phrases enough times to
remember them.

4. Play rhyming games



Rhyming games are fun and will help your child start to hear and
understand speech sounds. Try 'I spy' when you are out and about. Have fun with rhyming words, e.g. can you think of a word that rhymes with…?

5. Listening Games

Go walking outside or just sit quietly in the garden. Ask your child to listen and identify the sounds e.g. dog barking. Ask: What can you hear? There are also lots of listening games you can access on You Tube which are part of Phase 1 phonics - https://www.youtube.com/watch?v=Z2A6Ca_HZUQ Without these skills your child might find it difficult to identify the sounds in words.

In all games and activities, it is really important that you pronounce speech sounds clearly. Try to make them as short as possible e.g. the letter m has a short /m/ sound, not a continuous /mmmmmmm/ sound. Try not to add an extra sound onto the speech sound either e.g. the sound is /m/ and not m-uh. Refer to the Oxford Owl Website if you need more help with this: https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video

The most important thing is to make reading FUN.

Reception

In Reception, your child will be taught phonics., a method of learning to read words. At school, we use Read Write Inc. (RWI) programme to teach phonics - please read '**Phonic Teaching and Learning at Coley Primary'** for more information. They learn to read letters by saying the sounds they represent. Then they can start to read words by blending individual sounds together. Alongside learning to decode the words on the page, your child will also learn comprehension skills. This helps them 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.

Early Learning Goals

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own word.
Anticipate key events in stories.

Word Reading

Say a sound for each letter in the alphabet and at least 10 diagraphs.
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 exception words.

In Reception, your child will be learning:

Linking sounds and letters	Phonics involves learning the 40+ letter sounds (phonemes) and understanding how they are represented in written form by a letter or letters e.g. 'sh' (graphemes). In Reception, children start by learning Speed Sounds 1. The RWI programme maps out the order in which the individual sounds and 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. A **phonic decodable book** (linked to your child's phonic ability) will help your child practice their early reading. These books contain only (or nearly only) words that can be correctly blended using the sounds and graphemes your child has learned so far.
Learning tricky words	Some words are trickier than others. This is usually because the sounds and letters do not match the rules your child has been taught so far e.g. was, the and said. These are called 'red' words in RWI or 'tricky' words. They are words that your child will often meet in the books they read and children are taught to recognise these words by sight,

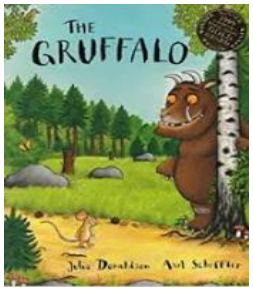
Top Tips - Helping Your Child Read



Play Rhyming Games

Say 'into the pot goes' while pretending to place objects that rhyme into a pot e.g. a bat, a hat, a cat, a mat, a rat. Do this with your child and then see if they can do it on their own. You can turn this into a game by throwing in words that don't rhyme and asking your child to catch these ones out e.g. a cat, a hat, a bird - this last word should not go in the pot.

https://www.education.com/games/hearing-rhymes/



Listen to and join in with rhyming stories, like Julia Donaldson's The Gruffalo.



Play Phonic Word Games

Play simple phonic word games based on the sounds your child is learning and has learned at school.

Start off using just the speech sounds and then immediately say the word. E.g. you could say 'at the shop I will buy a /m/a/p/ - map, a /b/e/d/ - bed, a /d/u/ck/ - duck. Then just trying saying the sounds and asking your child to work out and say the whole word.

Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words. Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!

In all games and activities, it is really important that you pronounce speech sounds clearly. Try to make them as short as possible e.g. the letter m has a short /m/ sound, not a continuous /mmmmmmm/ sound. Try not to add an extra sound onto the speech sound either e.g. the sound is /m/ and not m-uh. Refer to the Oxford Owl Website if you need more help with this: https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video

Listen to your child read



Share pleasure in reading with your child. As well as a phonic-decodable book, your child will also bring home a color-banded book to share at home with you. Reading at home with your child is so important. It helps them to develop their learning in lots of areas. Devote time to reading, make it a quality experience. Show your own interest and pleasure—**don't rush the experience**. See yourself as a **co-reader** - taking part, offering support and promoting their reading in positive ways. Read to them and take turns with them in reading a section each of the text. Read everything **out loud.** Share books together and join a local library. Encourage your child to look at a range of different books such as, stories, poems, information books and comics.

Talk about the book

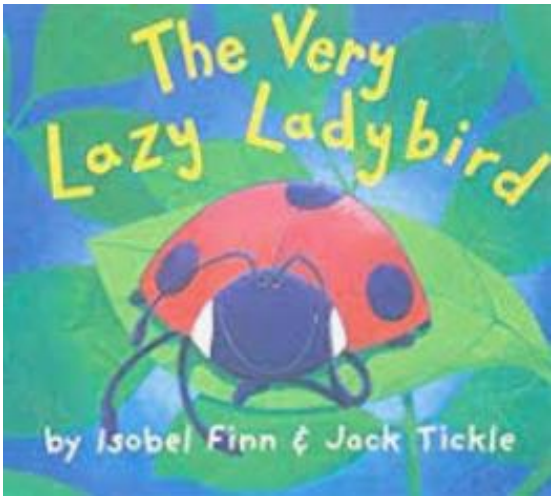
Before and during -

Encourage your child to talk about the front cover, including the illustrations and the title. As they look through the book encourage them to talk about the pictures on the page and use them to help them to help work out unfamiliar words. Ask them to sound out words they do not recognise e.g. sounding out the word bus as b-u-s. If your child gets stuck on a word as they read, try phonics first. Get your child to say the letter sounds e.g. c, l, a, p and then blend together to hear the whole words (clap). If they are really stuck, then it is best to tell them the word. Look for words and phrases that repeat throughout the story.

Here are some questions to ask when reading with your child:

- What story clues are in the title and in the pictures?
- What might this book be about?
- Do you recognise any of the characters?
- What is the title of the book?
- Why do you want to read this story?
- What do you think will happen next?
- How do you feel about this character?
- Would you do things differently if you were this character?

- What is happening in this picture?
- How do you think the story will end?
- Can you read this word?
- Can you sound out this word?
- What letter sound is this?
- Can you find the word…?



After -
When you have finished reading the book you might ask:

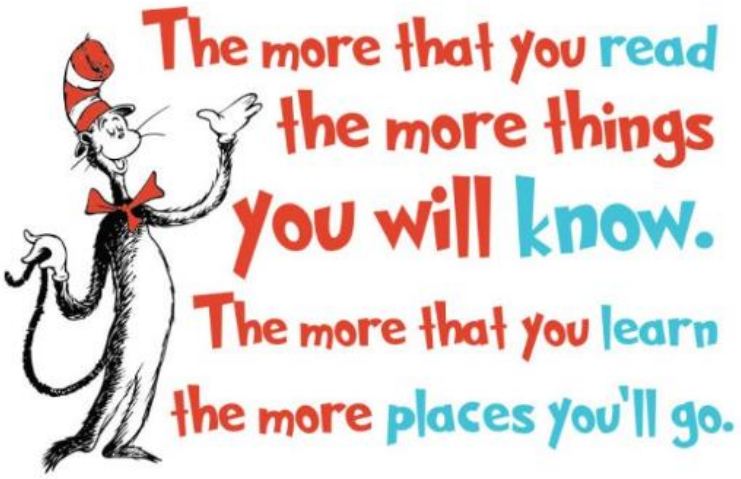
- Did you like that story/book?
- What did you learn?
- What was your favourite part of the story?
- How did the story make you feel?
- Does the story remind you of any other stories you have read?
- Were there parts that surprised you?
- What are you going to read next?

Read to your child
Learning to read can be hard work for many children, so it's important to keep enjoying books together. Your child will also benefit from listening to books and stories that they can't read themselves yet. This might include non-fiction books about things they are interested in or longer stories with more adventurous vocabulary.

The most important thing is to make reading FUN.

Useful Websites
The School Run
https://www.theschoolrun.com/make-time-reading
Book Trust
https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/
Pearson
https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-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.lovereading4kids.co.uk/



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