

Reading Workshop

Helpful strategies when reading with your child.

First reading books

When reading at home with your child, as with anything, remember they've had a long day at school, they're tired and they have a relatively short attention span anyway. Reading books will be sent home on a Wednesday in reception and are due back on Monday so try to make the experience as fun as possible. Try to find a time to sit down and really spend quality time with your child. They'll enjoy it a lot more. Choose a comfortable place turn off the TV and try to have as few distractions in the room as possible. When your child brings their reading book home they will have already had it in school and read it with us so they should be familiar with the text and the story.

Books with no words

We have assessed all the children in school and know now who can sound talk and who knows letter sounds and where the gaps are so the book they bring home will reflect this. Some children may be sent home with a book that has no words in yet and these books are great for children who know few letter sounds. The books have pictures in that your child can use to tell the story. Talk about the front cover, title of the story, what they think might happen, what the characters might do. Point to the words and pictures and let your child hold the book. One of the targets in the profile is for them to be able to hold book right way up and turn the pages! Ask children about what happened on each page. Are these things your child has any personal experience of e.g what's your favourite thing in the park. Can you spot any words on the page, how are the characters feeling now, would you feel like this if that was you? Predict what will happen next, could the story have ended in a different way. At the end of the story you can ask your child to retell you the story focusing on who was in the story, where did it happen, what went wrong, who helped?

Books with words

We use the same strategies as above, look at the title, what do you think will happen, who are the characters in the story, what could go wrong, how will the story end etc. We get the children to point to the words, get your reading finger look at the pictures to help this is a good reading strategy. We also get children to look at the words and the initial sound. If the child knows the tricky words look for them eg I, go, to, no, the, into. Look at the sentences and talk about how they begin with a capital letter and end with a full stop. If you think child is just remembering pattern of text you can check by writing out sentence and getting children to remake it eg. Go to the shop, the big cat. Cut out sentences and get children to find individual words. Lots of our books have a guide for parents in too with ideas and questions to ask children at the end of the book.

Early Phonics

It is not only important that children know all of their letter sounds it's also very important that they can sound talk. This will help their independent writing and also with their reading. Sound talking

can be done anywhere and again as all things should be made into a game. It can be done without the child knowing any letter sounds at all. Play games like I spy a C.A.T, I spy a D.O.G any CVC words really. A CVC word is a consonant vowel consonant word, Mop, Rat. If your child is struggling with this, play with a selection of the actual objects in front of you or pictures of the objects and get the child to select one. They can match the picture to the word that is sounded out for them and then can sound talk the next word themselves. Children can also play this game running around home or garden to select different objects e.g. go and get me a C.U.P a P.A.N a S.O.C.K etc Again get them to sound talk the object they have found back to you. Then you can also play initial sound search eg I spy something beginning with C. Have a range of objects for children to select in front of them or again some that begin with that letter and some that don't. Go and find me something beginning with... and also have the letters in front of them and get them to select the correct letter or even match the letter to the object. If they are struggling with sound talking say the letters faster together still focusing on the three different letter sounds and speed up the sound talking until they get the word. We follow the letter and sounds document which is the government document that most schools use. It teaches children about distinguishing letter sounds then moves onto sound blends. These are for when the children know all of their letter sounds and we start looking at what the children will call two letters and one sound. They cover your consonant blends like SH CH TH NG and also vowel blends like EE OO any two letters or three letters that make a sound when put together. Alongside this the children learn tricky words which are words that we say are tricky because you cannot sound them out you just need to know them. The first 6 are The To No Go I INTO The reading books they come home with reflect these first 5 tricky words and also blending for reading those CVC words that can be sounded out. The link for the letters and sounds document is on the parent's zone section of the website.

If you need any further help or support with home reading please see your child's class teacher.