



EYFS & KS1 Reading Workshop

Wednesday 1st May 2019

Quackenstein Hatches a Family read by Kristen Bell

► <https://www.youtube.com/watch?v=xoiS5ZFtqVg>



Aims of the session

- ▶ *To develop a greater understanding of how to support your child in becoming a confident and fluent reader.*
- ▶ *To explore the progress of reading from Reception to Year 2.*
- ▶ *To develop a bank of key strategies for reading development.*

*A parent is a child's
first and longest
serving teacher.*



Why is reading important?

Why read?

Sharing books and stories with your child is fun!




It is a great way to build special memories and moments with your child, and can easily become a favourite part of the day.

It also helps children:

- ▶ *Understand the world around them.*
- ▶ *Develop social and emotional skills.*
- ▶ *Build confidence with communication.*
- ▶ *Strengthen their bond with you and other family members.*
- ▶ *Learn to recognise letters and words*
- ▶ *Become aware of how to hold a book and turn pages*
- ▶ *Realise the relationships between letters and sounds*
- ▶ *Expand their vocabulary*



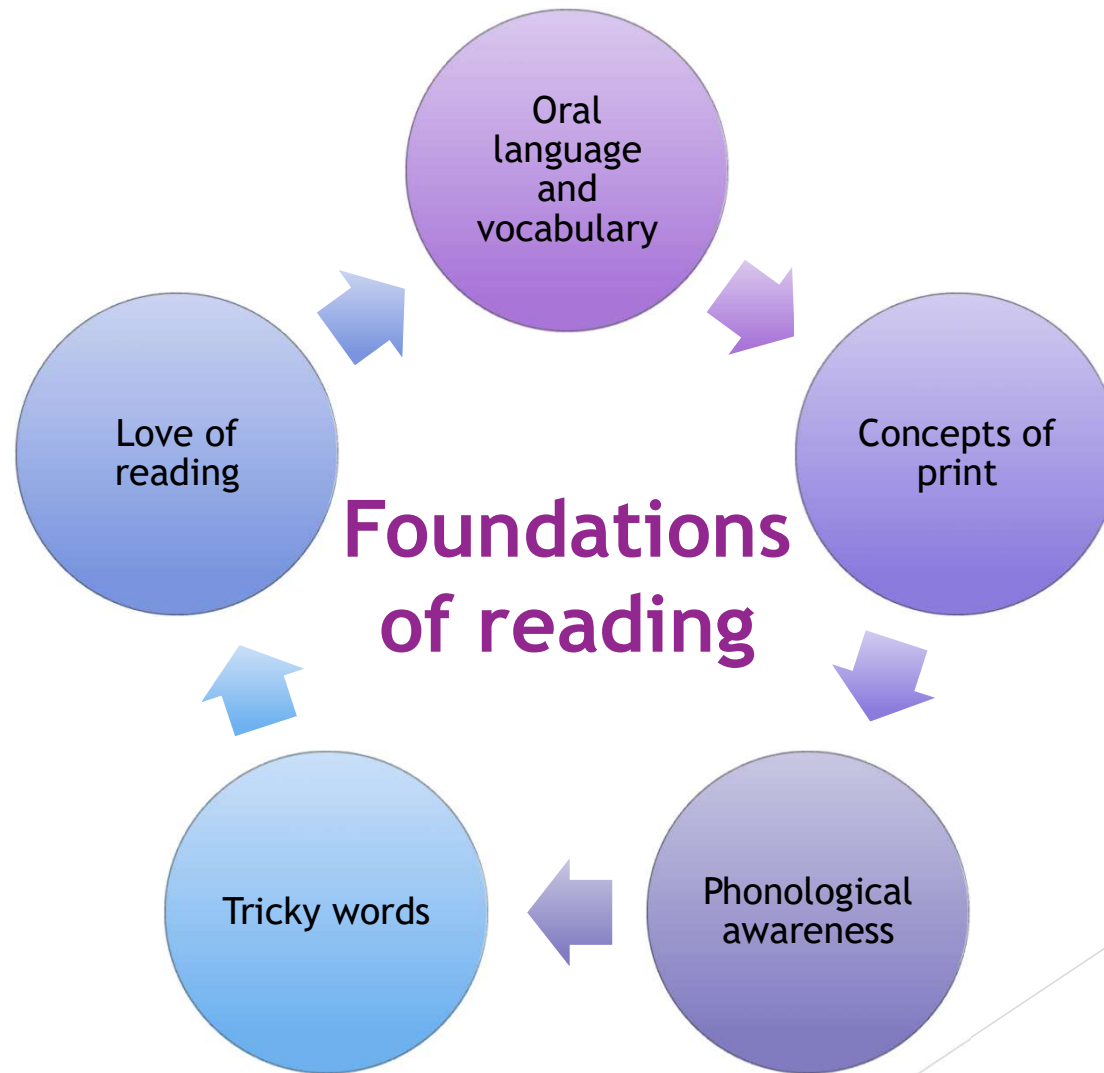
Why is reading is important?

WHY READ 20 MINUTES AT HOME?		
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		

Can you remember your earliest
reading experience?

What was your favourite book when
you were younger?





Oral language at a glance

- ▶ Talking to your child helps expand vocabulary, develop background knowledge, and inspire a curiosity about the world - all of which help with learning to read! Typically, more words are used in written language than in spoken language. The more you read to children, the larger vocabulary they will develop.



Supporting your child with oral language

- ▶ Talk about the things you see in your neighbourhood, on trips around town, or on television. These conversations help build a child's understanding of her world.
- ▶ Make time for discussion - of a TV programme, a news item, a film, during a walk, over a meal, in the car, at bath-time
- ▶ When reading, pause to ask questions or comment on the story. Ask, "Why do you think he did that?" or "What do you think is going to happen next?"
- ▶ Use interesting and new words with your child. For example, "This cookie is *scrumptious*! It is really good!" or "I can see you're *reluctant* to leave, but we can come back tomorrow."
- ▶ Tell your children stories from your own life, or about the day they were born. This helps develop their personal and cultural identity.



Ready to Read 2015

- ▶ Children's language ability affects their learning to read in a variety of ways.
- ▶ Children who have difficulties with phonics can struggle to 'decode' and understand printed words.
- ▶ Young children who experience difficulties understanding the ways that sentences are structured, the meaning of words or the social use of language have also been shown to have difficulties with reading
- ▶ A limited vocabulary will make it harder for a child to progress onto more challenging texts.
- ▶ Poor listening skills can make it more difficult for children to concentrate on longer texts or focus on understanding the meaning of more complex texts.
- ▶ Weak communication skills also make it harder for children to understand the 'social rules' of language and the way in which context gives meaning to words.
- ▶ All of these potential problems may mean that, while children can grasp the basics of reading, they lack the concentration and comprehension skills that are critical for developing confidence, fluency and enjoyment of reading.

Talk and reading

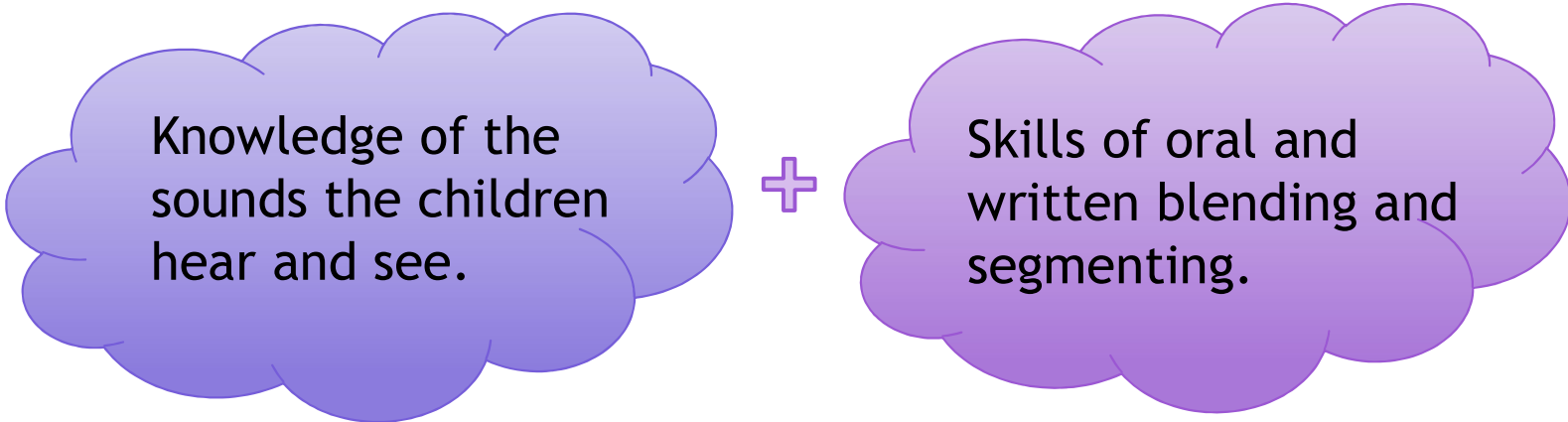
BOX 1.1 TYPICAL LANGUAGE SKILLS DEVELOPMENT

Babies (by 12 months)	Toddlers (by age two)	Nursery age children (by the age of four)	School age (by the age of five)
<ul style="list-style-type: none">• Communicates through babbling, crying and gesturing• Responds to familiar words like 'bye-bye'• Start to understand simple words• Start to use simple words	<ul style="list-style-type: none">• Start to put two or three words together into simple sentences like 'Show me your nose'• Learn two or three words a day on average• Start to ask lots questions that helps them to remember and learn words	<ul style="list-style-type: none">• Start to learn more complex meanings of words• Start to ask lots of questions about what words mean• Express their thoughts and feelings clearly to adults and children• Make careful choices about the words they are using and conform with grammatical rules on, for example, tenses and plurals• May still find some sounds difficult to use but are understood by most people• May stumble over words and sentences	<ul style="list-style-type: none">• Able to understand and talk with new people using well formed sentences• Ask lots of 'why?' questions• Understand longer and more complicated sentences• Use and understand most everyday words that adults use• Explain what has happened, and why, in an interesting way

Adapted from: ICAN (2011)

Phonics at a glance

► Phonics is...



Knowledge of the
sounds the children
hear and see.

+

Skills of oral and
written blending and
segmenting.

44 sounds or 'phonemes'

There are over 100 different ways to
spell the 44 sounds!

Phonics at a glance

We teach these two main skills...

Term	Meaning
To segment	To split a word into its separate sounds, as an aid to spelling.
To blend	To list the sounds within a word and put together quickly to form the word. (Taught as a strategy for reading unknown words.)

b – oa – t

Supporting with Phonics at home

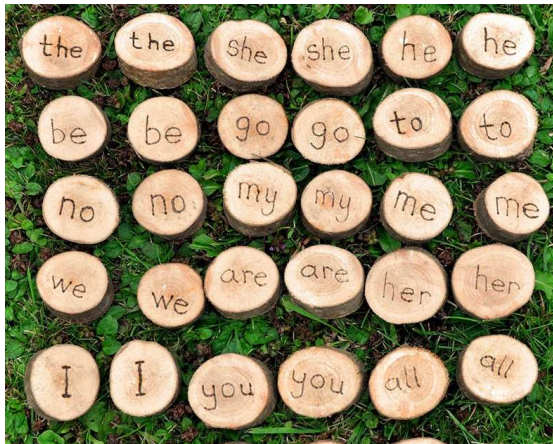
- ▶ Knowledge is key!

https://www.youtube.com/watch?v=BqhXUW_v-1s

- ▶ Sound mat/ prompts for the appropriate phases whilst reading a book
- ▶ Flash cards (post-its)
- ▶ Phonic searching e.g. Can you find the __ sound?
- ▶ Phoneme frames
- ▶ Sound buttons
- ▶ Magnetic letters
- ▶ Letter names and sounds

Tricky words at a glance

- ▶ **Tricky words** are those **words** which cannot be sounded out easily. ... Emergent readers may find them difficult to read as they have not yet learned some of the graphemes in those **words**. They are sometimes known as irregular **words**, common exception words or sight **words**.
- ▶ These words are **linked to phonics learning and book levels**. There are also specific common exception words that children need to know before the end of KS1 and KS2



Supporting your child with Tricky Words

- Knowledge is key!
- Post-it note game
- Can you find ___ in the book?
- Magnetic letters
- Snap
- Flash cards
- Quickwrite
- Writing in sand/ salt
- Tricky word games and apps



Progression of Reading

EYFS

Reading:

They demonstrate understanding when talking with others about what has been read

CAL

Listening and attention

Listen to stories accurately anticipating key events and responding with comments, questions and actions.

They give attention to what others say and respond appropriately

Speaking

They develop a narrative and explanation by connecting ideas and events

Year 1

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- discussing word meanings, linking new meanings to those already known

-drawing on what they already know or on background information and vocabulary provided by the teacher

-discussing the significance of the title and events

-predicting what might happen on the basis of what has been read so far

-participate in discussion about what is read to them, taking turns and listening to what others say

-explain clearly their understanding of what is read to them.

Year 2

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

- discussing the sequence of events in books and how items of information are related

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

- discussing their favourite words and participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Reading with your Child

Reading with your child can mean sharing books, stories, rhymes, or any other writing.

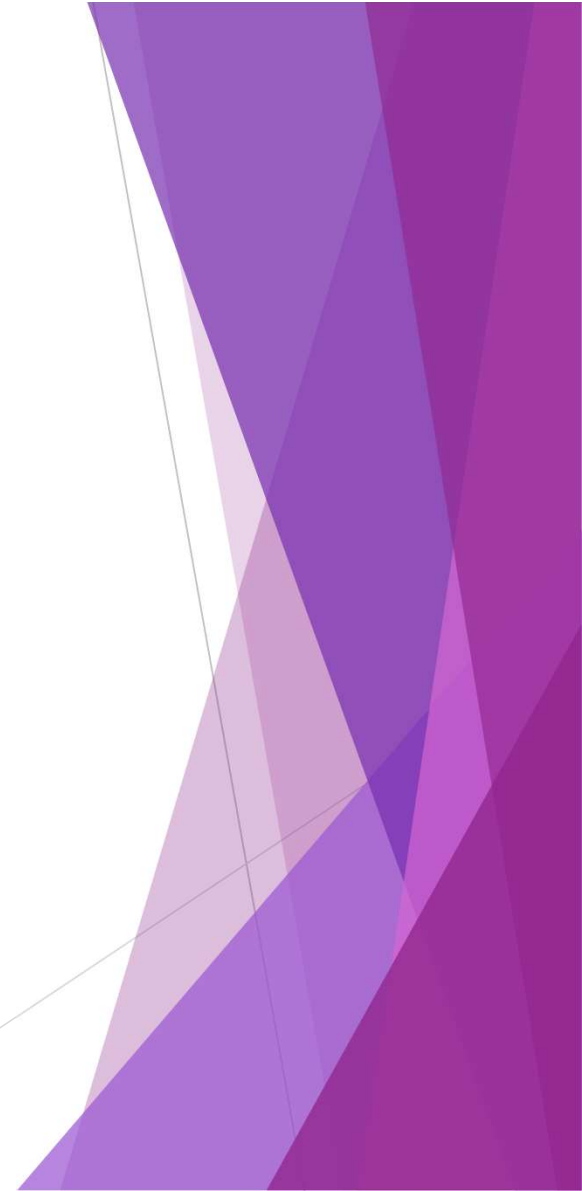
You can:

- Read books together.
- Tell each other stories.
- Chat about the things that you have read.
- Talk about pictures in books.
- Share stories even when you don't have a book in front of you. Why not re-tell your favourite stories?



Top tips on reading with your child

- ▶ <https://www.youtube.com/watch?v=9TC8c2se0xs>



What could we read?

Try out a range of picture books, comics, poems, and rhymes.

You can read the same book over and over again. Familiar books are comforting and build confidence.

You can choose new books. Pick something together that you can both enjoy.

Books don't have to be full of words. Picture books are perfect for sharing and talking about with your child.

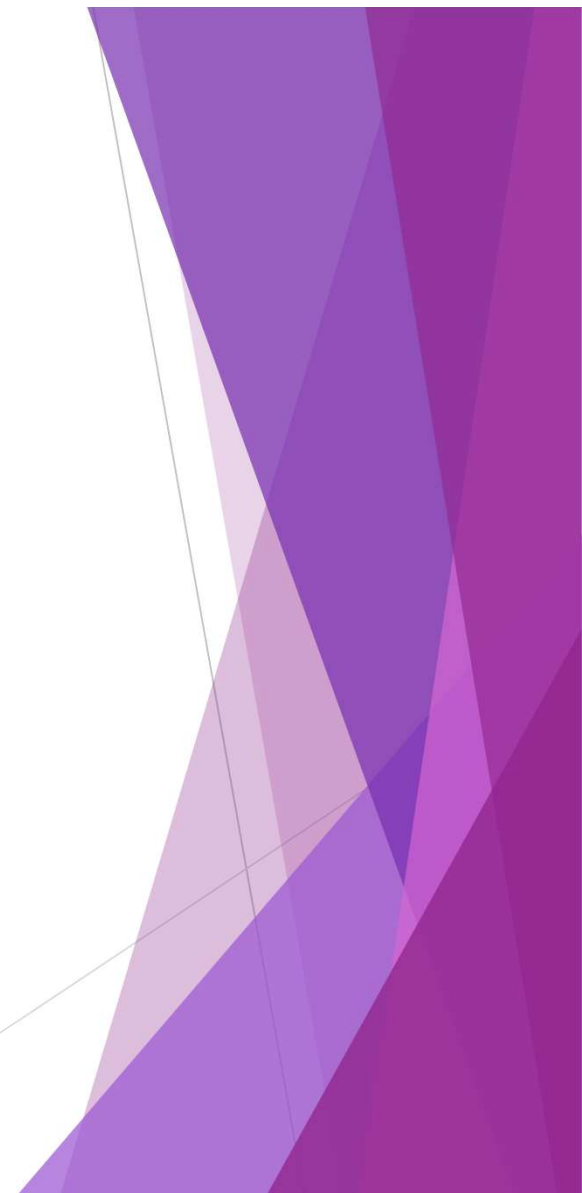
Find your local library and see what your child likes.

Ask teachers, librarians or other parents to recommend books.

- Visit the bookfinder on the Book Trust website for some ideas:
booktrust.org.uk/bookfinder

literacytrust.org.uk
wordsforlife.org.uk

- You can find storytelling apps and stories on tablets and computers too. Just be sure to stay with your child and enjoy sharing the story with them.



When should we read?

Share stories whenever you can find the time.

Reading for just ten minutes a day with your child makes a huge difference.

Take books with you so you always have a story to share. You can read on the train or bus, or even if you are waiting in a queue together.

When you are outside, take time to notice what is going on around you. Make up stories about what you see with your child.

Bedtime is the perfect time to read together. It helps create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.



Where should we read?

Find a quiet place with no distractions.

Turn off televisions, radios, computers and tablets.

Take time to look at each page. You don't need to make sure your child gets every word right. It is ok for both of you to make mistakes!

Let them talk to you about the pictures. This helps them look for meaning and to think about what they see happening on the page.

Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices - these always make children giggle!



Book Trust

Supporting your child's comprehension

Ask questions when you are reading together. For example:

- What do you see on this page?
- How do you think the characters feel?
- What do you think is going to happen next?

When you have finished, talk about how your child feels about the book:

- What did they like?
- What didn't they like?
- What can they remember about what happened?
- Who was their favourite character? Why?
- Link the story to their own experiences. Can they remember when they did something similar?

Most importantly, have fun!



Use the comprehension prompting questions in your child's reading record to assist you with asking a variety of questions.

What if English isn't my first language?

You don't have to only read books in English.

Carry on sharing books, stories and rhymes in your first language!

- Your child may use English words – you can still reply or repeat what they have said in your own language. Children love the sound of your voice and can cope with two languages.
- Sharing stories is about more than just learning to read – it's about snuggling up and spending time together.



Reading & Technology

Digital books and story apps are great fun!

When you are reading using a tablet or a computer, stay with your child. Talk to them about what they are doing, and help them use the device.

- It is a good idea to put the device into 'Airplane Mode' before giving it to a child to avoid any unexpected costs or internet access.
- Ask the same questions about the story that you would with a printed book.



Use apps and online reading to support reading aloud not instead of reading aloud.

Be a reading role model!

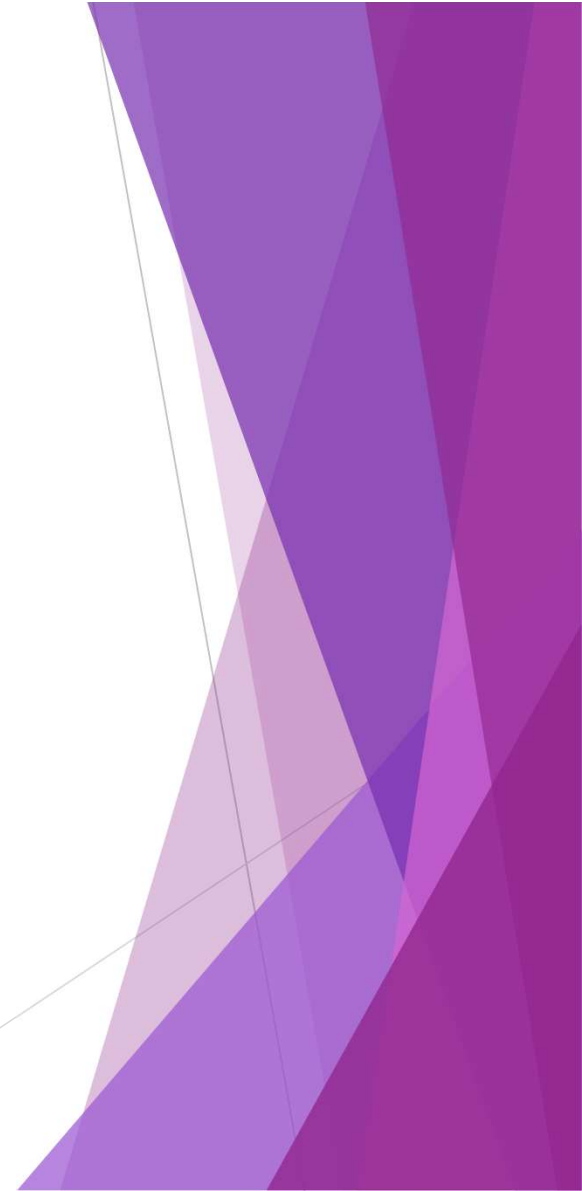
If your child sees you reading, they will want to read too.

- Involve your family in what you are reading - talk about what you have read and what you liked about the story.
- Encourage friends and family to share books with your child. The more people your child sees reading, the more they will want to read too.



Reading throughout the school

- ▶ Reading aloud
- ▶ Shared
- ▶ Guided
- ▶ Reading partners
- ▶ Individual
- ▶ Independent
- ▶ Library visits
- ▶ Letters and Sounds
- ▶ Cross curricular



Reading creates memories for life

READING

not just for school . . .
but for life

