

A guide to reading in Reception class and how to support reading at home.

A video accompanies this power point and has been shared with parents on our class

Showbie App

Reading in Reception class

We aim to read with all children that are ready to read and practise their sight words with them once a week. Be assured your child is also reading every day in phonics and other lessons.

There is a reading diary in their book bag. This is for us to comment in and for you to write in when you read with your child at home. Please make sure your child has their book bag every day.

Children will eventually get 2 reading books to take home to practise each week and will have a set of words to learn to read by sight. The words will match the words they will see in their colour band reading book. We play games with the words to make them fun to learn. There will be a video of how to play the games on Showbie once we start sending them home.

Early reading is all about teaching the children how to read and supporting them to do so, not expecting them to be able to do it themselves. We read together.

An adult will have read the reading book with your child that we send home, so you will be helping your child to practise reading skills.

One of these books will be linked to their learning in phonics and will mostly contain words children can read by decoding (more about that later).

The other will be from our reading scheme.

Children throughout school read colour coded books that match their reading ability. Once they can read books from that colour band independently with fluency and comprehension, they will move to the next colour band.

In reception we use the levels within the colour bands to ensure books gradually increase in difficulty.

We teach reading through daily phonics lessons, children learn both the letter names and the sound they make, when reading

Saying the letter names does not enable children to blend.

We help children to read by:

Teaching them the sound a letter makes so they can decode words by saying each sound the letter makes in a word eg d o g then pushing (blending) those sounds together to make a word. We use pure sounds to help them blend the sounds together to make a word - c not cuh, mm not muh, rr not ruh etc

We then teach them the sound 2 letters make (digraphs) and to spot them in words - such as oa (coat)

Some children will pick this up quickly, while for others it will be tricky to start with, if your child finds it hard, don't worry, just do it for them, we will be practising lots in class.

Teaching them words they will see regularly and need to read by sight, this is a mixture of 'tricky' words that we just have to know (the my was like) and short words (is on at in) that we don't want to waste time decoding.

I am on a s

█



Teaching them to use meaning to help them read.

So, by looking at the picture, then reading the first few words and saying the first letter in the last word it is easy to guess what that last word is. As the books get trickier often by the end of the sentence if they are struggling to read a word, they may have forgotten the previous words and have lost the meaning, so going back to the start of the sentence and reading it for them will help them to work out the tricky word

Recall and comprehension

Understanding what they have read is just as important as being able to read the words.

At the end of the book, we will ask the children to tell us what they saw and read in the book.

As the books get more words and more of a story, we would ask the child to tell us what happened in their own words.

We ask questions such as - who was in the story, where did it happen and the trickiest one to answer, why do you think that happened? Just like we do when we read to them at story time.

Reading at home

Over a week, we expect you to read together at least twice and to play the word games as often as possible.

Choose a time to suit, before your child gets too tired and make sure you have removed distractions where possible. Often it is easier to choose the same time of day to read to make it part of routine. Ten minutes is long enough, your child will already have had a busy day!



Let your child hold the book and turn the pages, this is an important early reading skill.

Read the title to your child, titles often contain tricky words that aren't then used in the book



Talk about the picture first, this contains clues to what the words might say

I am reading.

Modelling - showing the child what to do

I would suggest that to start with you might need to point to and read the words to your child first before they have a turn. I use the simple phrase 'my turn, your turn' when I do this, ensuring that my turn means they listen and look.

When they are ready, they will then be able to do this for themselves. Pointing to each word as they say it is important to help the children learn that what they are saying matches the words. Often children may look at the picture and then read "I am reading my book" Tracking the words helps them to look more carefully and to only read the words that are there.

I am counting.



Counting is not a word the children would be able to read without the picture, but by using the picture and the first letter sound as a clue, it can be guessed.

I am writing.



English is a tricky language and here is an example of how the first letter is not helpful! However, your child will still be able to read it using the picture as a clue.

Books will often have repetitive text - the same first few words on each page are the same,

Some children find it easy to spot this and will remember the words on every page, quite often they will just say them without looking at them! They still need to point to each word and say it as they point.

Some children do not pick up on the fact that the words are the same on each page - this is fine and all part of early reading development. Just read it for them and then let them have a turn.

Please try to make reading together a positive experience for you both. If your child is clearly not wanting to read or play the word games, it is fine to read the book to them, or try again the next day. Or, a good trick is to read a page each.

Let me know if you are finding it hard to get them to read and I will try to support you.

Praise

Always congratulate your child after reading and find something positive to say. I like to be specific when I praise the children. Here are a few examples of what you can say:

I liked the way you pointed to each word.

You used the pictures well to help you guess.

Well done for re reading the sentence to help you read that last tricky word.

I like the way you used your letter sounds to read that word.

I like the way you used your story voice.

That reading was lovely to listen to, thank you.

