

Supporting your child with Reading EYFS & KS1



Aims of the session:

- To help you understand how children learn to read and the skills they need.
- To give you strategies when helping your child at home.
- To raise your child's self esteem and promote reading in a positive light, thereby raising attainment levels.

By reading with your child, you:

- Stimulate imagination
- Help develop language skills
- Help develop comprehension skills
- Demonstrate that reading is important
- Ultimately, make their lives easier



The Top 5 Strategies to Developing Confident Readers

1. Talking to your children – helps develop a rich vocabulary
2. Valuing play and imagination
3. Hearing children read aloud – it doesn't need to be you!
4. Being a reading role model
5. Having books on show



Talking to your child

The more words your child knows, the more skills they have. By the end of Y6, having an extensive understanding of vocabulary will help them be where they need to be.

*Jokes, word games, phonecalls,
subtitles, talking books,
everyday chatter...*

12-18 months

2 years

3 years

4 years

5 years

6 years

8 Years

12 years

20 words

200-300 words

900-1,000 words

1,500-1,600 words

2,100-2,200 words

2,600 words expressive vocabulary (words they can use)

20,000-24,000 words receptive vocabulary (words they understand)

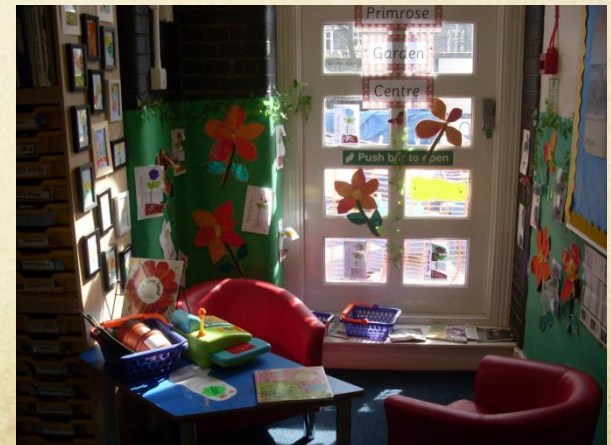
50,000 words receptive vocabulary

'A child's vocabulary is a big predictor of their future success,' says Alice Penfold, Project Manager of the Words for Work programme at the National Literacy Trust. 'It not only affects their chances of performing well in exams, but also their life chances.'

'For example, children who have a poor vocabulary at the age of five are four times more likely to struggle with reading as adults, and three times more prone to mental health issues.'

The Values of Play

1. Through play children learn to make and practise new sounds.
2. Play takes many forms, from shaking a rattle to peek-a-boo to hide-and-seek, alone, with an adult.
3. Play encourages adults to communicate with the children in their lives.
4. Play gives children the chance to be spontaneous.
5. Play gives children choice.
6. Play gives children space.
7. Play gives adults the chance to learn how to play again.
8. Play allows adults to learn their child's body language.
9. Play teaches adults patience and understanding.
10. Play is fun.



Reading at home

Be a great role model

- Find some time in the day to read yourself
- Let your children see that you get pleasure from reading
- Share your favourite books /reading material with them



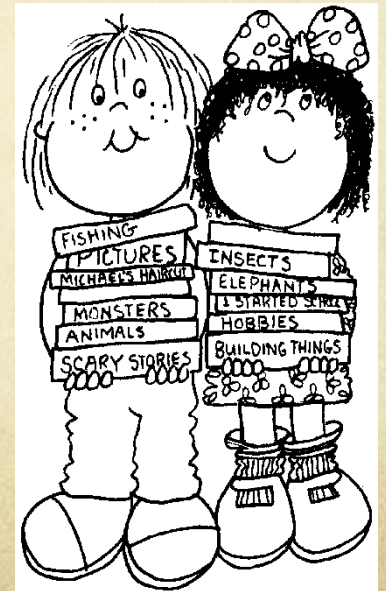
What can they read at home?

Reading should be for **enjoyment** and **interest**.

A school reading book is only **ONE** part of a child's reading repertoire.

- Books (picture books; short stories; chapter books); magazines; comics; annuals; football programmes, Information books; brochures; catalogues; flyers; newspapers; guide-books; eBooks, kindles, websites ; take-away menus; instructions, subtitles

Visit the library and bookshops.



Ways to help your child become a better Reader.

Research has shown that children who read regularly at home believe they are 'Good at Reading', and are therefore keen to move their reading forward for their own enjoyment.

- **Encourage them to read every day (10 minutes a day), try and make this a REGULAR ROUTINE!**
- **Remind them to ' read on' or 'back' to check word meanings.**
- **Talk about words they do not understand, try to work out by the reading the whole sentence or paragraph, or look them up.**
- **Support them in writing a comment in their home school reading record, noting what they have enjoyed, or any new words they may have encountered.**

Reading in school

Partner

- One text shared by two readers, to discuss and question each other about events, characters or information.

Individual Reading

- To a member of staff, volunteer, or to themselves, focused on their reading target.

Reading has two components

Word Recognition

Recognising words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode.

Quality phonics work – main approach for beginners in learning to decode (sound out).

Comprehension

The process by which words, information and sentences are interpreted and understood.

The same applies to both spoken and written understanding.

Continues to develop throughout life!

Developing word recognition skills

- Phoneme (letter sound) awareness and phonics teaching
- Repetition and teaching of 'tricky' words
- Recognising patterns in words.



Structure of a Phonics Session

- Review/Revisit
- Teach
- Practise
- Apply



Children are taught phonics for 30 minutes a day, but will be expected to apply this knowledge across all areas of their learning.

Useful website for Parents/Carers- saying the sounds:

<https://www.youtube.com/watch?v=EYx1CyDMZSc>

Guided Reading KS1

- Teacher led small groups, modelling reading skills/phonics/word meanings, reading and discussing a text.



Guided Reading Sequence

- Introduce the text – discuss the front cover and title
- Read the blurb – predict what they think will happen in the text. This is where the children need to take ideas from the title and the pictures on the cover.
- Children to read individually whilst the teacher listens, focusing on one child at a time with a specific target in mind.
- Feedback is given to the child
- Other groups are completing reading based activities



Clever Reader Top Tips

- Oral comprehension – discussing books
- Learn question words – what, where, when, who, how?
- Read question
- Underline keywords
- Skim text to find keywords in the text
- Read around the word to find the answer
- Use pictures to find clues



The children may also be asked to:

- Predict
- Describe
- Explain



How we assess reading....

- 121 or guided reading
- SLT Reading sessions
- Reading journals
- Reading comprehension activities
- Library behaviour
- End of EYFS ELG in Reading
- Phonics assessment
- End of KS1 Reading SATS