

Early Years Reading



Eastfield Infant and Nursery School

Parents and Carers' Session

Sharing a Book

Sharing books with your children, as often as possible, is very important for a variety of reasons. As they grow, impacts and benefits can include keeping children safe, enabling them to get a job, fill out forms and access every day texts such as instructions, menus, sign posts etc.

Sharing books can also help to build vocabulary, opinions and ideas, strengthen bonds between adult and child, support good mental health, develop understanding and abilities to express emotion and relax children.

When sharing a book, remember...

- Share frequently – daily if possible.
- Before bed time or nap time - children retain more information when they sleep after sharing a book.
- Repeat favourite books
- Allow for interruptions – children may want to ask questions or share that they have understood what you have read by making comments.
- Read some of your favourite children's books – if you are enthusiastic about reading the story, children will enjoy it even more.
- Share a range of books and texts – comics, fiction, non-fiction. Remember to share different features i.e. title, contents page etc.
- Make statements as well as asking questions – I wonder, I think, I hope, why, how.

Getting Your Child Ready For Reading

Your child needs to use lots of different skills to be able to read text. These include being able to identify the shapes of letters and linking them to the sounds they make, knowing which direction to read the text, being able to retain the sounds in words, blend sounds together, recall what they have already read and understand what they have read.

Activities to support these skills can include:

- Eye tracking – rolling cars/marbles, pencil control, mazes, spot the difference
- Memory – Pairs, shopping list game, Kim's game
- Visual development – Spot the difference, spot the mistake, find the same picture, continue the pattern
- Vocabulary – Adults reading stories to children, nursery rhymes, discussions about everyday language.
- Share when you are reading i.e. recipes, signposts, bus timetables.

Applying Phonics

When your child is ready to begin reading texts themselves there are lots of strategies you can use to support them.

- 1 – Adult to model reading the text first and discuss any vocabulary that they might not understand or be familiar with.
- 2 – When children have only just begun learning about phonics, encourage children to look for letters/sounds that they are familiar with.
- 3- When children are confidently recognising many of their sounds, begin to encourage children to read whole words. Adults may need to sound out the word first and then allow children to try. Remember there is a lot of information for children to remember so keep playing memory games.
- 4 – Tricky words – these are words that we cannot phonetically sound out. Children need to learn to recognise and read these word by sight. Tricky words include: the, to, I, into, my, no, go, he, she, we, be, me, was, said, you, all, her. For more information visit the parent section of the Little Wandle website.
- 5 – When beginning to read sentences, ask children to keep rereading the words they have just sounded out i.e. to read 'The cat is red.' start by looking at the tricky word 'The' then sound out c-a-t. Go back to the start so children read 'The cat'. Move onto the next word and keep repeating.
- 6 – If you find a word that is repeated several times in the text, encourage children to begin to sight read these rather than having to sound them out every time.
- 7 – As children begin to tackle longer words with more than one syllable i.e. garden, shampoo, windmill etc help your child to break the word into manageable pieces and then put it together i.e. g-ar gar, d-e-n, den, gar-den.

Comprehension

Children will have already begun to understand comprehension from where you have shared books, made comments and ask questions. We now need to ensure that they have understood what they have read. You may want to begin by discussing the pictures and images in the books.

Other ways to help develop comprehension could include:

- Questions – who, what, where, when, **how, why?**
- Remember to use open ended questions as much as possible and use statements such as 'I think that..., I wonder...'
- Checking vocabulary
- Making predictions
- Retelling the story – Drawings, puppets, Lego, acting out the story.
- Telling someone else about the story.
- See comprehension questions attached.