



'Respectful and resilient; being the best that we can be.'

Timothy Hackworth Primary School



Early years Foundation Stage

Helping Your Child

Learn to Read



Introduction

At Timothy Hackworth Primary School, learning to read is the most important thing your child will learn.

Everything else depends upon it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as learning to read.



Sound Book

Your child has been given a Sound Book to:

- practise recognising and saying the **sounds** by themselves;
- remember to say the sounds correctly, not the letter names – “mmm” not “muh” or “em” and “sss” not “suh” or “ess”;
- **blend** sounds to read **words** – c/a/t – cat, s/i/t/- sit. Help them to blend sounds into words until they can do it without your help;
- remember **tricky words**. These have to be recognised as a whole word;
- practise writing the letter shapes – make sure your child forms each letter correctly, starting in the right place.

Sharing Your Child's Reading Book



- Read every day – aim for 10-15 minutes.
- Find a quiet space.
- Blend sounds together to read words that they don't automatically recognise.
- Read back the sentence or page to keep the plot moving.
- Don't guess words by looking at the pictures or the first letter.
- Don't let your child struggle - take turns to read a page.
- Give them praise for trying as well as achieving.
- Point out repeated words and encourage them to read them by sight instead of blending sounds every time.

- Ask questions and make comments about the story, setting and characters –
“We’ve got a swing in our park”, “Pip has a black cat like us!”
- Talk about how the characters are feeling and how we know - *“Kipper is feeling happy because he’s smiling.”*
- Predict what might happen.
- Talk about any new words and what they mean.
- Point out rhyming words and think of some more.
- Have a book conversation...
I love that word...
I wonder why the character is doing that?
This reminds me of that book/film...
I really like the pictures in this book...

Activity ideas

- Add **sound effects** to the story – *Whoosh! BANG! Ding dong! Wheeee!*
- Look for **letters** – how many “s” can you find on a page?
- Look for **words** – how many times can you find a tricky word, a character’s name, or a repeated word on a page/in the book?
- **Fastest finger** – who can point to a picture/letter/word the fastest?
- Practise **robot talking** – “*Can you see the d/o/g?*”
- **Think of another** – choose a word from the story and think of another word that means the same, e.g. “bug” – insect, minibeast, beetle, arachnid.
- **Make a rhyme** - choose a word from the story and think of real and nonsense words that rhyme.
- **Silly sentences** – make up a silly sentence using your rhyming words/words that start with the same sound? *The fat cat in a hat sat on a tat mat.*

What to Write in the Reading Record

At Timothy Hackworth Primary School, the expectation is that your child reads every day.

When you listen to your child read, please put the date, a brief comment, and a signature in the Reading Record. Make a note of how well your child recognised letters, blended sounds together to read the words, what you talked about during and after the story, their favourite part, or any activities that you played.

Remember, anyone can listen to your child read – mams, dads, grandparents, aunties, uncles, big brothers, and big sisters... it's all good practice.

Reading
IS A LITTLE
Adventure

Reading For Pleasure

Listening to stories is good for children to develop a love of reading, learn new words, hear rhymes, and develop their imagination.

Let them read their favourite books again and again!

Read anything! Comics, magazines, recipes, newspapers, and labels are all good practice.

Make it fun! Try reading with different voices, adding sound effects, or saying the repeated phrases together...

“Who’s that trip trapping over my bridge?”

“Ooh Grandma, what big ears you’ve got!”

“Little pig, little pig, let me come in!”

Book Skills Your Child

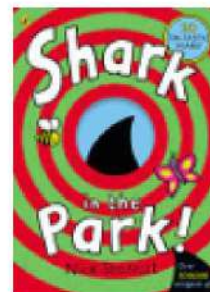
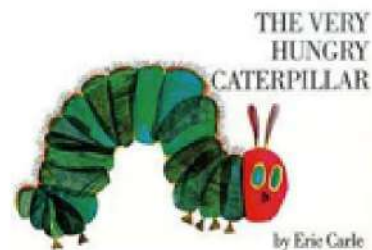
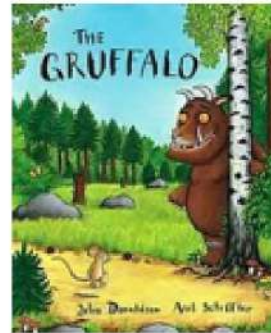
Needs to Learn

- Handling the book correctly and turning pages one at a time.
- Finding the print on the page.
- Finding where to start reading – front to back, top to bottom, left to right.
- Spaces go in between words – point to each word as you read.
- Notice and respond to punctuation and speech bubbles - ! ? “ “
- Blending sounds together (at first).
- Recognising words without blending.
- Re-reading to check for sense and to build fluency.
- Reading with expression.



Recommended Authors

- Eric Carle
- Julia Donaldson
- Judith Kerr
- Nick Butterworth
- Anthony Browne
- Nick Sharratt
- Jez Alborough
- John Burningham
- Sue Hendra
- Kes Gray
- Lynley Dodd
- Claire Freedman
- Oliver Jeffers
- Jill Murphy
- Tom Fletcher
- Michael Rosen
- Tom Percival



Questions to Ask...

- (Looking at the front cover) What do you think the story is going to be about?
- Who is the story about?
- Where does the story take place?
- Who are the characters in this book?
- What do you think is happening?
- Have we met this character before?
- How might the story end?
- Why do you think the character did that?
- What happened in the story?
- How can you tell that the character is feeling happy / sad / scared / worried / angry?
- What part of the story did you like best?
- Do you remember when we had....went
to... saw a...?
- How did the story make you feel?

Visit these websites for some great ideas for books to read:

www.booktrust.org.uk

www.schoolreadinglist.co.uk

www.booksfortopics.com/reception

