



Reading in EYFS

Dear Parents and Carers,

From next week we are going to start our whole class phonics sessions. Over the next six weeks we will be delivering phase 2 of the letters and sounds. This includes the following sounds: s a t p i n m d g o c k ck e u r hb f ff l ll ss. We will send a supporting sheet home for the things covered in this phase. After this period we will then review the children's progress and split them into ability based groups for daily phonic sessions so that we can better address the individual needs of the children. Alongside this phase 1 letters and sounds will be taught throughout the year which focus and the children's ability to tune into sounds (auditory discrimination), listen and remember sounds (auditory memory and sequencing and talking about sounds (developing vocabulary and language comprehension)

From the week beginning 20th September we will send home an independent book and support book related to this phase as explained in the accompanying letter.

In the meantime we will be sending home an independent book from phase 1. We recognise the importance of starting reading from the earliest opportunity. Below are some reading behaviours that are important in the successful development of children becoming a skilled and competent reader. These are skills we ask you to model and support at home too to ensure a consistent approach.

<p>Point to each word</p>	<p>When children are first exposed to books they will learn to turn each page and use the pictures to tell stories, which is a really useful skill in understanding what is going on. Where words are present the children should always be expected to touch each word as they read. This teaches 1-1 correspondence, tracking from left to right in English and top to bottom.</p> <p>There may be a temptation to allow the children to share books without acknowledging the text or for them to just slide their finger along the words but it is important that they can discriminate that words are units of meaning. Please insist that the child touches each word as they read to develop that 1-1 correspondence.</p> <p>Point out that there are words and letters and highlight that words always look the same eg am is always am. We describe a word as a group of letters with a space either side. Afterwards you may ask them to find a word present in the book or you may wish to cut up a simple caption to rearrange the words.</p> <p>If a child is finding this difficult, please put a pencil cross under each word for them to touch (if they are not already present) to help guide them. Do not touch the words for the child as we need to train their brains to develop this 1-1 association. Adults should only point to words when they are reading the story or modelling.</p> <p>To help develop this 1-1 matching you can use objects eg a cup, spoon, bowl and plate and get them to touch each item in turn.</p> <p>Over time the ability to touch each word will be embedded and once this is established your child can stop pointing. They may do this initially with a familiar book.</p>
<p>Self correcting</p>	<p>When children are reading it can be really tempting to jump in and correct every word or correct the children immediately. Instead pause. Wait until the end of the sentence and give your child the opportunity to notice and correct the mistake for themselves first. You could use words of encouragement such as are you listening to what you are reading? Maybe you could refer your child to the pictures where appropriate or draw their attention to repetitive language patterns used eg pat the dog, pat the e cat.... As a child becomes a fluent reader, just like us, they will make mistakes and not notice. Unless it doesn't make sense, leave it. In other words at this stage be selective in mistakes you highlight.</p>



Pace	It is really important that children develop a good reading pace. If a child is reading too slowly, use a strip of paper to follow along the line behind the words the children are reading and gradually increase the pace by pushing this strip along to encourage a faster reading speed. Children will read at expectation so if you allow them to linger on a word they will. Start with familiar books to develop this skill. Do not be tempted to cover up words ahead whilst they are decoding a word.
Re- read familiar books	Re- reading familiar books or one that may be perceived as too easy will help the children to focus on pace, developing a story voice and expression in their reading. Again this is where it is also important for children to be regularly exposed to you modelling these skills in both everyday life and in reading stories to your child. Did you know? Children need to encounter a word at least 20 times to help them store it into their long-term memories.

Other reading tips

Introducing a book	<ul style="list-style-type: none"> Point to and read the title (the name of the story), Predict what the story may be about using both the title and the illustrations. Story walk- turn the pages over talking briefly about the pages. You may wish to model any repetitive language or point out any new or tricky words. This may include character names. Explain the meaning of vocabulary that your child may be unfamiliar with.
Phonics	Sounding out and blending is an important strategy to use when reading and it is powerful to see adults model this process when you read. It is helpful for the children to hear you sound out the words in a simple sentence too eg 'the c-a-t s-i t-s followed by The cat sits.
Using illustrations	English is not a phonetic language and we often have phrases we can say in the same way but have different meaning eg 'the wind is blowing' and 'I can wind the clock' Therefore we need to teach the children other strategies to help decode the text. Using pictures will help provide the children with clues as to what the words can be. eg if a picture shows a child putting on socks with an accompanying sentence that says ' put on the sock' then the picture can support the child making a sensible guess as to what the word might be.
Language development	Talk, talk, talk! As a parent you are the model of good speaking and listening. Spending time together helps children hear the structures of English which will help them apply to their reading. It is also important to develop a rich vocabulary. Regularly introduce new words eg for the word big you could use the word huge or enormous.
Comprehension	Remember being able to read sentences, however complex, is of limited value if you do not understand what you have read. Take time to talk about the plot, the story sequence, characters and setting. Relate this to your experiences and ask questions to further develop understanding eg 'what will happen next? What would you do? Why did the character do that?

Lickey Hills Primary School & Nursery

dream together • believe together • achieve together



On this note, we would like to thank you in advance for your support with reading at home and value your commitment to reading a minimum of three times weekly with your children.

On behalf of the staff in EYFS thank you for taking the time to read this information and please feel free to get in touch if we can help you further.

Happy reading,
Mrs Reading (Eyfs lead)