

Beechwood Primary
School
Foundation Stage



Parents'
Reading Guidance

January 2018

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At Beechwood we aim to enable your child to read and then support them to become a reader.

What do we do in school to promote reading?

At Beechwood the children are exposed to a 'print-rich' environment of signs, labels, books, key words, displays and role play areas which provide many opportunities for reading. The children are encouraged to notice and learn to read the words around them. There is a book area in each classroom where the children can enjoy sharing and listening to stories. There is also a puppet theatre where the children can act out some of the traditional and well-known stories they have heard.



Daily Phonics Teaching



At Beechwood we follow the Ruth Miskin Read Write Inc. Phonics programme. This is a systematically structured teaching approach where the children are taught phonics on a daily basis, for 45 minutes. During

these sessions the children develop an understanding of phonics through learning new sounds, group and independent blending activities, learning how to read words which contain sounds they have previously learnt (green words) and words which are used often in the English language (red words) such as 'my', 'I', and 'the'. Following this the children start to read books with increasing fluency and begin to develop their comprehensions skills. Information and video tutorials for parents about the Read Write Inc. phonic programme can be found at

<http://www.ruthmiskin.com/en/parents/>

Story time

This is a time for sustained listening and enjoyment of a picture book which is chosen by the teacher or a child. Storytime allows children to experience a range of text types and develop their love of books. The text will undoubtedly be beyond the reading capability of the children but may have key phrases which the children are encouraged to join in with, this enriches their imagination and supplies them with ideas and phrases that they may use themselves in their role play or writing activities during independent learning.



Guided Reading



This is a reading activity carried out with children in small groups. The children are of similar reading abilities and they all have a copy of the same text, which is selected according to their reading ability. During a guided reading session the adult will choose a particular reading focus, such as using expression or learning the conventions of a non-fiction text. There will be a discussion about the text and an opportunity for the children to read individually.

Learning to be a Reader

Developing skills

In the Foundation Stage children share books which develop their knowledge of phonics and introduce them to different genres.

The main skills which the children will develop throughout their time in Foundation Stage and Key Stage One (Years 1&2) are:

- Holding and handling books correctly, with care
- Becoming a word detective - building a phonetic knowledge
- Reading a range of text types - e.g. non-fiction, fiction and poetry
- Developing their ability to read with expression
- Using the illustrations to help promote discussion and further thought
- Using books and the internet to find out information
- Encouraging independent reading, leading to silent reading
- Developing personal preferences in reading
- Talking about the vocabulary used
- Developing comprehension skills
- Describing the plot and characters in stories
- Looking at story settings and different genres
- Being able to identify the main ideas in a book
- Beginning to use dictionaries efficiently

Above all, developing a love of reading



Reading in the Early Years Foundation Stage (EYFS)



The progression of reading skills set out in the Early Years Foundation Stage Development Matters Non-Statutory Guidance are as follows:

30-50 Months	40-60 Months
<ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Show an awareness of rhyme and alliteration. • Recognise rhythm in spoken words. • Listen to and join in with stories and poems • Join in with repeated refrains and anticipate key events in rhymes and stories • 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 • Listen to stories with increasing attention and recall • Describe main story settings, events and characters • Handle books carefully and independently • Know information can be relayed in the form of print • Hold books the correct way up and turn pages • Know that print carries meaning and, in English, is read from left to right and top to bottom • Recognises familiar words and signs, such as their name and advertising logos. 	<ul style="list-style-type: none"> • Continues a rhyming string • Hears and says the initial sounds in words • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begin to read words and simple sentences. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoy an increasing range of books • Know that information can be retrieved from books and computers

*Please note these statements are used by Early Years settings throughout the EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age

The Early Years Framework (DfE 2014) sets Early Learning Goals for children to work towards during the Early Years Foundation Stage. By the end of the year we would expect that most children will achieve the following Early Learning Goal in Reading:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

What reading scheme do we use at Beechwood?



The core reading scheme used at Beechwood is Read Write Inc. The children are given books as part of their phonics sessions. The Read Write Inc. approach ensures children can read every book; therefore the books your child brings home from school will be books which they can read without guessing. By allowing the children to be able to read every word they develop their reading confidence whilst being able to focus on the reading skills of fluency, expression and comprehension.

How do we introduce a Read Write Inc. book to your child at school?

Before your child reads the story, we sound out the names of characters and any new words, practise reading any of the 'tricky red' words, and tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, the children will read the story three times: the first read focuses on reading the words carefully; the second read focuses on helping the children to read the story fluently; and during the third read, we talk about the story together for example, how characters might be feeling and why.

By the time your child reads the story to you at home it is intended that they will be able to read it confidently with expression. Please do not say "*This book is too easy!*" Praise your child for how well they read it - celebrate what a great reader they are. They'll sometimes bring home previous stories they have read too. Re-reading stories develops their fluency on every reading





What can you do to support your child's reading at home?

It is important that your child enjoys reading with you and that it is not a chore. We hope that you will be able to help your child with their reading at home. There are many activities that you can do together to help your child develop a love of reading, below are a few suggestions:

Reading a story book with your child

A key part of learning to read is developing a love of books as it motivates your child to learn. Reading schemes help a child towards developing their independent reading ability whereas 'real books' give them a taste of the literature that they will one day be able to access on their own and repeated reading of a book can lead to greater, deeper learning. It is very important to read to your child as well as listen to them read. This can be a cosy, bedtime activity for sharing and enjoying 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 fluency is used and using different voices for different characters to show expression, 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, about whether they liked the story or particular characters. By joining the library your child can enjoy reading and choosing their own books, CDs, DVDs and there are often activities taking place in your local library during the school holidays. Charity shops and car boot sales are another source of inexpensive books or maybe your child could swap favourite books with a friend.

Reading in real-life contexts

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

Use the internet

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

<http://www.readingforlife.org.uk/reading-can-be-fun> family-friendly website that includes a guide that has 'big ideas, top tips and pearls of wisdom' from children's author Michael Rosen and activities based on popular books.

http://www.literacytrust.org.uk/resources/information_pages/ families information about projects with families and research into early literacy (select the EYFS Filter).

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 the children are 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 (red 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!'
- Go on a 'Gruffalo' hunt
- Say a word (e.g. cat). Ask your child to identify the end sound in the word (e.g. t). Next person thinks of a word beginning with that sound (e.g. tap).
 - This game could also be played by identifying the initial sound in a word.
- Act out stories
- Play word games and letter games (e.g. phonic bingo or matching pairs)
- Look at rhyming books and help your child to identify word patterns (An example of an author whose books facilitate this is Julia Donaldson)





Reading Together- the first steps

Below are some helpful tips to support your child to learn to read:

- Give time to your child when they read to you.
- Encourage your child to pick up and hold the chosen book correctly.
- Encourage them to use words like 'cover', 'page' and 'title'.
- Look for clues on the cover of the book and ask questions such as: "What do you think the picture on the cover tells us about the story?" "Where is the title?" "Who wrote the story?" "What do you think the story will be about?"
- Read the story together - can your child point to the words on the page? Can they follow each word with you through the book?
- As each new page is turned talk about the pictures - look at the details of what is going on.
- Give your child time to recognise and correct their own mistakes.
- If your child struggles with a word, prompt them to look for clues in the pictures, or to sound the word out (use 'Fred Talk'). If they really can't work it out, then tell them the word.
- Stop part the way through reading the story and ask questions such as: "What do you think will happen next?" "How are the characters feeling?" "What kind of voice is each character using?"
- After reading together, ask your child if they did/did not enjoy the book and encourage them to explain why. Talk about the story to check they have understood what it was about
- Can your child identify the initial sounds of selected words?
- Look through the book again for all words starting with a chosen sound or look for a key word or key punctuation e.g. full stops and count how many times they are used in the story. Can they then make up / write their own sentence using these?

Always remember:

- If your child is reluctant to read at first, don't force them.
- Many children love reading the same books over and over - this is fine and will help to build their confidence.

How, when, where and what?

In the Foundation Stage at Beechwood, we ask that you share 'Book Time' with your child every day. This can be either:

- Your child reading their Read Write Inc. book
 - **Note:** The children will receive Read Write Inc. books once they have reached red level, prior to this photocopiable Ditty sheets and sound sheets will be sent home.
- Your child reading their 'Free-Choice' book, with support where needed
 - **Note:** these will be introduced by the end of Spring term/ beginning of Summer term
- Reading their fiction/non-fiction Library book together
 - **Note:** This will be introduced during the second half of the Spring term.
- Enjoying a favourite book or comic from home together at bedtime

During Foundation Stage, 'Free-choice' and library books will be changed weekly and we ask that you keep your child's books in their book bag each day.

Setting the 'Book Time' scene

- Choose a quiet time and place to read- some parents have even found their child is more willing to read while they are in the bath!
- Give your child the chance to choose what they would like to read. Comics and magazines count too.
- Depending on your child's concentration and interest, 5 to 15 minutes is a suitable amount of time to spend on reading daily. We suggest little and often!
- Be positive. Try not to say 'No, that's wrong'. Instead say 'Let's look at that again together'.
- Maintain the flow. If your child mispronounces a word, give them a chance to self-correct. You may need to give them some words instead of phonic building ('Fred talking') them all, otherwise meaning and flow can be lost.
- Remember, 'success breeds success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words will diminish your child's reading confidence, their reading flow will be lost, they will find it hard to understand the text and your child may become a reluctant reader.
- Be a good role-model and show your child the value of reading.





Reading Together - The improving reader.....

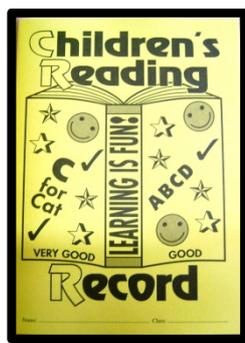
- Encourage your child to read aloud and with appropriate expression and intonation.
- Can your child predict the content - giving reasons for their predictions and relating back to own experiences?
- Encourage your child to only point to unfamiliar /challenging words rather than every word as they read.
- Encourage your child to self-correct errors - re-read and check that it makes sense.
- Ask your child to retell the story in their own words. What would they have changed in the story to improve it?
- Compare this story to others they have read before - what are similarities / differences?
- Identify words using spelling patterns that they are learning in their spelling homework.
- Encourage reading for fluency - model this and then let them have a go without interruption.
- On occasions let your child read independently for pleasure. Then ask them about it afterwards.
- Discuss punctuation used in the text. What does this mean to how they read the story? Re-read a short section, concentrating on responding to the punctuation e.g. changing their voice when reading speech.
- Discuss characters and their actions in the story -what were their motivations? How could they use these characters in their own story writing?

Developing your child's comprehension skills

One of the key elements of becoming a reader is for children to understand what they have read. Below are some examples of comprehension questions you can ask your child:

- Tell me about the story...
 - Who was in the story?
 - Who did you like best?
 - Which is your favourite picture?
 - Why do you like it?
 - What was your favourite part of the story? Why?
- Include words such as 'characters'
 - What did he/she look like?
 - Who was he/she?
 - Where did he/she live?
- What happened at the beginning?
- What happened at the end?
- Find a picture from the story
 - What is happening in this picture?
 - What do you think will happen next? (encourage them to use the vocabulary that they have read in the book)





Reading Diaries

Please record your child's reading in the diary daily and note down:

- What you read (Read Write Inc. book, 'free choice' book, library book the newspaper, a story from home)
- Who did the reading (e.g. Katie read to Mummy, Granddad read David a poem)
- Any notable comments about how the Book Time went e.g. Did they use phonics? Could they tell you about the main character? Did they enjoy the story?

The Foundation Stage staff will check the reading diaries frequently. If you have a concern about reading, please speak to your child's class teacher or put a note in their book bag.

We will monitor how often your child shares 'Book Time' with you at home as this will enable us to continue to support your child in becoming a confident reader at school.



Reading Troubleshooting

What if my child is stuck on a word?

There are several things you could do. Depending on what the word is, how important it is to the meaning and how well your child is reading the text, you could:

- Wait, give them time to think
- Encourage your child to use phonic skills to sound out the word ('Fred talk')
- Supply the word
- Encourage your child to think about the sounds and 'special friends' in the word
- Compare it with a more familiar word which is similar

What if my child reads the word incorrectly and carries on?

You could:

- Let your child proceed without correction - the word may make sense in the context or, given some time, they might self-correct
- Stop your child if the word is said wrongly and the sense of the text is lost - then use one (or more) of the tactics listed in the previous section

What if my child is not reading very fluently?

You could:

- Make sure they are pointing to the words as they read them and not trying to read ahead. (**Note:** When reading a book in school the children are encouraged to use a lollypop stick to follow the words.)
- Give your child time to practise a section of the text
- Act as a model by reading some of the text aloud and then asking your child to join in with you
- Discuss the text with your child in order to judge how much he/she is understanding

What if my child does not seem to understand the text they are reading?

You could:

- Stop your child and discuss what they have read so far
- Re-read a short section and discuss it
- Use any available picture clues
- Ask your child to predict what might happen next and check the prediction
- Discuss with your child, key characters/events/themes/ideas/vocabulary in the text

What if my child has read the text fluently and accurately but I want to check comprehension?

You could:

- Refer to 'Developing your child's comprehension skills' section in this booklet
- Ask your child to tell you about key elements of the text - the characters, events, ideas
- Ask your child to locate specific pieces of information
- Ask your child to summarise how he/she feels about the book; giving reasons if possible.

Reading Related Activities

We've read all of the books in my child's folder and it's only Thursday, what now?

Firstly, we would say READ THEM AGAIN! Children love repetition and re-reading a familiar book gives them confidence and allows you to explore a text further than simply identifying what the words say. If you would like to carry out some extra activities related to the book your child had heard or read, you could try some of these ideas:

Fiction

- Retell the story with toys, puppets or dolls. Put on silly voices and use the story language from the book.
- Draw a picture of the characters or settings from the story
- Write a letter to a character from the story e.g. The Big Bad Wolf, telling them what you think of their actions
- Find a book at home that has a similar character or event. How are they the same? How are they different?
- Copy an activity that a character does in your book e.g. Hold a pretend jumble sale (*Dogger*-Shirley Hughes), Go on a bear hunt (*We're Going on a bear hunt* - Micheal Rosen)
- Draw a map of the places from the book (e.g. *Mr Gumpy's Motor Car*- John Burningham)



Non-fiction

- Follow the instructions or recipe in your book to make or cook something together
- Find your favourite fact and tell someone else at home
- Go online to research the topic of the book and print out some pictures e.g. All about Sharks
- Make your own information book about something that you are interested in. Include a contents page and captions under the pictures.
- Collect long and interesting technical vocabulary and use it whenever you can e.g. Prehistoric, reptilian.



Reading - checklist - How many can you tick?

- I read books with my child most days
- I create a quiet time/area for reading
- I talk to my child about the books we share
- My child is a member of the library and visits it regularly
- I complete a comment in my child's reading diary every day
- I am a good reading model - my child sees/hears me read
- I use opportunities in the environment to encourage my child to read - signs/instructions etc.