

Reading Meeting for Early Years Parents



‘The most important gift a school can give a child is the power to read.’ Ofsted, Reading by six. How the best schools do it, 2009.

Lindfield Primary Academy

At Lindfield Primary Academy, we believe that confidence in reading 'is one of the main resources we have for showing children what words can do.' (Barrs and Cork, 2001). Our intent is to promote a life-long love of reading which will in turn support children on their journey to becoming confident writers.



**We Love
Reading**

Outcomes of the meeting:

- ▶ To highlight the importance of books and early reading
- ▶ To provide information on the role of phonics in reading
- ▶ To demonstrate sounding out words for reading- segmenting and blending
- ▶ To provide information on tricky words and irregular spellings
- ▶ To guide you to suitable and engaging books
- ▶ To explain and demonstrate how to challenge your child through discussion and questioning
- ▶ To provide strategies for encouraging children to read at home

Help your children to become **Reading Millionaires**

- ▶ Research shows that children who have never been read to at home are exposed to 4,662 words by the time they start school. If they are read 1 book per day at home this rises to 296,660 words and 1.5 million words if read multiple books per day.

Did you know....?

Proven power of reading (The Reading Agency 2019)

- ▶ Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.
- ▶ Having books in the home is associated with both reading enjoyment and confidence.
- ▶ Reading to children aged 4-5 every day has a significant positive effect on their reading skills and cognitive skills (i.e., language and literacy, numeracy and cognition) later in life.

Did you know.....?

- ▶ Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word.
- ▶ Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older.
- ▶ Reading to them 6-7 days per week has the same effect as being almost 12 months older.

ELG

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.

A complex code- Phonemes and Graphemes

Learning to read is like learning a code and the letters are the symbols for the code.

If you know what the symbols mean you can crack the code.

Tongue Tied?



Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

All words are made up of sounds.

In English we have 44 speech sounds (phonemes).

There are more than 150 graphemes (written letters) to learn in order to spell these sounds.

Segmenting and blending

To segment a word is to stretch it out and break it down into individual sounds. 'Sound it out'

s - p - l - a - s - h

To blend a word is to push the sounds together to read the whole word.

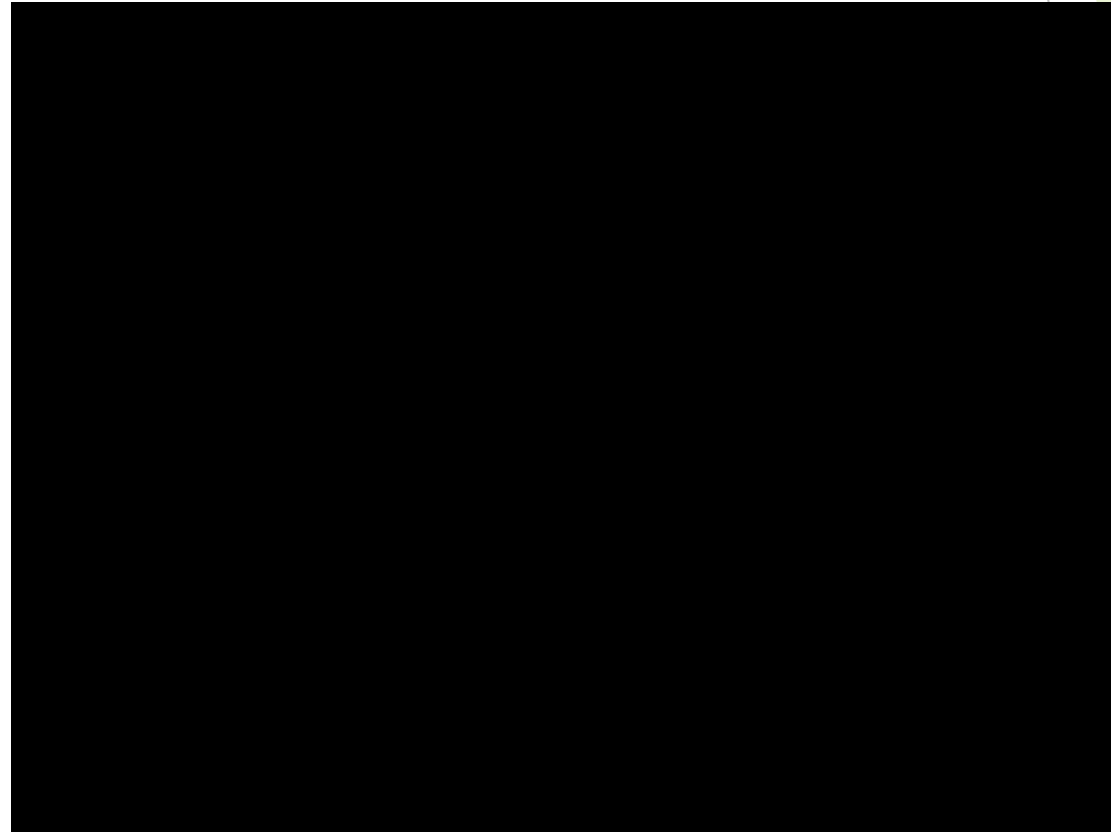
splash

Tricky (red) words and irregular spellings

Tricky words are words that can't be sounded out. If you try and sound it out it doesn't work!

I
the
to
go
my
me

no
he
she
we



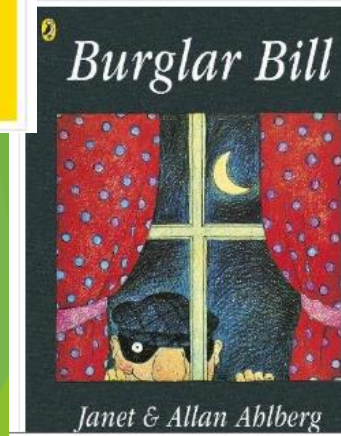
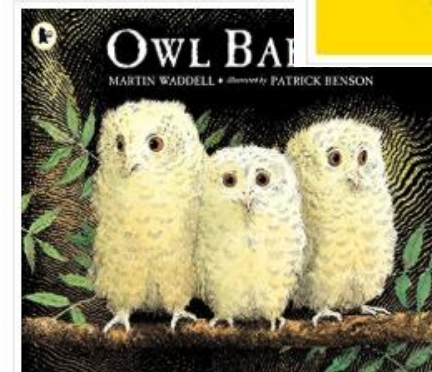
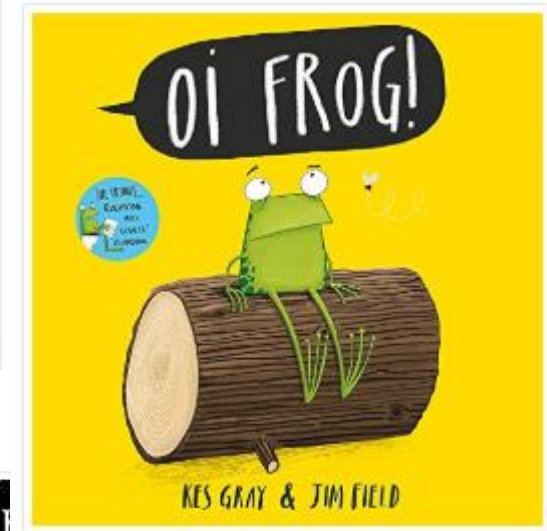
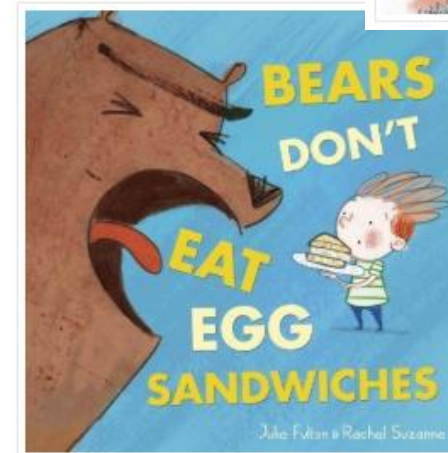
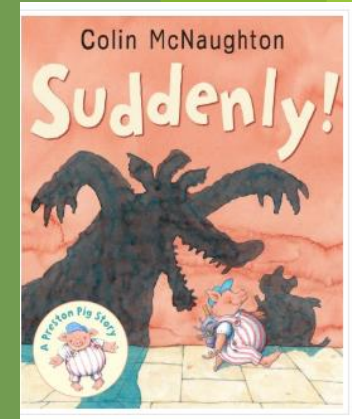
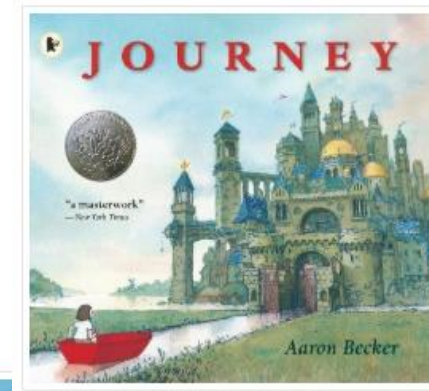
PEER approach in practice

‘Reading goes beyond the words on the page, it requires responsive and supporting conversations.’ TES

- ▶ **P**rompt the child to say something about the book
- ▶ **E**valuate their response
- ▶ **E**xpand on their response by rephrasing or adding information to it
- ▶ **R**epeat the prompt to help them learn from expansion

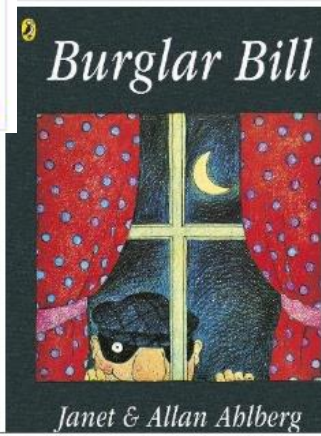
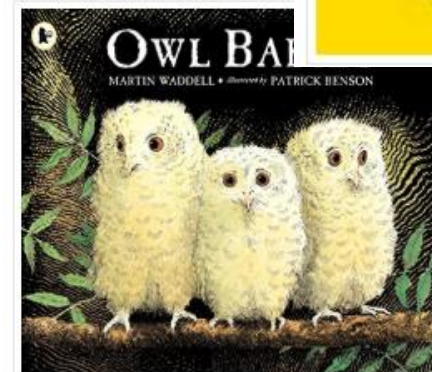
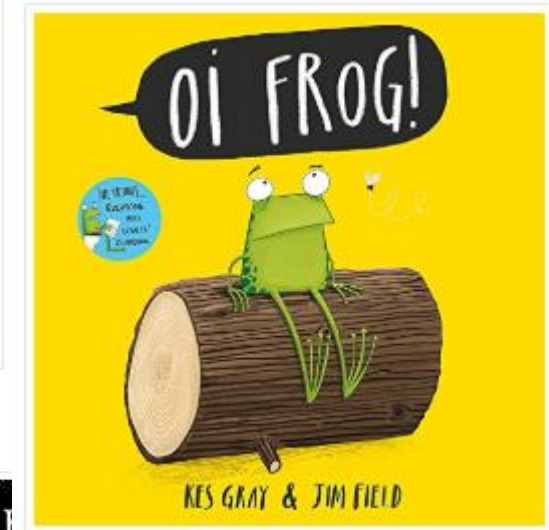
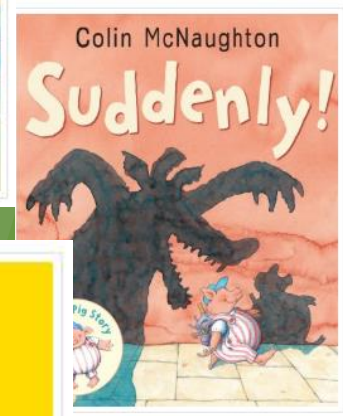
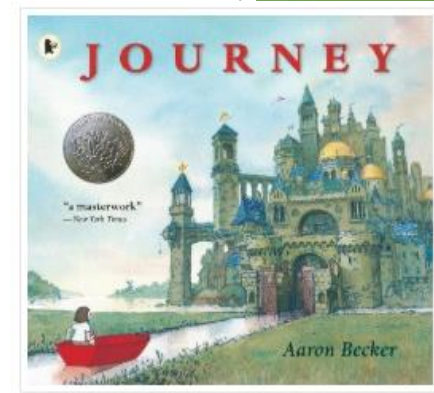
Exciting and engaging books

- ▶ Reading with your child
- ▶ Reading independently
- ▶ Appropriate content and challenge



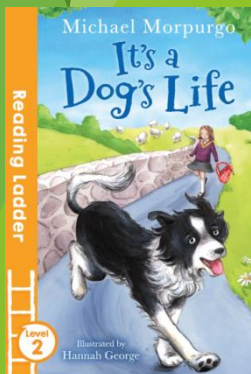
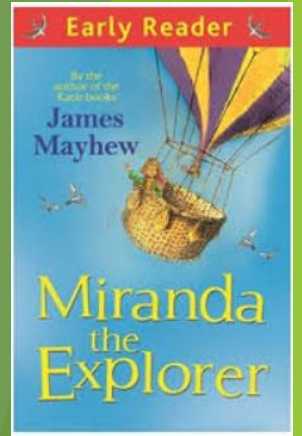
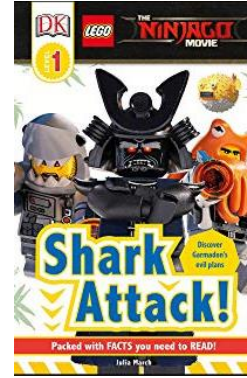
Some of the many wonderful authors...

- ▶ Anthony Browne
- ▶ Kes Gray
- ▶ Janet and Allen Ahlberg
- ▶ Pat Hutchins
- ▶ Michael Rosen
- ▶ Nick Sharratt
- ▶ John Burningham
- ▶ Martin Waddell
- ▶ Julia Donaldson
- ▶ Anne Fine
- ▶ Maurice Sendak
- ▶ Oliver Jeffers
- ▶ Jill Murphy
- ▶ Quentin Blake
- ▶ John Burningham
- ▶ Martin Waddell
- ▶ Julia Donaldson
- ▶ Maurice Sendak
- ▶ Oliver Jeffers
- ▶ Jill Murphy
- ▶ Quentin Blake



Independent reads

- ▶ Barrington Stoke's *Little Gems* series.
- ▶ Orion's *Early Reader* series.
- ▶ Egmont's *Reading Ladder* Level 2 books. For example, *It's a Dog's Life* by Michael Morpurgo, *Big Red Balloon* by Anne Fine and *Max's Amazing Models* by Linda Chapman.
- ▶ DK Readers, levels 1 & 2. They have some high-interest books such as Star Wars, Lego Ninjago and non-fiction (though with the film tie-ins, some of the words can be tricky to read).
- ▶ For good readers but at an appropriate interest level, the chapter book versions of Tony Ross' *The Little Princess* (*The Not So Little Princess Colour Readers: What's My Name, Best Friends! and Where's Gilbert?*)



How do I challenge my child?

- ▶ Comprehension
- ▶ Questioning
- ▶ Variety of texts and genres
- ▶ Can they show what they know?
- ▶ Picture books



Questions to use when reading with your child

The Book

- Why did you want to read this book?
- Do you like the cover? What do you like / dislike?
- Have you read any other books by this author?
- What do you think this book might be about?
- Is the author also the illustrator of this book?



Prior to Reading

- What is the title of this book?
- Who is the author/ illustrator of this book?
- Does the picture or the cover give us any clues as to what the story might be about?
- Read the synopsis/ blurb together- Does it sound like an exciting / scary/ adventurous/ everyday kind of story?

While Reading

- What has happened so far? What might happen next?
- What can you see in the pictures? Are they helping to tell the story?
- Which character is your favourite? How would you describe them?
- How would you feel if this happened to you?



After Reading– the plot

- What happened in the beginning?
- What happened next?
- How did the story end? Could you guess what was going to happen in the end?
- At what point in the story did we realise...?



After Reading– the characters

- What do we learn about.... in the story? Would you like them as your mum/ dad/ etc.?
- What do we know about ... at the end of the story?
- Who are the main characters? Would you like to be any of them? Why?
- How would you feel if you were... in this part of the story?
- What would you have done if you were ... ?
- Does ... remind you of anyone you know? Why? In what way are they similar?



Tips for reading with children of any age

- ▶ **Set aside some time**

Find somewhere quiet without any distractions - turn off the TV/radio/computer.

- ▶ **Ask your child to choose a book**

Sharing books they have chosen shows you care what they think and that their opinion matters. This means they are more likely to engage with the book.

- ▶ **Sit close together**

Encourage your child to hold the book themselves and/or turn the pages.

- ▶ **Point to the pictures**

If there are illustrations, relate them to something your child knows. Ask them to describe the characters or situation or what will happen next. Encourage them to tell you the story by looking at the pictures.

- ▶ **Encourage your child to talk about the book- PEER approach**

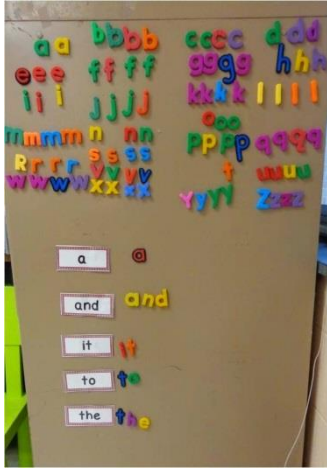
Talking about the characters and their dilemmas helps children understand relationships and is an excellent way for you to get to know each other or discuss difficult issues. Give your child plenty of time to respond. Ask them what will happen next, how a character might be feeling or how the book makes them feel.

- ▶ **And lastly, above all - make it fun!**

It doesn't matter how you read with a child, as long as you both enjoy the time together. Don't be afraid to use funny voices - children love this!

Activities at home

Practise sounds together



Visit the library



Read and follow recipes or instructions



Play games



Read together

Ask questions

Handouts

Expected levels for reading

The Early Learning Goals (ELG) for reading that we are working towards in school are listed below along with some ideas you could use to support your child at home if you would like to do so.

It is important to note that reading to your child and sharing books will have a positive impact on their language, understanding, reading and writing development. Developing positive attitudes towards reading and a love of books is important. If children see you read they are more likely to want to do the same!

Reading

Reads and understands simple sentences

You may like to:

- * Read sentences from a book
- * Read a letter or postcard someone may have sent you
- * Read messages on a cereal box
- * Make up silly / nonsense sentences to read
- * Visit the library to read some new books

Sounds out words for reading

When reading remember to:

- * Sound out words you are unsure of
- * Break long words down and say each sound
- * Practise blending the sounds together

Reads some common irregular words

Recognising and reading red (tricky) words as these can not be sounded out correctly- e.g. the, put, you, go, the, want, to, was, me, I, said.

You may like to:

- * Practise recognising and reading the tricky (red) words sent home
- * Use magnetic/wooden letters to build the words
- * Stick the words on the fridge or around the house to remind you of their spelling

Demonstrates understanding when talking with others about what they have read

You may like to:

- * Tell someone about the story you have read
- * Ask and answer questions about the book
- * Draw the characters from your book and talk about them
- * Say why you did / didn't like the book
- * Re-tell the story
- * Share and discuss stories together
- * See if you can tell the story from looking at a picture book (Anthony Browne books are great for this as the images contain hidden stories and meanings)

Independent reads

Barrington Stoke's Little Gems series. These are aimed at 5-8 year olds but amongst those that are aimed at younger children are The Snake Who Came to Stay by Julia Donaldson, Mariella Queen of the Skies by Eoin Colfer, The Gingerbread Star by Anne Fine and Splash Day by Nick Sharratt.

Orion's Early Reader series. There are some appealing short chapter books in this series. For example, Blue Early Readers such as Miranda the Castaway by James Mayhew, Runaway Duckling by Francesca Simon, Tulsa and the Frog by Tony Ross and Sophie's Dance Class by Angela McAllister. Red Early Readers are at a higher reading and interest level but some may appeal such as the Early Reader versions of Francesca Simon's Horrid Henry, Lauren St John's animal stories Mercy and the Hippo and Anthony Ant Saves the Day and Jenny the Pony's Big Day by Liz Kessler.

Egmont's Reading Ladder Level 2 books. For example, It's a Dog's Life by Michael Morpurgo, Big Red Balloon by Anne Fine and Max's Amazing Models by Linda Chapman.

DK Readers, probably levels 1 & 2. They have some high-interest books such as Star Wars, Lego Ninjago and non-fiction (though with the film tie-ins, some of the words can be tricky to read).

For good readers but at an appropriate interest level, the chapter book versions of Tony Ross' The Little Princess (The Not So Little Princess Colour Readers: What's My Name, Best Friends! and Where's Gilbert?)

Available on the school website-
English- Reading