



Brindishe  
Federation

# Supporting your child with Early Reading

Parents'/carers' workshop



# Early Reading

## Aims:

- To give you an understanding of how young children learn to read
- To help you become more familiar with phonics and the Bug Club Phonics Programme
- To share activities, methods of teaching and resources that will support your child to learn to read both in school and at home.

# Developing a love for words

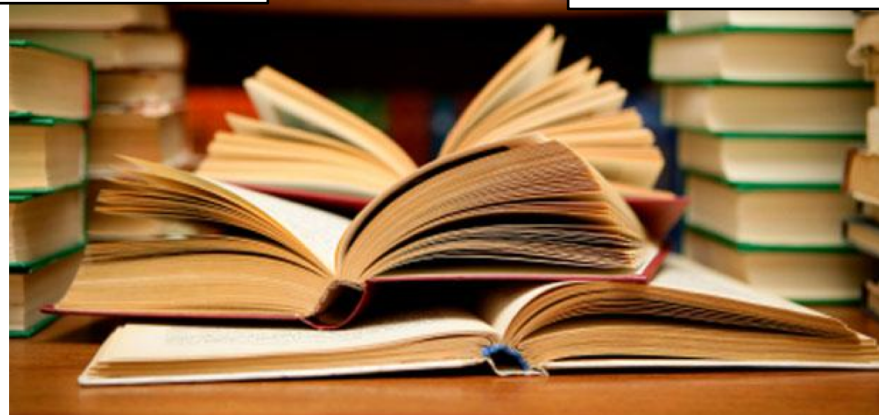
All reading is good  
reading

Model reading  
behaviour

Join and visit the  
library

Read together (e.g.  
before bedtime)

Read what they  
enjoy



# Early Reading: environmental print

*From birth, children actively seek to make meaning from the many different representations of language that surround them (Bruner, 1990; Vygotsky 1986; Daniels, 2014).*

This refers to everyday objects that children use in their role play and their imaginary games, as well as familiar images and texts from their wider worlds e.g. empty packaging from favourite foods, signs, labels etc.

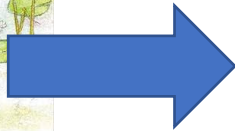
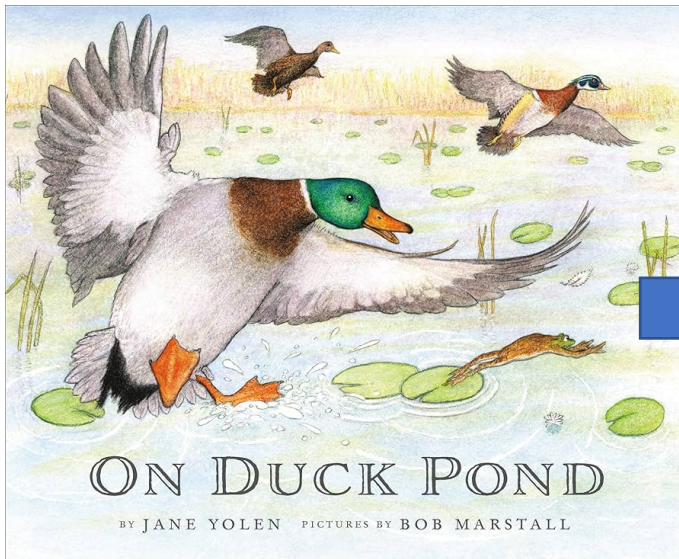




# Early Reading: pictures as symbols

Children begin to look at images and illustrations in books and make connections e.g. they associate a picture of a duck with ducks in the park.

It is important for young children to explore a wide range of books to explore.



# Early Reading: shared reading



Reading books and stories with babies and children is important for language and literacy development. Shared book reading is a perfect opportunity to develop knowledge about the world, empathy and shared understandings.

Some key strategies when sharing books:

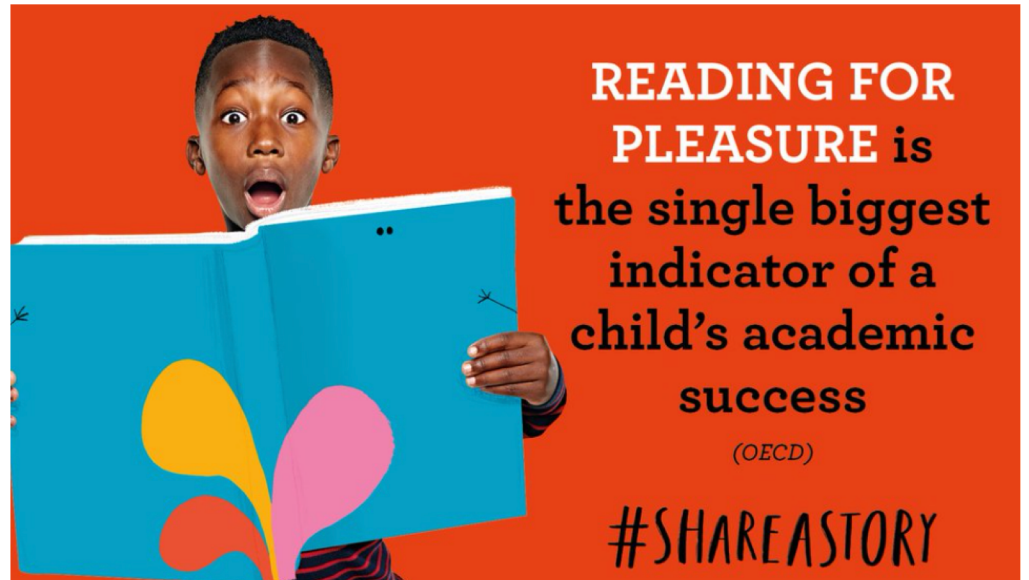
- Allow pauses for children's thinking time as they consider their responses to pictures and the words
- Use actions, vary your volume and intonation to emphasise meaning
- Encourage children to join in with you
- Try to use prompts such as 'I wonder why/ what' rather than asking closed questions
- Allow children to return to pages and pictures they are interested in so they can explore ideas in depth.

# Early Reading: reading for pleasure

Finding joy in reading is what it is all about. We want children to develop positive emotional connections with reading and this happens both at home and at school. Making time for cosy and playful one-to-one book sharing lays the first foundations of reading.

We have an **obligation** to read aloud to our children. To read them things they enjoy. To **read** to them stories we are already tired of. To do the voices, to make it **interesting**, and not to stop reading to them just because they learn to read to themselves.

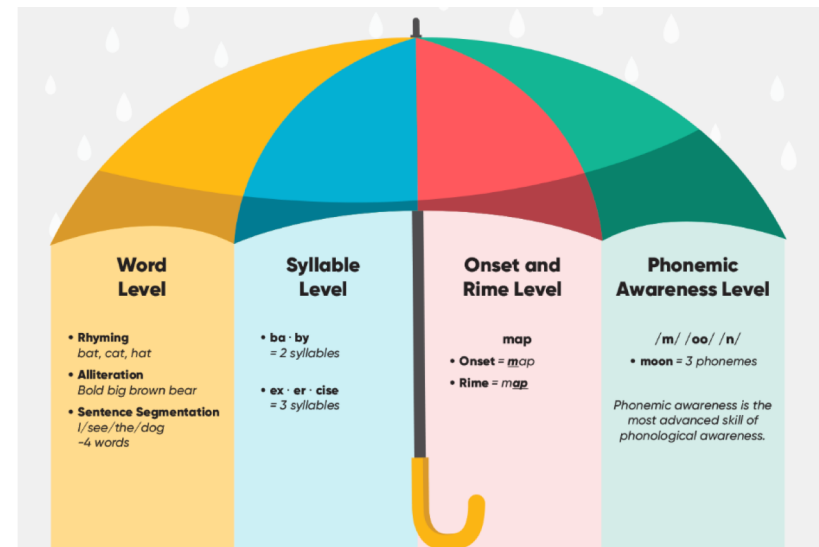
—Neil Gaiman



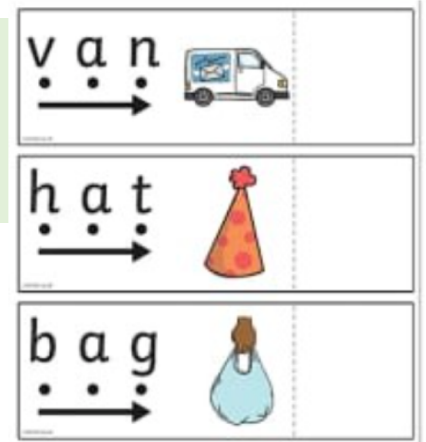
# Early Reading: phonological awareness

Phonological awareness is all about developing children's ability to tune into sounds which is a crucial element of reading.

- If children are able to distinguish between sounds in words and are aware of rhyme, rhythm and alliteration, this will help with reading skills.
- It is important that children are familiar with a wide range of rhymes and rhyming books.
- Musical instruments also support children to develop phonological awareness by helping them to develop a sense of rhythm through clapping along to a nursery rhyme or clapping beats in a name. This helps children when they need to break down long words into units or syllables.



# Early Reading: phonics



Phonics is a way of teaching children how to read and write. It involves matching the sounds of spoken words with individual letters or groups of letters.

Synthetic phonics schemes start with the simplest most common Grapheme (letter) Phoneme (sound) Correspondences (GPCs) and systematically teach and add more, building the complexity of written words.

To help children develop phonics knowledge, at Brindishe Schools we:

- Model reading when tuning into children's play and draw attention to new sounds and blending
- When reading aloud to children, sometimes draw attention to new words or sounds they have been learning
- Read a simple text with children that they can sound out using their phonics knowledge.





## Phonics at Brindishe Schools

- We use the Bug Club Phonics programme from Nursery onwards
- This is a systematic, synthetic approach to phonics
- Divided into phases which focus on different sets of letters
- It has proven to be effective at helping children with their reading and writing
- All children participate in a daily targeted phonics session.

# Phonics in Nursery and Reception

- When children start in Nursery the phonics focus will be on Phase 1 which explores wordless picture books alongside developing phonological awareness
- In Reception, children will be introduced to Phase 2 letters and move on to Phase 3 activities with emphasis on oral blending and segmenting
- By the end of Reception children should be securely working using Phase 2 and 3 phonemes.

Nursery:	Phase 1 phonics
Reception:	Phases 1, 2 & 3
Year 1:	Revision of previous phases as appropriate, Phases 4 & 5
Year 2:	Revision of previous phases as appropriate, Phase 6

# Phonics in Reception



## Phase 2

- Focuses on individual letter sounds e.g. s a t p i n
- Irregular (tricky) words e.g. the to I no go into her

## Phase 3

- Moves onto digraphs - letters that are blended to make one sound e.g. ch sh, ai ee, ear, air
- Irregular (tricky) words e.g. me be he my by she they we are you all was give live

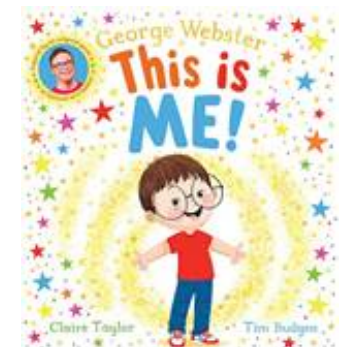
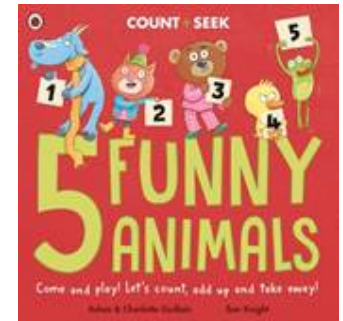
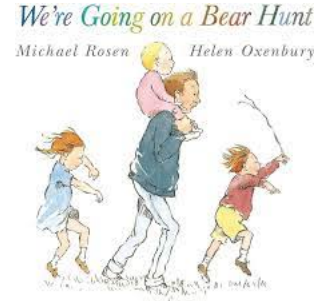
# Reading Opportunities at School

- Daily phonics
- Sharing books - reading to children
- Story sacks
- Reading opportunities in all curriculum areas, in daily routines and different activities which are an integral part of the school day
- Reading individually with children in Reception each week
- Individual reading books to take home



# Choosing books: whose choice is it?

- Your child's choice - children are individuals
- At school, we encourage children to choose books from book corners and shared spaces around the school
- Do you choose books for your child? Consider: Who is reading it? You? Both? Your child?





# Reading together

- Talking, laughing, having fun!
  - Sharing favourite books
  - Looking at the pictures
  - Learning how books work
  - Looking for familiar words
  - Reading a range of texts
  - Understanding the meaning and asking questions
  - Reading the same books (again and again)? Yes!
  - Building confidence
- 
- **Where?** Comfortable, quiet, uninterrupted
  - **When?** When fresh!
  - **What?** Books from school, but **also** books from home, internet, library, charity shops
  - **For how long?** Little and often but approximately 5-10 minutes daily (if possible)



# Reading Records in Reception

- A really important record for everyone – including your child
- Record your child's personal responses as well as their progress
- Children can contribute to their response book as well

Draw a picture of...	What did you think of this book?	Question time
What do you think will happen next?	How could you change the ending?	Comparing stories

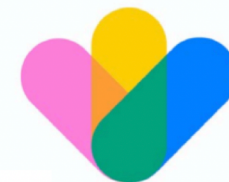
# Creating a partnership between home and school

- Of all the help you can give your child, the most important job you'll probably do is helping with reading. That's because learning to read is best taught on a one-to-one basis, so giving your child a bit of shared reading time every day will make a big difference. This should not stop even when a child becomes an independent reader.
- It is so important that children hear stories and different texts read to them even when they begin to read to themselves. It means they can enjoy and talk about books at a level beyond their own reading ability. This helps develop their comprehension skills.



# Home and School Links

- Please make sure your child has a book bag everyday so they can choose books from school, take letters home and keep their home learning books safe
- You can use your child's reading records to comment on the books your child has enjoyed at home
- This means you can share with us the books you share at home, including your own books, books from the library, comics, magazines, non-fiction books etc.



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**With all this in mind.....**

‘Young children have some difficulty breaking messages up into words. They have even greater difficulty breaking up a word into its sequence of sounds and hearing the sounds in sequence. This is not strange. Some of us have the same problem with the note sequences in a complicated melody.’

(Clay 2003)



# Home Learning

## Supporting at home

### Reading & writing

- Robot talk e.g. you say 'cat', child has to 'robot talk' it with arms 'c-a-t' and vice versa
- Magnetic letters – blending and segmenting
- Trash or Treasure
- Looking for irregular (tricky) whilst out and about
- Practicing writing (irregular words, CVC words)
- Internet games (see next slide)

### Developing letter formation

- Threading/Hama beads
- Playdough
- Sewing
- Forming the letters in sand / glitter
- Forming letters against a rough surface e.g. carpet

# Useful Websites and Resources

<https://literacytrust.org.uk/> (support for schools and families developing children's literacy and communication and language skills)

<http://epicphonics.com/> (some free games and resources)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)  
(username:Brindishemanor, Password: Brindishe)

[www.ictgames.com](http://www.ictgames.com)

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

[www.bbc.co.uk/cbeebies/shows/alphablocks](http://www.bbc.co.uk/cbeebies/shows/alphablocks)

<https://www.topmarks.co.uk/>

[www.wordsforlife.org.uk](http://www.wordsforlife.org.uk)