

Tanners Wood EYFS Reading Prompts



In order to support and develop your child's reading skills it is important to;

- share books with your child
- regularly listen to them read
- discuss what has been read
- allow them to respond to stories through creative activities
- model an enthusiasm for reading
- regularly look at the sounds and words in their black boxes
- talk about letters and words when out and about.

The Early Years Outcomes document is used by teachers to assess each child and is split into stages. In order to become a confident and enthusiastic reader children need to develop in different areas. It is useful to consider these when reading with your child.

Early Years Outcomes

Communication and language

Listening and attention

Encourage your child to;

- join in with repeated language (throughout EYFS)
- anticipate key events and phrases in rhymes and stories (throughout EYFS)
- anticipate key events (Summer term of Reception)
- respond to what they hear with relevant comments, questions or actions (Summer term of Reception).

Understanding

Encourage your child to;

- understand 'who', 'what', 'where' in simple questions (Nursery)
- understand 'why' and 'how' questions (throughout EYFS)
- understand humour, e.g. nonsense rhymes, jokes (Reception)
- follow a story without pictures or props (Reception)
- answer 'how' and
- answer 'why' questions about their experiences and in response to stories or events (Summer term of Reception).

Literacy development

Reading

Encourage your child to;

- engage in rhyming and rhythmic activities
- talk about rhyme and alliteration
- recognise rhythm in spoken words
- anticipate key events and phrases in rhymes and stories
- talk about the way stories are structured
- anticipate how the story might end
- describe main story settings, events and principal characters
- demonstrate an interest in illustrations and print in books
- recognise familiar words and signs when out and about
- look at books independently – handle them carefully, hold correct way up and turn pages one at a time (Nursery)
- identify the initial sound in words (Reception)
- segment the sounds in simple words and blend them together (Reception)
- link sounds to letters – alphabet songs

- read words and simple sentences (Reception)
- extend vocabulary through reading (Reception).

Other ways in which you can help at home include;

- play I-Spy
- make up silly rhymes and phrases using alliteration
- play Bingo using the sounds and words from your child's black box
- memory games with them
- give instructions where you segment the word, for example, go to b_e_d, s_t_a_m_p your feet
- listen to audio books.

Some helpful web links;

- http://www.huffingtonpost.co.uk/2014/08/14/reception-reading-how-your-child-will-learn-to-read-at-school-and-what-you-can-do-to-help-at-home_n_7331438.html This article provides answers to some frequently asked questions
- <http://www.bbc.co.uk/cbeebies/games/alphablocks-games>
- <https://www.oxfordowl.co.uk/for-home/reading-owl/reading> This site has some wonderful e-books and storyteller videos
- <http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs>
- <http://www.crickweb.co.uk/Early-Years.html> This online game supports identifying initial sounds
- <http://www.phonicsplay.co.uk/ParentsMenu.htm> This site has games and more guidance for parents.

How we support literacy at school

A 'print-rich' environment

Within the classroom your child is exposed to a 'print-rich' environment of signs, labels, books, key words, displays and role play areas that give opportunities for reading, all of which the children are encouraged to notice and learn to read. There is a reading area full of books which your child can enjoy exploring, sharing and listening to during their Child Initiated Learning. Specific books are used to support topics in all areas of the foundation stage curriculum.

Daily phonics lessons

This is a daily 15 minute session where your child is exposed to new sounds through games, use of flashcards and magnetic letters. This enables them to link letters and sounds, by learning how to say the sound (phoneme) for each letter (grapheme) and groups of letters like sh, ch, igh (digraphs and trigraphs). They learn to hear and say the sounds in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending). In school we use the vocabulary of sound-talk or robot-talk to help with segmenting. These vital skills help them to read words that are phonetically spelt. Some words that cannot be easily decoded are learnt as 'tricky words' such as 'come' and 'the'. Children then apply these skills to learning to spell and write sentences.

Daily story time

This is a time for sustained listening and enjoyment of books. This enables children to experience a range of books and develop a love of reading. Children will be encouraged to join in with repeated language. This will enrich your child's imagination, supplying them with ideas and phrases that they may use in play or writing.