



Reading in EYFS

Dear Parents and Carers,

In nursery we have settled into our family groups brilliantly and each day take part in a letters and sounds session. Throughout the year these sessions will focus on 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). Alongside these sessions, the children will have many opportunities within play and during family groups to enjoy a rich range of quality texts. They will also have the opportunity to choose a story each week that they would like to share with you as we promote an early love of reading and enjoyment of language.

We recognise the importance of starting reading from the earliest opportunity so in addition to a book your child has chosen we will send a second book designed to promote some of the reading behaviours, described below, that are important in the successful development of children becoming a skilled and competent reader. The children will have shared this text within a weekly small group session.

<p>Reading at Home</p>	<p>It is an expectation at Lickey Hills Primary school that reading takes place over at least three different days each week. We ask you to sign that this has happened in your reading diary please. If this isn't evidenced, your class teacher will politely remind you to let us know about the fabulous reading that has been happening at home. On the third occasion Mrs Reading will contact you to see how we can further support you.</p>
<p>Damage and Loss of Books</p>	<p>Our biggest plea to parents is that you always return books in their clear communication folders, slotting the books inside their reading diary and then into their book bag. Please return the communication folder each Tuesday or on your child's first day back to school if they have been absent. If your child is at the Hive they will ensure books are removed from the book bag each week. We will reissue books on Wednesday for the week ahead. Every year, many of our lovely books get lost or damaged, and this means we have incomplete sets that cannot be used again with a group of 6, because only 4 or 5 remain. PLEASE ensure no water bottles are in book bags as these are the biggest culprits for ruining books.</p> <p>After you have read at home, please put the books straight into the book bags as the day we read with your child's book varies each week. If your child does not have their books on them ready to swap, then staff will not issue a new book until the other is returned. If you lose or damage a book we will kindly ask that you pay for a replacement book or that you that repurchase this yourself and send the replacement into school.</p> <p>We have worked hard to secure the money for new books and therefore, handling our books with care, keeping them dry and bringing them into school every day is the key to keeping our books looking their best.</p>



<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. In school we take turns to read so you doing this too will also help to model how to point to each word.</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.</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>Repetition</p>	<p>Your child will be familiar with their early reader but they may still need support initially to remember the repetition. Please do share the story with them together first before encouraging them to have a go at reading it themselves. Children may like to tell their own version of a story but with this book please encourage them to respond to the repetitive structure of the book and see if they recognise when they are not following it. When children are reading it can be really tempting to jump in and correct them immediately. Instead pause and wait and see if they start to respond to the repetitive structure themselves. You could use words of encouragement such as are you listening to what you are reading?</p>
<p>Pace</p>	<p>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!</p>
<p>Re- read familiar books</p>	<p>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.</p> <p>Did you know? Children need to encounter a word at least 20 times to help them store it into their long-term memories. When our children read we teach them to read every sentence three times. Fluency, reading with ease and precision, aids comprehension and children are more engaged with the text and therefore reading is more enjoyable.</p>



<p>Introducing a book</p>	<ul style="list-style-type: none"> • Point to and read the title (the name of the story), • Identify the author and illustrator. • 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 sounds or harder to read and spell words. This may include character names. Explain the meaning of vocabulary that your child may be unfamiliar with.
<p>Using illustrations</p>	<p>When you share stories you may find using pictures a useful strategy to help your child make sense of what they are reading.</p>
<p>Language development</p>	<p>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. Aside from the school reading books sent home we also encourage children to share a wide range of stories to help foster a love of reading and a rich vocabulary.</p>
<p>Comprehension</p>	<p>Remember being able to read sentences 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? Why did the character do that? It is also valuable to develop your child's opinion of a story. Discuss things you both liked/ didn't like.</p>
<p>Quality Reading Time</p>	<p>We would recommend reading just before bed, as reading is proven to help the brain relax for a restful night sleep, as opposed to tablet screens and TV's.</p> <p>Create a daily routine, children love routine and it can become an indicator that it is almost time to go to bed- a great technique to trick them into bed without them even realising!</p> <p>Bedtime stories can help bring out imagination in stories, it helps with their thought processes, and talking about emotions and events in stories can help with everyday life skills and scenarios that need to be learnt.</p> <p>Books are able to take children (and adults) into a safe and enchanted world for a few minutes each day . This helps distress form daily pressures and is a fun way for both child and adult to share stories with each other.</p> <p>Make the experience a calm and enjoyable quality time where you will not be distracted by the many things that we need to do in daily life.</p>

On behalf of the staff in EYFS thank you for taking the time to read this information. Please do not hesitate to get in touch if we can help you further.

Happy reading,
Mrs Reading (Eyfs lead) and M Kirby (phonic lead)