



October
2020

Reading in EYFS

How to support your child
at home.

This Workshop Aims to :

- Reiterate and emphasise the importance of reading
- Give you an overview of the expectations for reading in Reception
- Explain how we at Marsh Hill teach reading in Reception.
- Provide you with ideas and strategies to encourage and support your child's reading.



"Today a reader, tomorrow a leader." – Margaret Fuller



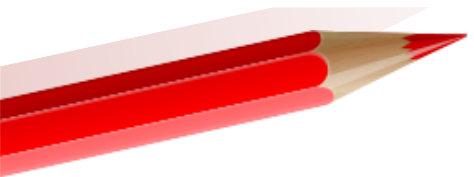
The Importance of Reading



The Importance of Reading



We all know that reading is important to education and that it provides a gateway to success in all subjects. However research shows that **reading regularly** is essential to our wider lives, having a positive impact on our lives both academically and mentally.



"Children are made readers on the laps of their parents." - Emilie Buchwald

Children and young people who enjoy reading are five times more likely to read above the level expected for their age

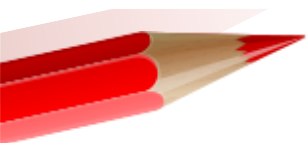
Reduces the levels of stress and anxiety and
Therefore has a positive impact on mental health.

Those who read for pleasure have higher levels of self-esteem



Develops confidence and social skills.

Children and young people who read daily are four times more likely to read above the level expected for their age



The Impact of Reading

Reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.

Promotes happiness


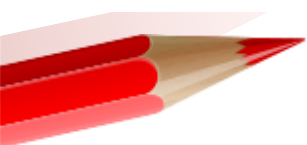
Better career: significantly more likely to be in a managerial or professional career.

Greater ability to cope with difficult situations. Reading provides a healthy escape.

Reading for pleasure was also associated with better sleeping patterns

Development of vocabulary and language.

The list of benefits is endless...



How do we as a school teach
reading to meet the
expectations and demonstrate
the importance of Reading?

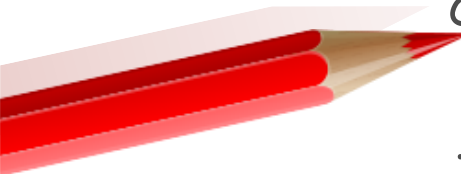
How Reading is Taught



The teaching of reading is split into two parts: word reading and comprehension (understanding of what is read to them and by them).

In EYFS and Year 1, children focus on developing their word reading skills alongside comprehension skills.

In Year 2 there is a shift towards a greater focus on the development of comprehensions skills with regular practise in word reading as it is expected children should have the skills to read most words by the end of Year 1.



In EYFS, year 1 and year 2, we teach reading through daily **phonics** and **guided reading** lessons.

Word reading is taught through: Phonics



"One of the greatest gifts adults can give—to their offspring and to their society—is to read to children." – Carl Sagan

Phonics teaches children to listen carefully and identify the phonemes (sounds) that make up each word. This helps children to learn to read words and to spell words.

This allows them to become confident and independent word readers and writers.

At the end of Year 1, your child will sit a statutory phonics screen check to assess if they have acquired the reading skills expected for their age. This will take place in June.

Words and Terms used in Phonics



Phoneme: The sound the letter/s make.

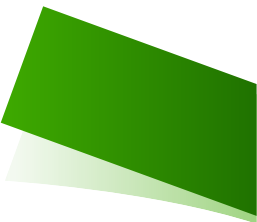
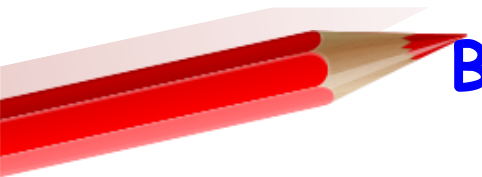
Grapheme: The letters written to make the sound.

Digraph: a phoneme with two letters (**rain**)

Trigraph: a phoneme with three letters (**night**)

Blend: To read the sounds in a word to identify what the word says.

Segment: The skill used to hear the sounds (phonemes) in a word to be able to spell it.



What is taught in Phonics?



There are 44 different phonemes (individual sounds) to be taught which are split into 2 sets- Set 1

SET 1: m a s d t I n p o c k (ck) u b f e l h sh r j v y w th z ch qu x ng nk

SET 2: ai ee igh oa (boat)oo oo ar or ur ow (cow)oi ear air ure er

Set 3 is taught when a child is secure in sets 1 and 2. Here they are taught alternative spelling patterns for the sounds they have learnt so:

ai can also be ay,

SET 3: a-e (cake) i-e (time) o-e (home) u-e (brute) ay

(play) ou (shout) ea (tea) oy (boy) ow(flow) ir (girl) aw (claw) ew (stew) ire (fire) are (care) wh (whizz) ph (phone) oe (toe) au (author) ie(tie) ue (blue) ey (key)

Common Exception Words (CEWs): Children are also taught to read and spell common exception words during phonics. These are words where phonics can not be used to read them as they are the exception- for example: Phonics can not be used to read: *the here was they* are CEWs .

Children must learn to read and spell these words by sight.

A Phonics Lesson



Phonics is taught discreetly each day for 20 minutes in a fun systematic way with a good level of pace.

Each lesson is broken up into 4 parts:

- **Recap** - this is where they recap the phonemes (sounds) that they have previously learnt.
- **Teach** - the teacher will introduce a new sound to the children- practising recognising it and writing the letter or letters that make up the sound. Learn the rhyme to help them to remember it.
- **Practise-** Children have the chance to practise using the new sound by reading and spelling words that contain the new sound.
- **Apply** - this is where the children will be given the opportunity to link their new learning to their prior learning. They may have to read or write a short sentence containing words that they should be able to read/spell with the newly taught sound as well as a few other sounds previously taught.

Example:

Recap: ai, ee, sounds

Read the sounds and words containing them: rain, drain, seen, sheep

Teach: introduce new sound **oa**.
Show the sound, teach rhyme – A goat in a boat. Read the sound.
Write the sound.

Practise: read and spell words containing oa: **boat, float, soap toad**

Apply: Read this sentence:

The **toad** was as**lee**p under the **oak tree** in the **rain**.

Red sounds are the sounds recapped while the *blue* is the new sound taught today.

Initial Sounds and word types.

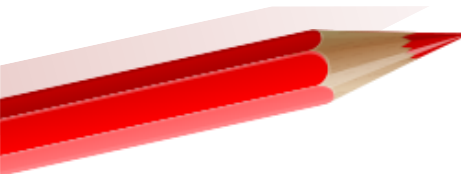


dog

The initial sound is the first sound in the word.

This is what children learn to hear first
When learning to read.

Children we learn to read short 3 letter words to begin with, called **CVC** words. This just means, Consonant, vowel, consonant. They will also learn 2 letter words (VC - *in, it, am, or*) and move on to reading CVCC (*belt*) and CCVC (*frog*)



Consonant

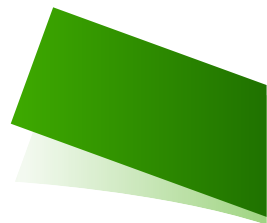
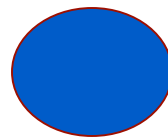
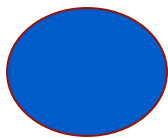
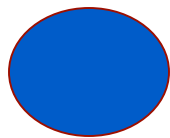
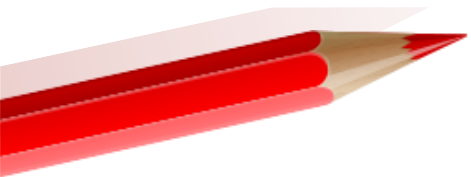
Vowel

Consonant

Sounding Out
words (blending)



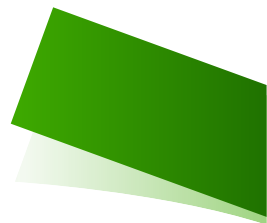
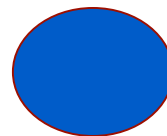
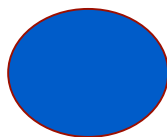
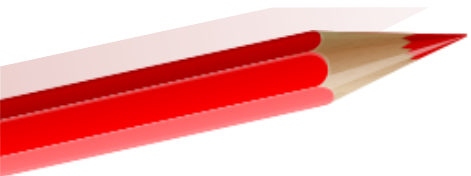
c a t



Using a phase 3
digraph



rain




Guided Reading



Guided Reading is taught for 30 minutes each day in addition to the daily 20 minute phonics lesson.

In guided reading, the children will work in 5 different groups. They will have the opportunity to read aloud an appropriate text, (selected by the teacher to suit the reading ability of the child), to an adult at least twice a week (teacher and teaching assistant).

Throughout the week they will complete tasks that develop their decoding and comprehension skills. Tasks may include:

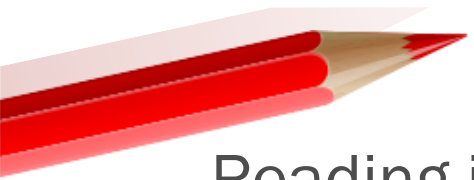
- Answering comprehension questions about the text demonstrating their understanding.
 - Finding the meaning of new words.
 - Explore, describe, a character or setting in a story
 - Explain a characters actions, feelings or thoughts.
 - Retrieve information from non-fiction and fiction texts
 - Practise their phonics skills- work on using specific sounds in reading and spelling.
 - Practise reading and spelling of Common Exception words.
- 

Other Ways we teach Reading



Class Teachers read to the class at the end of each day. The text is a high quality text that exposes the children to new vocabulary, themes and language structures.

Children regularly read through other lessons (History, Geography, Science etc.). They also have the choice to choose to free read in the book corner each day, inside and outside.



Reading interventions are in place for those who need additional support which are tailored to the needs of the individual.

"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo



The Early Year Foundation Stage and Expectations for Reading

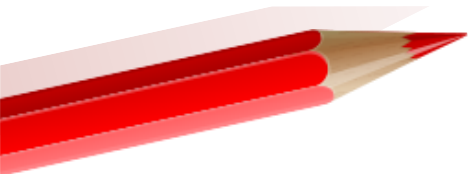


EYFS Outcomes



In Reception, your child will be busy working on the different skills expected of a Child in Reception in reading.

A child in reception:



30 to 50 months

Age guide for
achieving these
outcomes

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.



40 to 60+ months

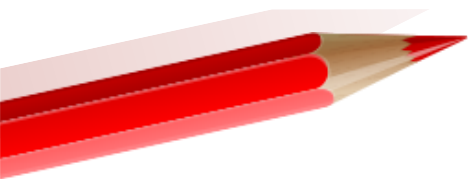
Age guide for
achieving these
outcomes

- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Continues a rhyming string.
- Hears and says the initial sound 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.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

By the END of Reception:



- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- Children are expected to recognise and read all set 1 and set 2 sounds in words (See previous phonics slide)
- They also read some common exception words.
- They demonstrate understanding when talking with others about what they have read.





How can you support your
child's reading at home,
both for pleasure and
knowledge?



What to read?



'**Reading Widely**' is important. Children need to be exposed to a wide range of literature read to them initially in order to gain and understand new vocabulary and gain understanding of experiences outside their own.

Different texts include: Fairy tales, traditional stories, fiction, books from other cultures and traditions, poetry, play scripts, newspapers, non-fiction texts.



How can you support your child at home?



- Read to your child often and include texts on many different topics and by a wide range of authors.
- Join and regularly visit the local library there you will have access to a full range of literature for FREE!
- Read your child's school home reading book and library book with them and encourage them to return and change these weekly.
- Speak with your child's teacher for reading recommendations.
- Find out your child's reading interests and ignite them.

When reading with your child try:



Play 'I Spy' games. Can you find something beginning with...? How many... words can you see?



Pretend to be a robot. 'Can you bring me your s-o-ck-s?'



Encourage your child to segment (break up) words into their sound parts and blend them (push them back together) to read the whole word.



Initially, reading with your child is about reading to them. Model clear reading with fluency and expression. Model how to read unknown words.

Read a range of different texts – recipe books, nursery rhymes, instruction manuals, leaflets for places you wish to visit, traditional tales.



Show your child how to find information in a book rather than quickly finding it for them.

Questions to support word reading:

Can you point to the first sound?

Can you say the first sound?

What could this word say?



What words begin with ...?

Have you seen this letter before?

Can you spot this letter anywhere else on the page?

Can you hear me say each sound?

When I say the sounds, can you hear the word?

Can you say each sound?



Can you say each sound like a robot?

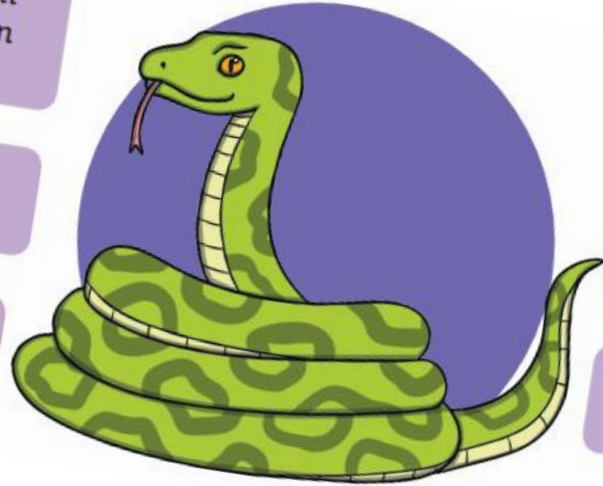
What word am I saying using sound talk?

Can you clap each sound as you say it?

Can you say all of the sounds in this word?

Can you blend them together?

What can you hear?



Can you say the sounds quickly?

What word could it be?

Can you say the sounds again?

Questions to support comprehension:

Listen to my voice. How is the character feeling?

How do you know?

How can you make the character sound happy/excited/scared?

How do you sound when you are happy/excited/scared?



Why does it make the story better?

How can I change my voice if I spot a question mark?

How can I change my voice if I spot an exclamation mark?

Can you point to the ...?

Can you tell me about the picture?

What characters can you see?

Can you look at the pictures?

What are they doing?

What do you think is happening?

What do you think will happen next?



Have you heard this story before?

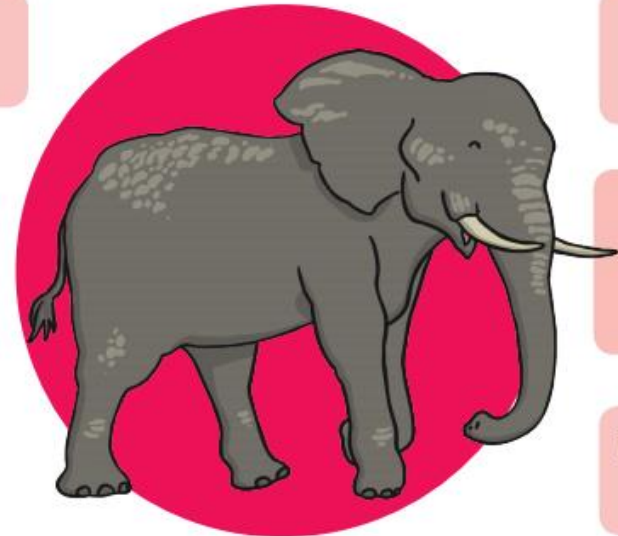
Can you remember what the character says?

Tell me about this story?

What can you remember?

Does this word look like another word you know?

Have you seen this word before?



Supporting your Child in Reading:

Who is the main character?
Where is Jim?
What is a job?
Does Jim like his job?
How is the character feeling?
What might happen next?

How many words are in the first sentence?

What is the first sound you can hear?



Jim has a job in a shop.
"This is boring," thinks Jim.

The or sound:
b - or - i - ng

If in doubt...

"Once you learn to read, you will be forever free." – Frederick Douglass

Read to them, read with them or let them read on their own.

A LITTLE reading every day (even just 10 minutes) is better than less frequent, longer reading. Kids who read for a few minutes daily improve more.

Reading widely is important, but reading anything counts.

LET your child choose their own reading — it is more likely they will enjoy it however encourage them to read out of their comfort zone.

TRY to integrate reading into everyday life, on the bus or in the car for example.

Look out for Reading Homework:

Reading books will be set for your child via Fiction express:

en.fictionexpress.com/login/

or Active learn: <https://www.activelearnprimary.co.uk/login?c=0>

Ask your child or their teacher for their login details.

Win! Win! Win!

£50 GIFT VOUCHER

Enjoy a family day out to the cinema with this £50 gift voucher. Use it to buy tickets for films and other event screenings, VIP upgrades, snacks and drinks in any Vue in the United Kingdom.

To win, just answer the question below and send the answer to your child's class teacher at:

sunshines@marshill.bham.sch.uk or
rainbows@marshill.bham.sch.uk

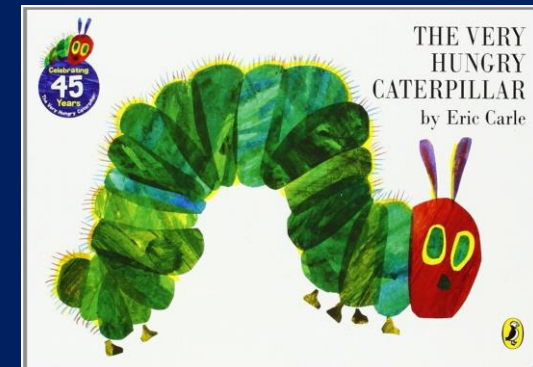
ALL those who correctly answer the question will be entered into the KS2 prize draw next term!

Price Draw:
Wednesday
11th
November



Question: In this classic Children's Picture book, what happened to the caterpillar at the end of the story?

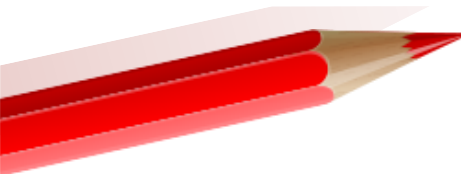
- a) He found a friend.
- b) He was eaten by a bird.
- c) He turned into a butterfly.





Thank you for your continued support and dedication to your child's education.

Especially now, during this difficult and uncertain time.
Together we will work together to get the best
outcomes for your child.



Please do not hesitate to ask us for any guidance or
help you may need when supporting your child's
reading.

