



Early Reading

Helping Your Child to Learn to Read



Introductions

- Lia Moss White (Early Years Leader and Nursery Teacher)

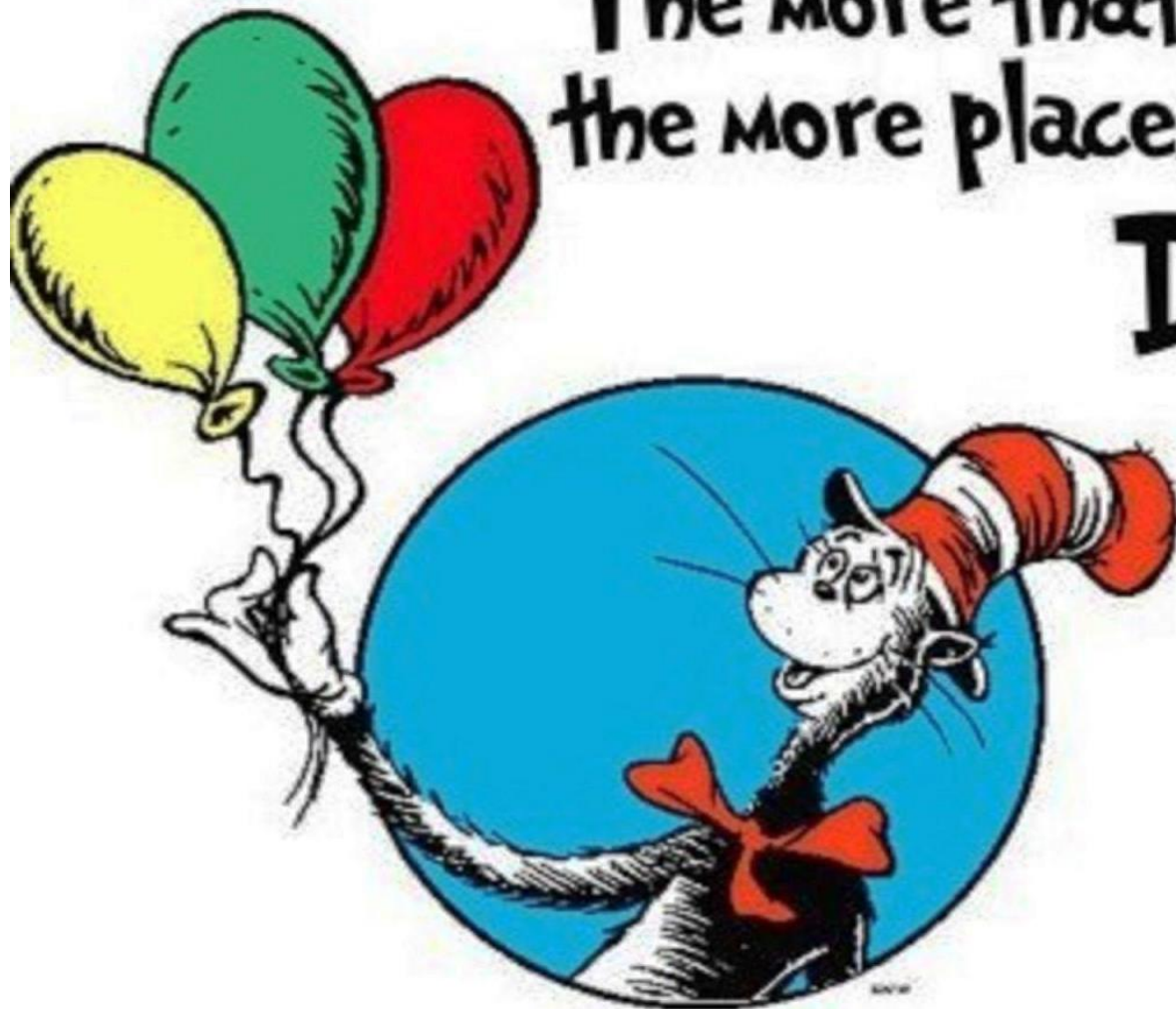


- Maria Felstead (Reception Teacher)



The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

Dr. Seuss



Reading at School: What does it look like?

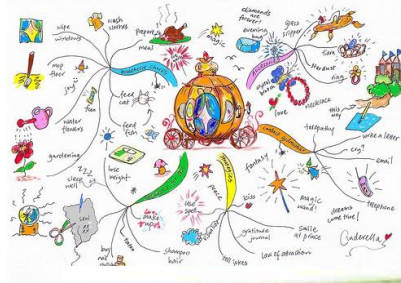
- Daily story time



- Talk and vocabulary



- Weekly text



- Nursery rhymes



- Guided Reading (levelled books)



Reading at Home: Where and When?

Your child will take home guided reading books each week. They can also choose to take home story books from the corridor library.

Where and when should you read these?










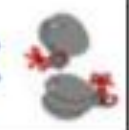












- Routine and structure – it must be daily
- Keep it brief
- Levelled books versus story books



- Reading for Pleasure!






Letter Sounds

- Letter names versus letter sounds

Sounds mat							
 a 	t 	i 	p 	n 	m 	d 	
o 	c 	k 	e 	u 	r 	h 	
f 	l 	j 	v 	w 	x 	y 	

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
a a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
i i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Letter Sounds in School

- Phonemes (1 letter sound)
- Digraphs (2 letters = 1 sound)
- Trigraphs (3 letters = 1 sound)



Letter Sounds

- Sounding



tail in the rain

ai



sheep in a jeep

ee



a light in the night

igh



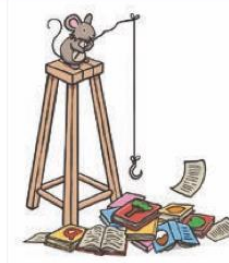
soap that goat

oa



zoom to the moon

oo



hook a book

oo

Tricky Words

- Irregular words (words you can't sound out)

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	

- For example, the words

We

Was

Resources to Take Home

- Letter sounds your child has learnt/ will learn
- Tricky word list
- Tricky word flashcards
- Tricky word bingo
- Reading Eggs log in

Sharing a Levelled Book with Your Child

Children need to understand that:

- print carries a message;
- the print on the cover of the book gives the title;
- illustrations carry meaning and are related to the text;
- text is read from left to right;
- there is a one-to-one match between spoken and written word;
- expression adds meaning to the text.

Children need to understand the meaning of words we use when talking about books:

- front/back (of the book);
- cover;
- page;
- title;
- top/bottom (of a page or picture);
- word/letter (and the difference between the two);
- first/last (first word, last word on the page; first letter, last letter of a word);
- beginning, middle, end;
- capital letter;
- illustrations.

Other ways to support

- Sounding out words (b – u – s)
- Showing reading for a purpose (reading a shopping list; reading instructions)
- Flash cards / wall displays (of letter sounds or tricky words)
- Show them how you write and sound out as you go (or use your memory of tricky words)
- Use the environment around you (car registration plates, posters, shop names, signs, advertisements)

Children need opportunities to:

- talk about what's happening in the pictures (identify main characters, focus on detail in the pictures, similarities from one page to the next);
- use the pictures to predict what might happen in the book;
- retell a story in the correct sequence;
- point with their index finger making voice, finger and eyes match with the words on the page;
- locate high-frequency words in text;
- locate some upper and lower case letters on a page (e.g. *Tt*).

Reading Early Learning Goal – End of Reception

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

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

Questions?