

Reading in the EYFS at Newbridge Primary School

At Newbridge Primary School we believe that it is very important for children in the Foundation Stage to develop a love of books. This will nurture their enthusiasm and enable them to gain knowledge and enjoyment from reading. As a parent you are their first teacher and once your child starts school you can play a vital role in the partnership between home and school by supporting your child's learning. The aim of this information is to explain how we teach reading in school and how you can help your child at home.

WHAT WE DO IN SCHOOL

The children in the Foundation Stage class are exposed to a 'print-rich' environment of signs, labels, books, keywords, displays and role-play areas that give opportunities for reading. There is a book area in each class where the children can enjoy sharing and listening to stories. A range of books are available to support topics in all areas of the curriculum and also for children to look at and enjoy independently. In this way children's enjoyment and a sense of purpose for reading is fostered. More formal teaching of reading is carried out through a number of activities, as follows:



1. Phonics Teaching

Through the 'Letters and Sounds' structured programme of teaching, children are taught in 15-20 minute sessions. We use the 'Jolly Phonics' songs and 'Phonic Bug' programme to ensure that children are taught through games, actions and use of flashcards and magnetic letters, to link letters and sounds. The children learn how to say the sound (phoneme) for each letter (grapheme) and groups of letters like sh, ch, igh (digraphs and trigraphs). They learn to hear and say the sounds in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending). In school we use the vocabulary of sound-talk or robot-talk to help with segmenting. These vital skills help them to read words that are phonetically spelled but some words, that cannot be easily decoded, are learnt as 'tricky words' such as 'come' and 'the'. These skills are then applied to learning to spell and to write sentences.

Term 1 & 2 - Letters and Sounds Phase 2:

By Christmas most children will be secure in these sounds and will be attempting blending (synthesising) of simple CVC words. A vast amount of blending will take place using the sounds correctly and segmenting orally and in spelling VC and CVC words.

Terms 3 & 4 - Letters and Sounds Phase 3:

By Easter, most children are secure to the end of Phase 3, knowing the basic digraphs and long vowel sounds. They are reading the majority of the Phase 2 and Phase 3 High Frequency words (45 words) and they are able to read and write simple sentences.

Terms 5 & 6 - Letters and Sounds Phase 4:

Period of consolidation of the 42 graphemes through blending and segmenting CCVC and CVCC words with consonant clusters. By the end of Reception most children should be secure in Phase 4.

Teaching Sequences Phase 2-4:

s, a, t, p	l, no, go, a
i, n, m, d	the, to, and
g, o, c, k	is, in, it, at, see, can
ck, e, u, r	on, am, mum, dad, cat, dog
h, b, f, ff, l, ll, ss	he, me, be, she, we
j, v, w, x,	my, up, was, of
y, z, zz, qu	are, you, look
ch (chick), sh (shark), th (thumb), ng (strong)	play, day, away, yes
ai (rainbow), ee, igh, oa, oo (long) oo (short)	big, get, all
ar (star), or (fork), ur (turnip), ow (cow), oi (boil)	they, this, going, went
ear (ear), air (chair), ure (pure), er (pepper)	said, like, come
Adjacent consonants (cvcc, ccvc, cccvc, cccvcc)	

2. Shared Reading

In the literacy lessons children will share with the class teacher an enlarged text, on the Interactive Whiteboard or from a Big Book, learning how books work, about different genres of books, about authors and illustrators, discussing sequences of events and practising their reading skills. Play-based activities to support this learning are carried out following the reading such as role-play, using puppets, sequencing pictures and also guided activities such as writing. The text may become the focus of a topic and the children will become very familiar with it sometimes through learning story telling actions and techniques.

3. Guided Reading

This is reading carried out in groups of children of similar reading ability where the children all have a copy of the same text, at their level of reading ability. The teacher will have a particular reading focus, such as using expression or learning the conventions of a non-fiction text. There will be discussion and a combination of reading as a group and individually. This is usually done later in the year, on a weekly basis, when the children have become more confident readers.

4. Individual Reading

In Term 1 your child will be given a first reading book, appropriate to their stage of reading development, to bring home in their reading bag. Initially this may be pictures only. They will have a reading record sheet on which the school will record the titles and space for comments each time they read with an adult. Individual reading provides the teacher with an opportunity to monitor the child's independent reading skills, the suitability of the book they are reading and their readiness to progress to the next one. In some cases we may ask you to keep the book for further practise and enrichment activities, but generally books will be changed by a member of staff or the children three times per week. In addition, a parent helper volunteer may hear your child read.



5. Revisiting Texts

Research shows that repetition of reading a book leads to greater learning of vocabulary because the children pick up new information with each reading. Children are given individual reading books that may contain few words and they may seem to 'finish' them quickly. There are many skills that your child needs to develop as a reader and with repeated readings you can focus on these different skills (see further guidance below). In this way children will become fluent readers who can not only decode words but understand and enjoy a variety of texts. The Rose Report, an independent review of the teaching of reading, describes this as a journey from 'learning to read' to 'reading to learn, for pleasure and purpose'.

6. High Frequency and Tricky Word Lists

In the reading support pack your child will bring home a list of High Frequency and Tricky Words to learn. Please see the support pack for ideas of games you can play with these words.

I	the	and	no	cat
go	of	they	yes	get
come	we	my	for	said
went	this	see	a	to
up	dog	on	dad	in
you	me	away	can	
day	like	mum	he	
was	going	it	am	
look	big	at	all	
are	she	play	is	

7. Story Time

This is a time for sustained listening and enjoyment of a book that may be chosen by the teacher or a child, such as those in the book area, when children can experience the richness of children's literature and learn to love books. The text will probably be beyond the reading capability of the children but may have phrases to join in with and will enrich the children's imagination, supplying them with ideas and phrases that they may use themselves in their play or writing.

8. Other Reading activities

Later in the year the children will read with their 'Reading Buddies' in Year 3 once a week. The children have access to our school library where they can visit, read, share and listen to books. The children can also visit the library after school where they can borrow a book to enjoy at home.

WHAT YOU CAN DO TO HELP

We hope that you will be able to help your child with their reading at home through a number of activities. It is important that your child enjoys reading with you and that it is not a chore. There are many activities that you can do together to help them - try and use a variety throughout the week.

Reading Skills to Develop (taken from the Early Years Foundation Stage practice guidance arranged in developmental order from 30 months to the Early Learning Goals):

- Listen to and join in with stories and poems
- Begin to be aware of the way stories are structured
- Suggest how the story might end
- Show interest in illustrations and print in books and print in the environment
- Handle books carefully
- Know information can be relayed in the form of print
- Hold books the correct way up and turn pages
- Understand the concept of a word
- Enjoy an increasing range of books
- Know that information can be retrieved from books and computers
- Explore and experiment with sounds, words and texts
- Re-tell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character(s), sequence of events and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how

READING THE SCHOOL READING BOOK TOGETHER

- Let the reading time be short (about 5-10 minutes), enjoyable, and stress free for both you and your child
- Choose a time when your child is willing and not too tired
- Sit close together in a relaxed atmosphere and let your child take their time
- Talk about the book and the pictures
- When your child first brings home a reading book, do not expect them to know all the words
- Model the reading by reading it to them at first or taking it in turns. Many first books have a repeated phrase, which you can help them to anticipate by reading up to the word that varies, for example 'I like to paint', 'I like toswim'

- Remember that much of the early reading your child does is memorising. It is more important they read the whole book remembering the sequence of the story than recognising each word and what it says. With repeated readings the memorised words will start to become familiar as text
- Encourage your child to use the pictures to help guess the words
- You will be asked to fill in the reading record sheet each time you hear your child read
- Do not be afraid to leave a message to ask us to send home the same book again; this is not a race and moving on too quickly may result in difficulties at a later stage
- In the very early stages, it is fine to simply tell your child an unknown word and explain what it means. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them
- Do not let your child struggle with trying to sound out words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o
- Children reach different levels at different stages and many factors play a part. Your child's reading will be assessed by the class teacher/TA, enabling us to decide when your child is ready to move on
- Above all, always use plenty of praise and encouragement – small steps!

AS YOUR CHILD'S READING PROGRESSES, ENCOURAGE THEM TO

- Point to each word as it is read
- Use the sounds that they know, or tricky words, to piece together words and sentences
- Suggest how the story might end, alternative endings, how it could be improved
- Cover a word and think of another that would make sense
- Discuss characters; what are they like, how are they feeling
- Make links to other books, for example by the same author or on the same subject, and to their own experiences
- Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading for meaning
- Use the correct terminology (provided on back of Reading Support Sheet) such as author, illustrator, contents, index
- Express opinions about the book and who they would recommend it to
- Use the theme of the book to write own version, perhaps using a different setting or characters
- Keep a diary on holiday. Encourage your child to use their phonic knowledge to spell words and 'have a go'. Ask them to read it back to you

READING A STORY BOOK OR 'REAL BOOK' TOGETHER

Part of learning to read is developing a love of books because it creates the motivation to learn. Reading schemes help a child towards independent reading but 'real books' give them a flavour of the wealth of literature that they will one day be able to access independently and, as mentioned above, repeated readings can lead to greater learning. It is very important to read to your child as well as listen to them reading. This can be a cosy, bedtime activity for sharing and enjoyment of a book. The child can be the listener and will learn a great deal from hearing an experienced reader read aloud, such as seeing how the pages are turned, how expression is used and different voices used for different characters, how the plot develops and so on. You may find that your child will begin to join in with a favourite book. With a new book you may want to ask your child how they think the story will end, whether they liked the story or particular characters. By using the library your child can enjoy reading and choosing their own books.

READING IN REAL-LIFE CONTEXTS

Let your child see you read, and share it with them, for example reading a recipe, reading the newspaper headlines, reading the destination on the bus, reading shop signs and labels on items in the shop. Choose a word that they may have been learning in their book, or from their high frequency words, to notice. Some children may prefer to read a comic, non-fiction book or use an internet game. Variety is very important.

USE THE INTERNET

There are many sites available where children can play phonic games and read audio books, such as: <http://www.bbc.co.uk/cbeebies/alphablocks/>

There are also useful sites for parents with advice for helping your child with reading.

PLAY GAMES

Children love to learn new skills through a game. Here are some suggestions:

- I-Spy: for early readers use the letter sound but once your child is confident with the sounds use the letter names
- Make up silly rhymes and phrases using alliteration
- Choose a category and think of items for each letter of the alphabet, for example: apple, banana, cherry and so on
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them
- Use 'robot-talk' to talk to each other, for example 'T-i-me f-or b-ed!'

We hope that you will find this information useful in understanding how you can be a partner in helping your child to learn to read. Please always feel free to ask us if you have any concerns or questions.