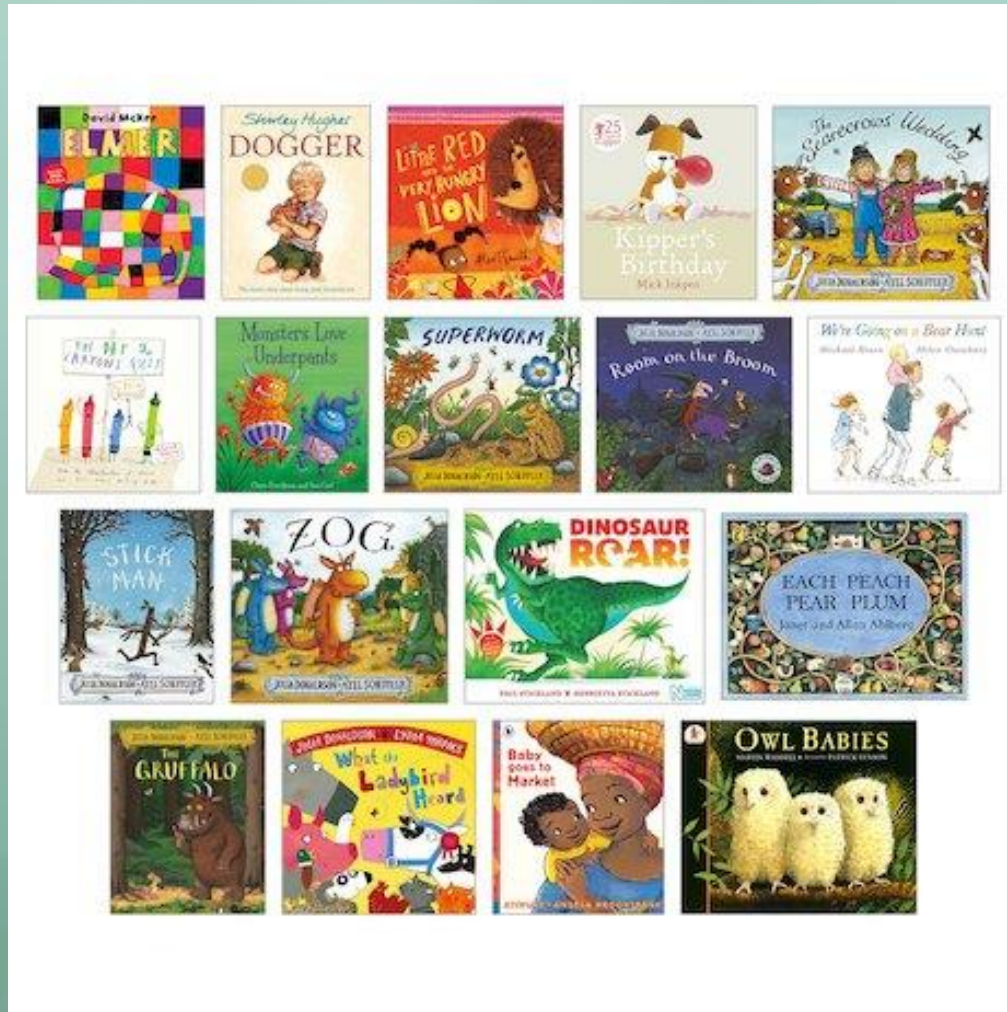


Reading in Early Years



Why is reading so important?

- Keeping us safe, reading safety warning etc
- Getting a job, future prospects
- Helping us day to day, filling out forms, reading menus etc.

- Helps relax us
- Builds bonds
- Supports good mental health and understanding of emotions
- Develops imagination
- Develops and extends vocabulary
- Supports all other learning
- Can even support better life chances



Reading at home

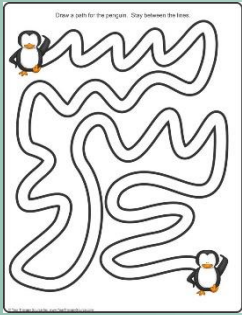
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/#tabnameTabBooksComingHome>
e
- A short video based on the books your child will bring home and why sharing books is important



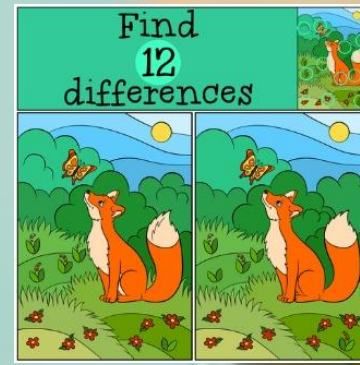
Sharing a book

- Frequently - daily if possible.
- Before bed time or nap time
- Repeat favourite books
- Allow for interruptions
- Read some of your favourite children's books.
- 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. (Examples of questions in resources)





Children's Reading



Getting your child ready for reading

cat

- Eye tracking - rolling cars/marbles, pencil control, mazes, spot the difference
- Memory - Pairs, shopping list game, Kim's game
- Visual discrimination - 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.

(Examples in resources)

Phonological Awareness

- Developing children's understanding of sounds and patterns within spoken language.
- Wordless books or shared reading

🐾 Before reading 🐾

- Use wordless books to practise book behaviours, grow children's vocabulary and make connections with their world knowledge and their lives.
- Start practising reading in decodable books as soon as children can blend.

Tuning into sounds

- The children will see lots of items and actions in familiar settings through this book that make noise.

Check understanding

- Look at the cover together. Ensure the children understand that this setting would be noisy with music and ask them to make some of the sounds they might hear, discussing the different instruments in the picture.

Talk about it

- Ask the children if they can think of any sounds we would hear in a noisy street. See if they can guess what makes these sounds: "Brrrummmmm", "Neee Naaaaw", "Beep beep". Can they think of any other sounds we hear in the street?
- Ask the children to think about some sounds they can hear at school.
 - What sounds do you hear at the start of school? (*children playing, parents talking, traffic, the bell ringing*)
 - What sounds do you hear at lunch time? (*children talking, people eating, children playing*)
- Now look at the book together. Enjoy looking at the pictures and talking about them.

Reading at home

This book has been chosen for your child to read at home. It is a wordless book. Explore the pictures and talk about them together. Help your child make connections to the picture and what they know about the world and their life. Enjoy the book together. Sharing a book together will help your child grow their vocabulary. Enjoying a book together is an important part of your child becoming a reader for life! You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk






- What could you hear in the park? - Environmental sounds
- Would that be a loud or quiet sound? - Sound discrimination
- Duck starts with the sound d, can you find anything else that starts with d? - Initial sounds/alliteration
- Is this a duck? (pointing to a seagull) - Developing vocabulary
- I think the children playing football are being quiet - Encouraging children to justify their answers and give reasons.

When your child is ready to read...

Applying Phonics

Comprehension

Grapheme mat **Phases 2 and 3**

S								
s	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	ck	rr
							cc	
								
h	b	f	l	j	v	w	x	y
	bb	ff	ll	j	vv			
								
z	qu	ch	sh	th	ng	nk		
zz								
s								
								
a	e	i	o	u				
								
ai	ee	igh	oa	oo	oo	ar		
								
or	ur	er	ow	oi	ear	air		

Why do you think that they did that?

What did the character just do?

What do you think the story is about?

Why do you think that?

What do you think will happen next?

What do you think the character is like?

Applying Phonics - Little Wandle Books

🐾 Before reading 🐾

Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs and words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

s t p n
a i

Read the words

sit pat

Vocabulary

Ask the children to read these words. Check understanding.

tip tap sip
nap

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.



Applying Phonics - beginning phase 2

s

sit

- Book look
- Hearing sounds
- Recognising sounds
- Blending words



Applying Phonics - Little Wandle Books

🐾 Before reading 🐾

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- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

g c ck o
e u

Read the words

picks get cans
Mum

Read the tricky words

the and I

Vocabulary

Ask the children to read these words. Check understanding.

dips tugs dock

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Get the pots, Ted.



pots in the mud

Applying Phonics - Further into Phase 2

Get the pots, Ted.

- Tricky words
- Capital Letters
- Retaining information
- Recalling previously sounded out words

Phase 2 - is, I, the, put, pull, full, as, has, his, her, go, no, to, into, she, push, he, of, we, me, be



Applying Phonics - Phase 3

- Spotting digraphs and trigraphs

Shop

Feet

Coin

Light



Applying Phonics - Little Wandle Books

🐾 Before reading 🐾

Practising phonics: Phase 3

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: collins.co.uk/BigCatLittleWandleL&Srevised

Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at www.littlewandlelettersandsounds.org.uk

Read the GPCs

ow oo oo ar
ee ear or er
igh ai

Read the words

owls hoot dark
see for ladder
night rain

Read the tricky words

go the by put

Vocabulary

Ask the children to read these words. Check understanding.

earwig moss
look

Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Run in the rain.



6

Look for earwigs in the moss.



7

Applying Phonics - Phase 3

Look for earwigs in **the** moss.

- **Tricky words**
- Spotting digraphs and trigraphs
- Understanding vocabulary
- Breaking down words with more than one syllable.

Phase 3 - was, you, they, my, by,
all, are, sure and pure

Run in the rain.



6

Look for earwigs in the moss.



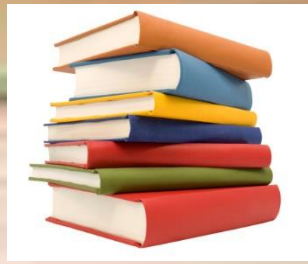
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Applying Phonics

- Recognising word again
- Breaking down longer words

The red cat has the string.

The red cat is in the garden.



Comprehension and Prosody - Little Wandle Books

- Important aspect of children being able to fully understand what they have been reading.

Review: After reading

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

Read 1: Decoding

- Ask the children to sound talk and blend each of the following words: d/i/ng, s/i/ng, t/i/ng and w/i/ng.
- Ask the children:
 - Which of the following words contain the /ng/ sound?
Jack sing ping fox box long (sing, ping, long)
- Look at the "I spy sounds" pages (14–15) together. Discuss the picture with the children. Can the children see any pictures of things that contain the /j/ and /x/ sounds? (jam, jelly, juice, jug, Jack-in-a-box, jeep, taxi, fox, x-ray, Max)

Read 2: Prosody

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.
- On pages 3, 7 and 13, show the children how you read the words **ding dong** with expression as if a bell were ringing and encourage children to use different voices and tones.

Read 3: Comprehension

- For every question ask the children how they know the answer. Ask:
 - Why do you think the story was called "Ding Dong"? (because it is about the bell ringing, it describes the noise a bell makes)
 - Who comes to visit Max? (Jill the squirrel and Jack the bird)
 - Jill and Jack both take toys to the bat box. What is your favourite toy and why?
 - Why do you think Max rings the bell on pages 12 and 13? (e.g. It is time for his friends to go home)



Comprehension

- Already started from sharing books.
- Whilst the children are first learning to read, use book looks to help with comprehension style questions.
- Questions - Try to use open questions such as 'how' and 'why'.
- Checking vocabulary
- Making predictions
- Retelling the story - Drawings, puppets, Lego, acting out.
- Telling someone else about the story.
- Use phrases that start with things such as 'I think...' or 'I wonder...'
- Give wrong suggestions or answers.
- Limit your questions.



Comprehension

What are the people doing?
What time of day might it be?

Why are they outside at night time?

Who is cooking?

How are they cooking?

Would you like to try cooking outside?

When might you cook outside?

I don't think the man likes cooking outside. What do you think?

I think it would be warm outside.

Cook food at night.



12

See the moon.



13

Prosody

- Reading with expression
- Understanding character emotions
- Developing knowledge of types of punctuation



Little Wandle

- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- Section for parents and carers
- Videos about supporting your child at home.
- Everybody read!



Other Websites

- Oxford Owl have a range of free online ebooks
- www.oxfordowl.co.uk
- Phonics Play has additional phonics based games and reading activities.
- <https://www.phonicsplay.co.uk/>
- Phonics Play Comics have short comic style texts that children can read.
- www.phonicsplaycomics.co.uk
- Phonics Family have a large range of simple and hands on phonics activities
- <https://phonicsfamilycom.wordpress.com/>
- The Book Trust has hints and tips on supporting your child with their reading.
- <https://www.booktrust.org.uk/>
- The Literacy Shed has lots of home learning ideas
- <https://www.literacyshedplus.com/en-gb>
- Usborne have lots of reading based activities for children.
- <https://usborne.com/gb/activities-for-kids>



Top Tips

- Reading together is some of the most important learning you can do at home!
- Re-reading the same book several times, has lots of benefits.
- You reading to your child can support your child's reading.
- Use your child's sound mat to support reading.
- Use the local library.
- Many children may be reluctant to read at some stage. Why not try...
 - Getting them to choose the book, between a choice of 2 or 3.
 - Try a different type of text comic, recipe etc.
 - You can read to them instead.
 - Limit the time you spend reading to 5 - 10 minutes.
 - Give them a reason to read i.e. shopping lists

