



Help your child to learn at home.

Reading

Phonics provide the building bricks for reading but there are other skills that will help your child to learn to read.

Sharing Books

The best way to help your child learn to read is by sharing picture books with them from a young age. Ideally children should be read to everyday - some families find it useful for reading to be part of the bedtime routine.



Seeing Adults Read

Seeing adults read encourages children to value reading. When a child sees an adult reading a recipe, shopping list, magazine, letter or book it shows that text has a purpose. Talk to your child about what you read and why you read it.

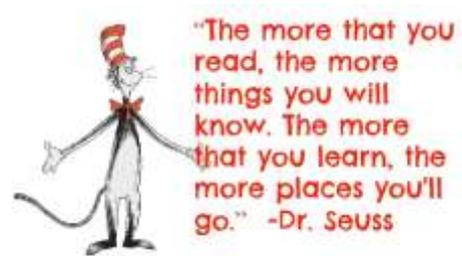


Special Words

Often the first words that children learn to read are names. Their own name carries special meaning so they usually learn the letters in their name first. You can encourage your child to recognise their name by having place cards at the table, supporting them to self register at Nursery, spotting letters in their name when you're out and about or making their name with magnetic letters. Very soon they will become interested in other names e.g. Mummy, Daddy, Nana, Grandad.

Book Skills

Help your child to learn how to handle books. Encourage them to start story books at the front and turn the pages one at a time. Talk about the front cover using words such as title and author.



Questions

Ask questions before, during and after reading a story.

Predicting – What do you think this book will be about? What will happen next?

Connecting the book to their experiences – Have you ever... Can you remember when...

Inferring – Why do you think the character chose to do that? How do you think they feel?

Summarising – What happened? How did the story start / end?

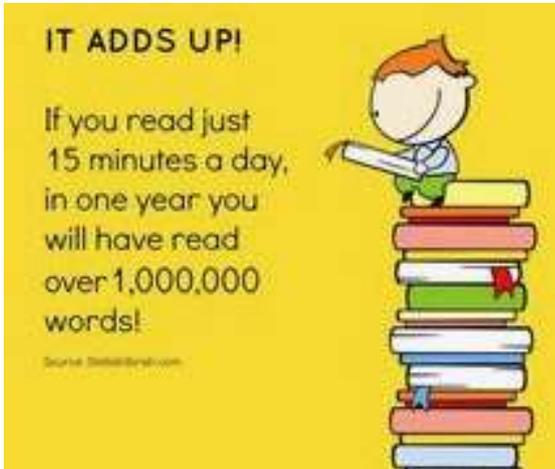


Retelling Stories

Retelling familiar stories and using wordless picture books will help your child to develop comprehension skills and the language of storytelling. Wordless picture books are available to borrow from school.

New Vocabulary

Books are a wonderful way to introduce your child to new words. Explain new vocabulary and encourage your child to use the new words when they retell a story or talk about an information book.



Letters Everywhere!



Children are surrounded by print and often recognise logos and brands from an early age. Talk about letters in the environment - packaging, signs, labels, number plates, menus, magazines etc.

Rhymes

Songs and rhymes are important for early language development. They help children to hear patterns and sounds in words which supports early reading skills. Rhyme of the week sheets are available from school.

I'm a Little Wriggle Worm

I'm a little wriggle worm, watch me go!
I can wiggle fast, or very slow.
I wiggle all around, then back I go.
Down into the ground, I'm home!



Borrowing Books from School

Library Books – There are lots of picture books available to borrow in the corridor. Your child can change their book before or after school.

Reading Books –

Lilac Level – These wordless books are suitable for children at all stages of development. Encourage your child to use the pictures to tell the story.

Pink Level – If your child recognises letters and is beginning to blend sounds to read words you can borrow pink books to practise reading at home.

Red Level and Above – These are for more able readers. Please talk to your child's teacher if you need help to choose the correct level for your child.

Please only take one library book and one reading book at a time so that there are enough books for everyone.

Reading Games-

There are copies of sound games, tricky word games and flashcards for you to take home and use with your child. These do not need to be returned.

The Early Years Curriculum

Not all children develop at the same rate but by the end of nursery most children will...

Reading – 30-50 months:

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one & also in small groups.
- Joins in with repeated refrains & anticipates key events & phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reading – 40-60 months:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

If you have any questions about how to help your child learn to read, please speak to your child's teacher.