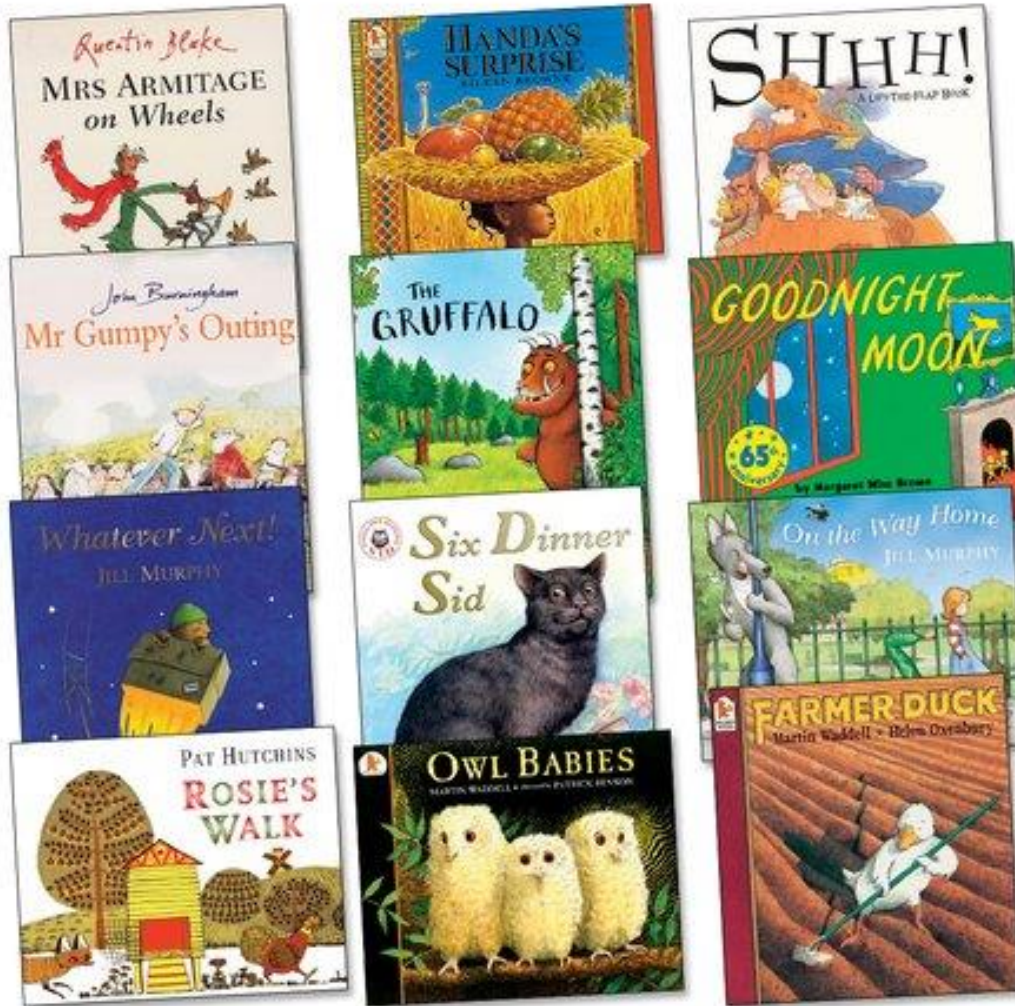


## Reading in Reception at Crockerne Primary School



### Reading Skills to Develop (taken from the Early Years Foundation Stage practice guidance)

- Listen to and join in with stories and poems
- Begin to be aware of the way stories are structured
- Suggest how the story might end
- Show interest in illustrations and print in books and print in the environment
- Know information can be relayed in the form of print
- Understand the concept of a word
- Know that information can be retrieved from books and computers
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.

By the end of Reception your child needs to be able to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### **Reading a book together**

- Let the reading time be short (about 5-10 minutes), enjoyable, and stress free for both you and your child.
- Choose a time when your child is willing and not too tired.
- Talk about the book and the pictures
- When your child first brings home a reading book, do not expect them to know all the words.
- Model the reading by reading it to them at first or taking it in turns. Many first books have a repeated phrase which you can help them to anticipate by reading up to the word that varies, for example 'I like to paint', 'I like to .....swim'.
- Remember that much of the early reading your child does is memorising. It is more important that they read the whole book remembering the sequence of the story than that they should recognise each word and what it says.
- Encourage your child to use the pictures to help guess the words
- In the very early stages, it is fine to simply tell your child an unknown word and explain what it means. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them
- Do not let your child struggle with trying to sound out words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o.
- Above all always use plenty of praise and encouragement –small steps!

### **As their reading progresses encourage your child to:**

- Point to each word as it is read
- Use the sounds that they know, or tricky words, to piece together words and sentences
- Suggest how the story might end, alternative endings, how it could be improved
- Cover a word and think of another that would make sense
- Discuss characters; what are they like, how are they feeling
- Make links to other books, for example by the same author or on the same subject, and to their own experiences
- Pay attention to the punctuation, speech bubbles and so on, using different voices for different characters and reading for meaning
- Use the correct terminology such as author, illustrator, contents, index.
- Express opinions about the book and who they would recommend it to
- Use the theme of the book to write own version, perhaps using a different setting or characters
- Keep a diary on holiday. Encourage your child to use their phonic knowledge to spell words and 'have a go'. Ask them to read it back to you.

### **Reading in real-life contexts**

Let your child see you read, and share it with them, for example reading a recipe, reading the newspaper headlines, reading the destination on the bus, reading shop signs and labels on items in the shop. Choose a word that they may have been learning in their book, or from their high frequency words, to notice. Some children may prefer to read a comic, non-fiction book or use an internet game. Variety is very important.

### **Reading a story book or 'real book' together**

Part of learning to read is developing a love of books because it creates the motivation to learn. Reading schemes help a child towards independent reading but 'real books' give them a flavour of the wealth of literature that they will one day be able to access independently.

It is very important to read to your child as well as listen to them reading. This can be a cosy, bedtime activity for sharing and enjoyment of a book. The child can be the listener and will learn a great deal from hearing an experienced reader read aloud, such as seeing how the pages are turned, how expression is used and different voices used for different characters, how the plot develops and so on. You may find that your child will begin to join in with a favourite book. With a newbook you may want to ask your child how they think the story will end, about whether they liked the story or particular characters. By joining the library your child can enjoy reading and choosing their own books, CDs, DVDs and use the internet and there are often activities run in the holidays. Charity shops and car boot sales are another source of inexpensive books or maybe your child could swap favourite books with a friend.

### **Games to encourage reading**

- I-Spy: for early readers use the letter sound but once the children are confident with the sounds use the letter names.
- Make up silly rhymes and phrases using alliteration.
- Choose a category and think of items for each letter of the alphabet, for example: apple, banana, cherry and so on.
- Put the high frequency or tricky words on cards and play bingo, lotto and memory games with them.
- Use 'robot-talk' to talk to each other, for example 'T-i-me f-or b-ed!'

### **Recommended Reading Books for Reception**

We're going on a Bear Hunt by Michael Rosen  
Percy the Park Keeper series by Nick Butterworth  
The Owl who was Afraid of the Dark by Jill Tomlinson  
Where the Wild Things Are by Maurice Sendak  
Bear Snores On by Karma Wilson  
Each Peach Pear Plum by Ahlberg  
Funnybones by Ahlberg  
Dogger by Shirley Hughes  
Elmer by David McKee  
Handa's Surprise by Eileen Browne  
Dear Zoo by Rod Campbell  
The Tiger Who Came To Tea by Judith Kerr  
Brown Bear, Brown Bear, What Do You See? by Bill Martin  
Peace At Last by Jill Murphy  
Owl Babies by Martin Waddell, illustrated by Patrick Benson  
Peepo by Janet and Allan Ahlberg  
The Very Hungry Caterpillar by Eric Carle  
The Gruffalo by Julia Donaldson, pictures by Axel Scheffer  
Tyrannosaurus Drip by Julia Donaldson, illustrated by David Roberts  
Aliens Love Underpants by Claire F reedman, illustrated by Ben Cort  
Any traditional fairytale such as The Gingerbread Man, Little Red Riding Hood, Hansel and Gretel etc  
Biff, Chip and Kipper Series/ Songbird series ( children can use their phonics with these)