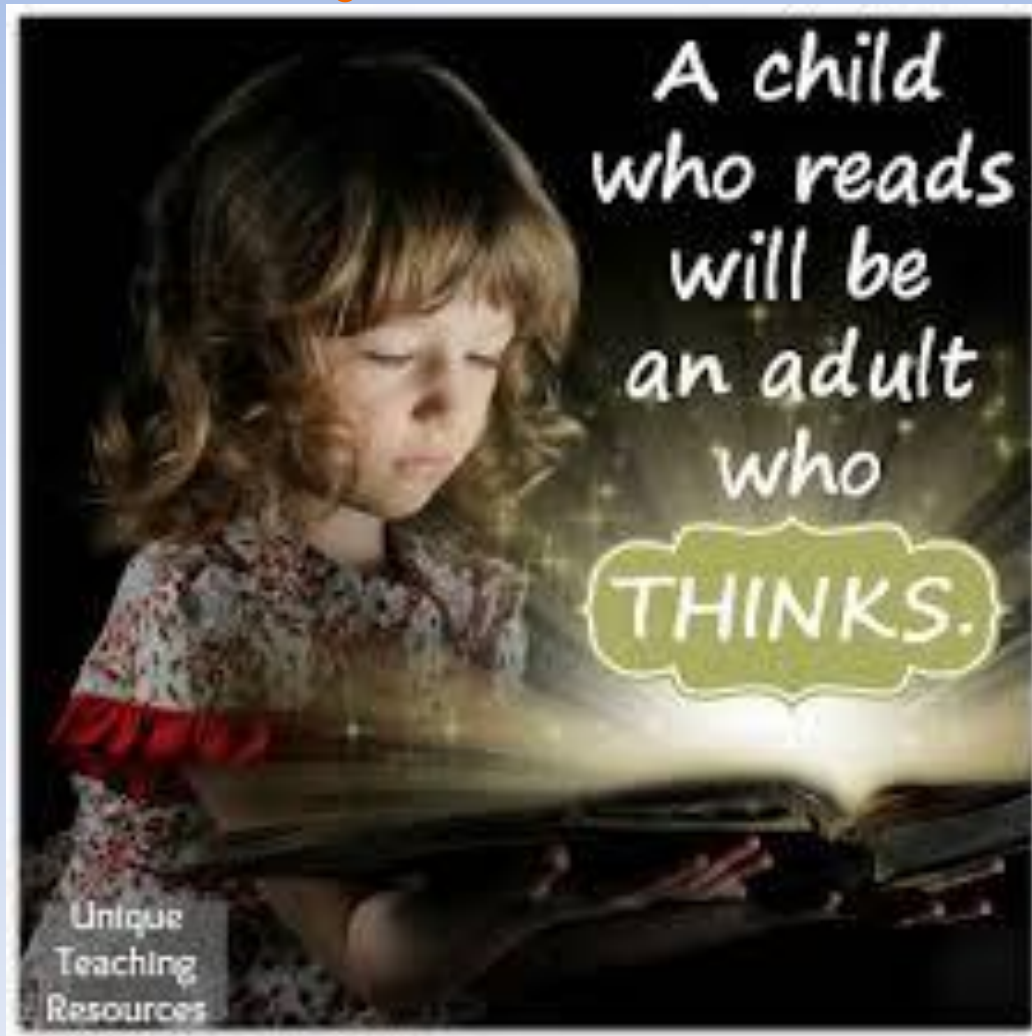


Early Reading at Parklands



*Reading opens the door to your
child's entire future.*

Why is early reading so important?



A child
who reads
will be
an adult
who
THINKS.

Life-long learners

Access to the
curriculum

Knowledge of
the world



Brain
Connectivity

Expanded vocabulary











Language and
listening skills

Memory

Thinking skills

Imagination

Why does my child need to read at home?

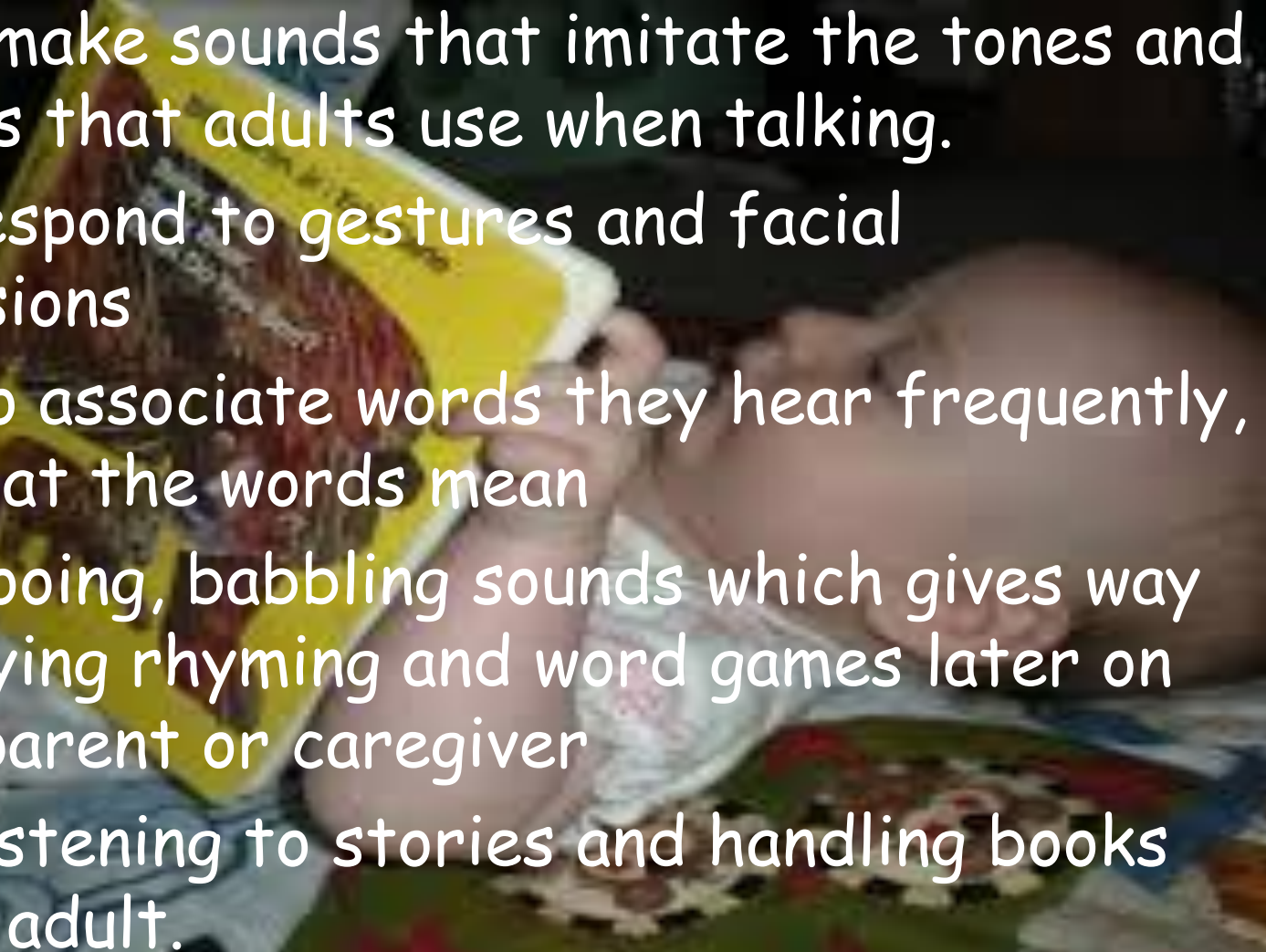
Child A reads for 20 minutes per night, 5 times a week 	Child B reads for 4 minutes per night...or not at all 
In one week: 100 minutes of reading 	In one week: 20 minutes of reading 
In one month: 400 minutes of reading 	In one month: 80 minutes of reading 
In one school year (9 months): 3,600 minutes of reading 	In one school year (9 months): 720 minutes of reading 
By the end of year 6: 28,800 minutes of reading (80 school days) 	By the end of year 6: 5,760 minutes of reading (16 school days) 

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.

The foundation of early reading is from birth

- ❖ Babies make sounds that imitate the tones and rhythms that adults use when talking.
 - ❖ They respond to gestures and facial expressions
 - ❖ Begin to associate words they hear frequently, with what the words mean
 - ❖ Make cooing, babbling sounds which gives way to enjoying rhyming and word games later on with a parent or caregiver
 - ❖ Enjoy listening to stories and handling books with an adult.
- 
- A photograph of a baby sitting on a patterned blanket, holding a large, colorful book open. The baby is looking towards the camera. The book has a yellow cover and a red and white patterned page. The background is dark and out of focus.



Continued...



- ❖ Hearing different sounds in the environment and spotting the difference between a range of sounds
- ❖ Sharing books with an adult out of choice - begin to choose a favourite book
- ❖ Talking about characters and stories with adults
- ❖ Begin to pay attention to print, recognising key letter sounds from their name

Building on these foundations in our Nursery



Our children have...

- ❖ A rich, purposeful variety of books shared with them and for Parents to lend and share at home.
- ❖ Story sacks, Nursery rhymes, puppets and songs
- ❖ Inviting, calm areas to encourage reading - reading pods.
- ❖ Talking stories - using story stones and spoons
- ❖ Planned phonics games - initial sounds

End of Reception expectations

Children will...

- ❖ Read and understand sentences.
- ❖ Use phonic knowledge to decode regular words and read them aloud accurately.
- ❖ Read some common irregular words.
- ❖ Demonstrate understanding when talking with others about what they have read.

Reception and Year 1

We continue to build on early reading skills through Reception and Year 1 with...

- ❖ Story telling, sharing stories, 1:1 reading, guided reading and STAR time.
- ❖ Children taking books home that are correctly pitched to their reading level
- ❖ Phonic 'rich' environments - displays, resources and reading opportunities
- ❖ Up to 40 minutes of direct phonics teaching, every day
- ❖ Additional 'keep up' sessions

Reading at home - RWI books

Set 1 sounds and blending

Help your child practise their speed sounds daily - *'My turn, your turn.'*
Then they read their blending books to you.

Let them *'Fred talk'* and read.



Reading at home - RWI

Set 1 sounds - Ditties

Ask your child to say the sounds at the top.

Then they *Fred talk* and read the green words.

Talk about topics linked to the text, before children read the text to you.

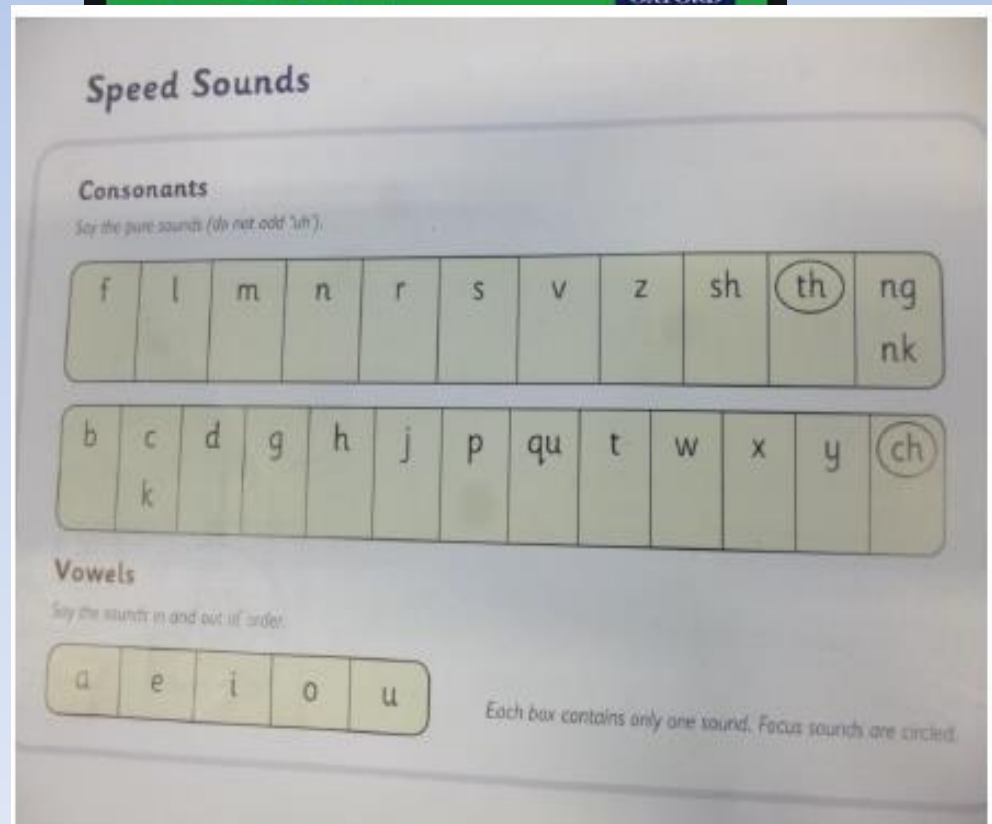
The image shows a worksheet titled "1: a cat". It has two sections for sounds: "Fred sounds" with the letters c, t, a, h, e, r, d, f, and "green words" with the words cat, red, fat, in, hat. Below these are three lines of text for a ditty: "a cat in a hat", "a fat cat in a hat", and "a fat cat in a red hat". At the bottom, there are two questions: "Question to talk about:" and "What does the cat look like?", and a prompt "Read a sentence:" with the example "put a cat in a big hat".

Reading at home - RWI books

Discuss the front cover together.

What could the story be about? Talk about the characters.

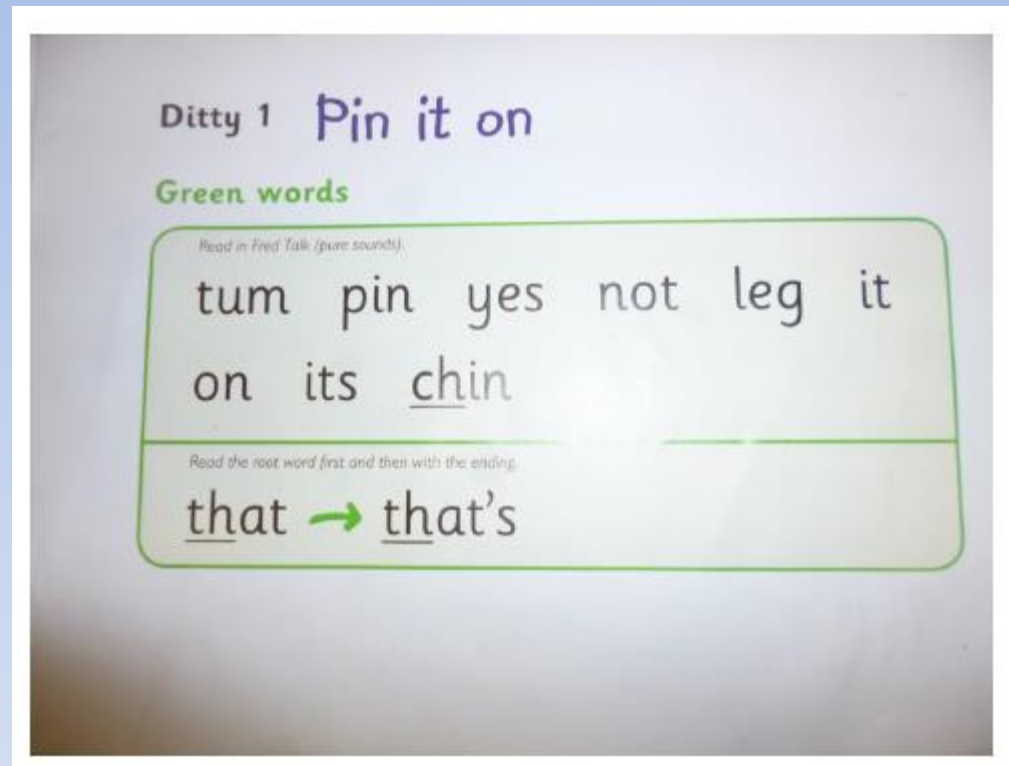
Ask your child to say the speed sounds every time they read the book to you.



Reading at home - RWI books

Ask your child to 'Fred talk' (sound out) the green words and then blend e.g. t-u-m and then 'tum'.

Children need to do this every time, before reading the book.

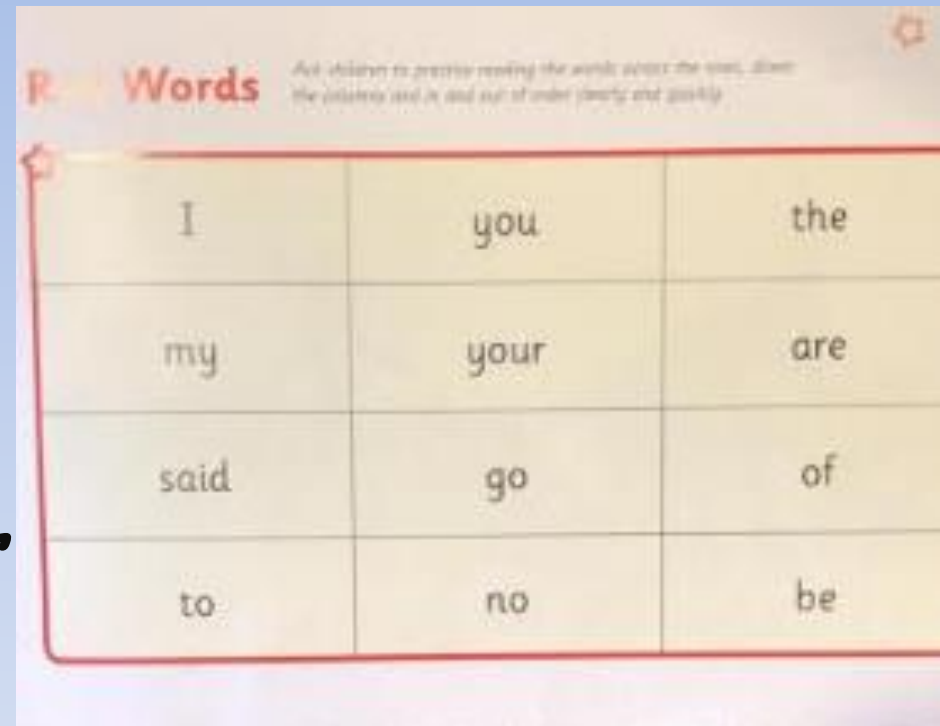


Reading at home - RWI books

Ask your child to also read the red 'tricky' words.

These are tricky to sound out - *'It's harder to Fred a red.'*

*e.g. 'they' = th-ey
not t-h-e-y*



Reading at home - RWI books

Ask your child to read the title, before starting the story.

You can read the introduction to them.

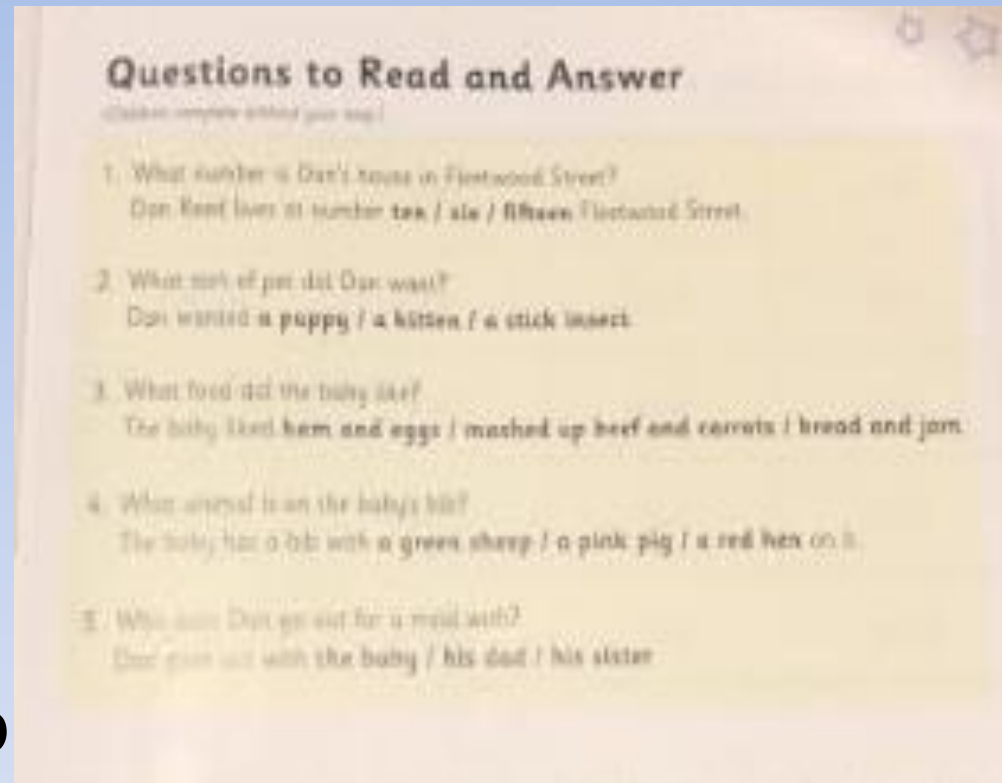
Your child can now start reading the story, using '*Fred talk*', if they need to.



Reading at home - RWI books

When children have read the story a few times, ask them the questions on the question page.

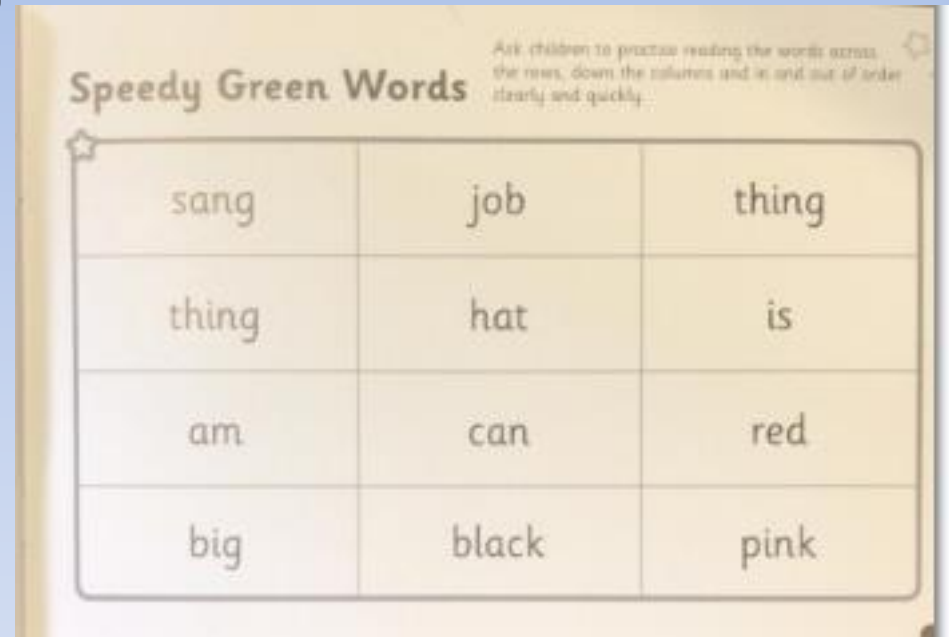
Encourage children to read the page again to find the answer.



Reading at home - RWI books

After reading, encourage your child to read the **speedy green** words at the back of the book.

These are not new words for your child, so please encourage speedy reading to help build fluency - no Fred talk here!



Read Write Inc.

Phonics

Set 1 sound mat!



"Mmmmountain"

Maisy mountain,
mountain



<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Set 2 Sounds

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
ou  shout it out	oy  toy for, a boy			

ay



may I play?

ay

Set 3 Sounds

Read Write Inc.
Phonics

ea



cup of tea

oi



spoil the boy

a-e



make a cake

i-e



nice smile

o-e



phone home

u-e



huge brute

aw



yawn at dawn

are



care and share

ur



nurse with a purse

er



a better letter

ow



brown cow

ai



snail in the rain

oa



goat in a boat

ew



chew the stew

ire



fire, fire!

ear



hear with your ear

ure



sure it's pure

Reading at home - additional phonic books

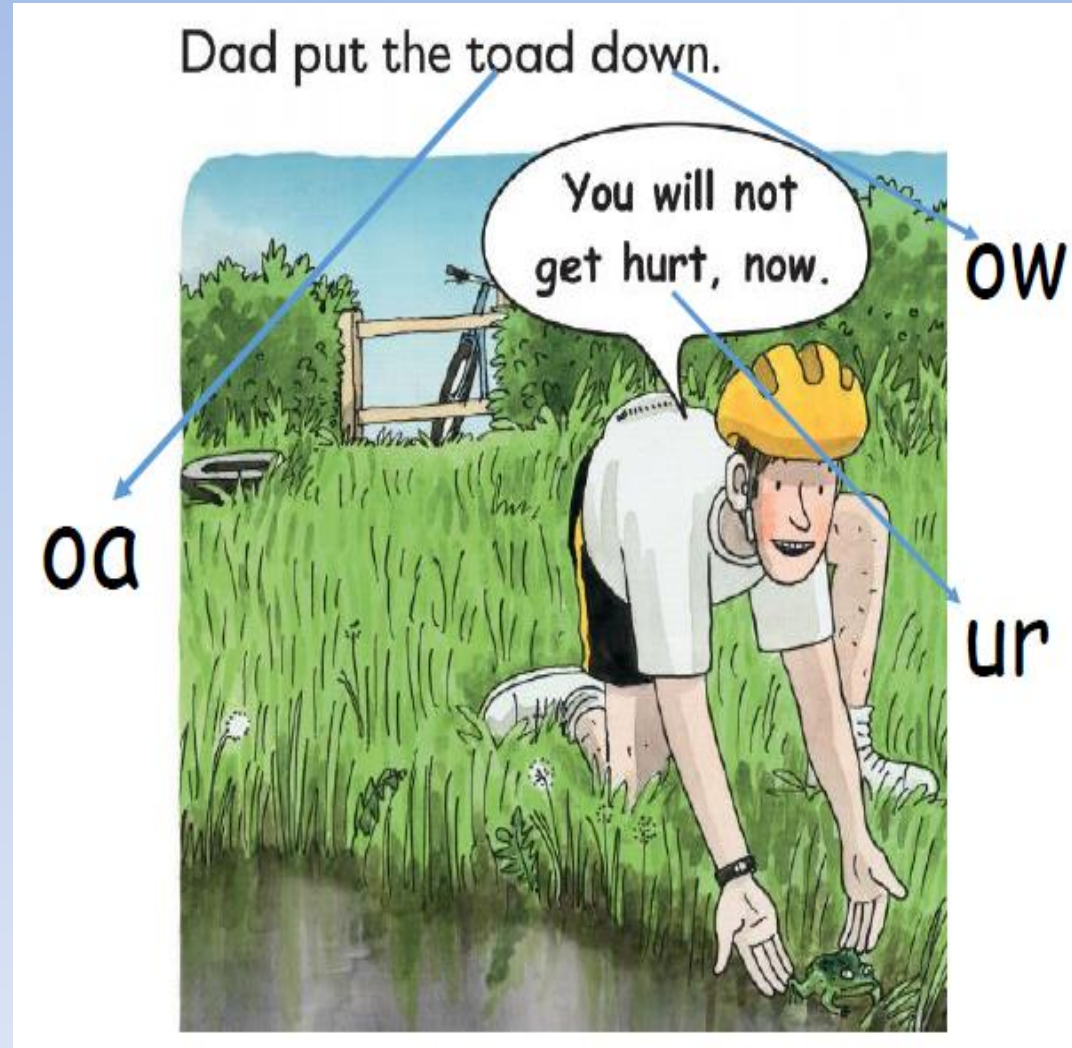
Some books that your child will bring home are not fully decodable.

The books might also contain some sounds and words that they have not yet learnt, so please help your child to read these.



Reading at home

Please encourage your child to *'Fred Talk'* when reading, but to also *'Fred in their head'* (sound out in their head) if they can, as this will also help with fluency.



At home, please...

Share books together

Tell stories

Practise their
speed sounds

Talk about
favourite books



Read to your
child

Dedicate
special story
time

Create a family 'book club'