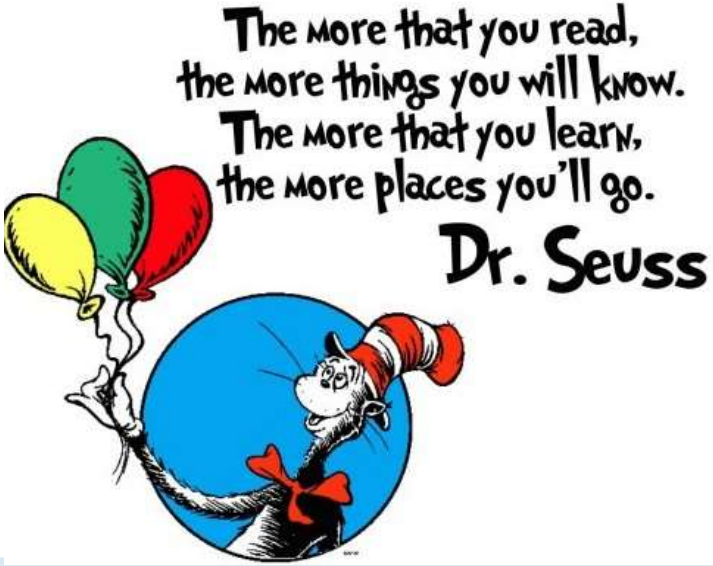
Reading at home EYFS and Year 1



The research

- Parental involvement in a child's reading has been found to be the **most important determinant** of language and emergent literacy *(Bus, Van Ijzendoorn and Pellegrini, 1995).*
- Children who **are read to at an early age** tend to display greater interest in reading at a later age *(Arnold and Whitehurst, 1994).*
- **Story reading** at home enhances children's language comprehension and expressive language skills *(Crain-Thoreson and Dale, 1992).*
- Oral language developed from parent/child reading predicts later writing development *(Crain-Thoreson, Bloomfield, Anthony, Bacon, Phillips and Samwel, 1999).*
- Parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school *(Wade and Moore, 2000).*

National Literacy Trust 2012

Young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside class.

Empathy…
READ THIS:

According to the previous ATA/IDE hard drive transfer protocol, the signalling way to send data was in synchronous strobe mode by using the rising edge of the strobe signal. The faster strobe rate increases EMI, which cannot be eliminated by the standard 40-pin cable used by ATA and ultra ATA.

Little and often

Fun, short bursts of reading every day will make a bigger difference to fluency than reading for long periods once a week.



Reading Records

- Please keep a record of all reading in the reading record by writing a comment.
- In Key Stage 2 it is expected that children log their own reading in these, so it is essential that we model this from the start. It also celebrates their reading achievements and progress.

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading: children 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.

EARLY YEARS

The basics

- Pattern stories
- Picture stories
- Rhyme / poetry
- Stories in home language and English
- Experience e.g. Little Red Riding Hood go to a forest…

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

YEAR 1

Reading to children



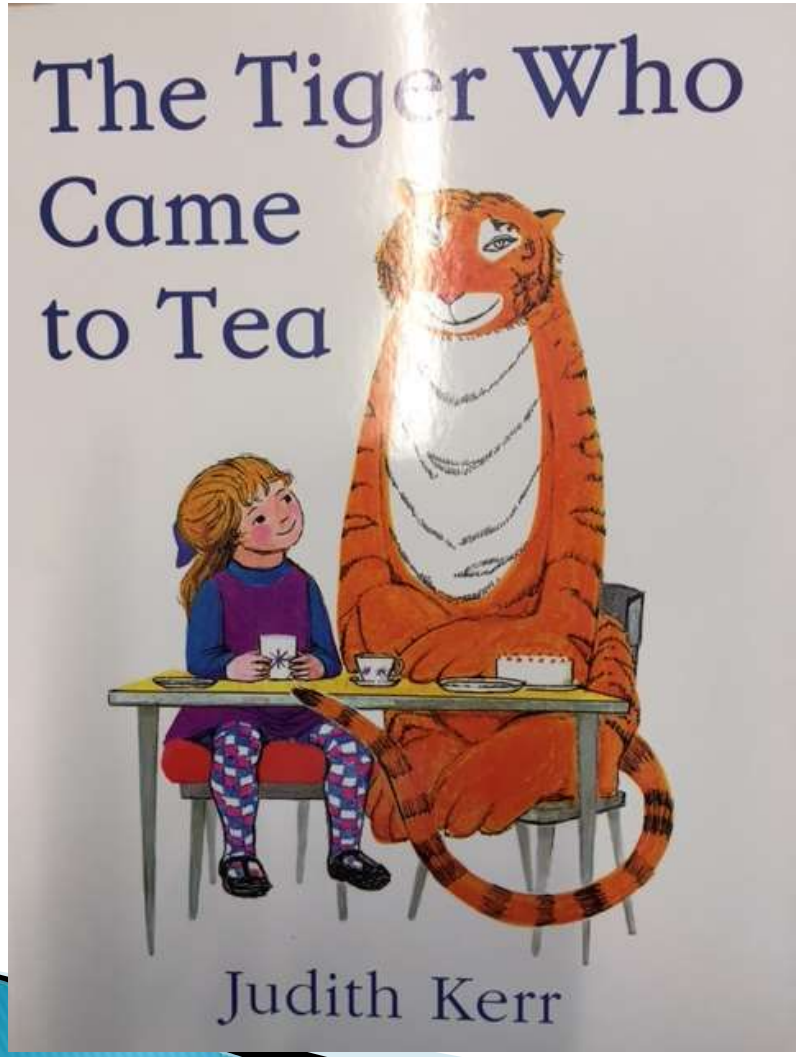
- It helps to model reading strategies.
- Improves their vocabulary.
- Creates a shared experience that nurtures enjoyment of reading.
- Don’t feel that children should only be reading the material we send home. Encourage them to read labels on food, words on screen, comics etc.

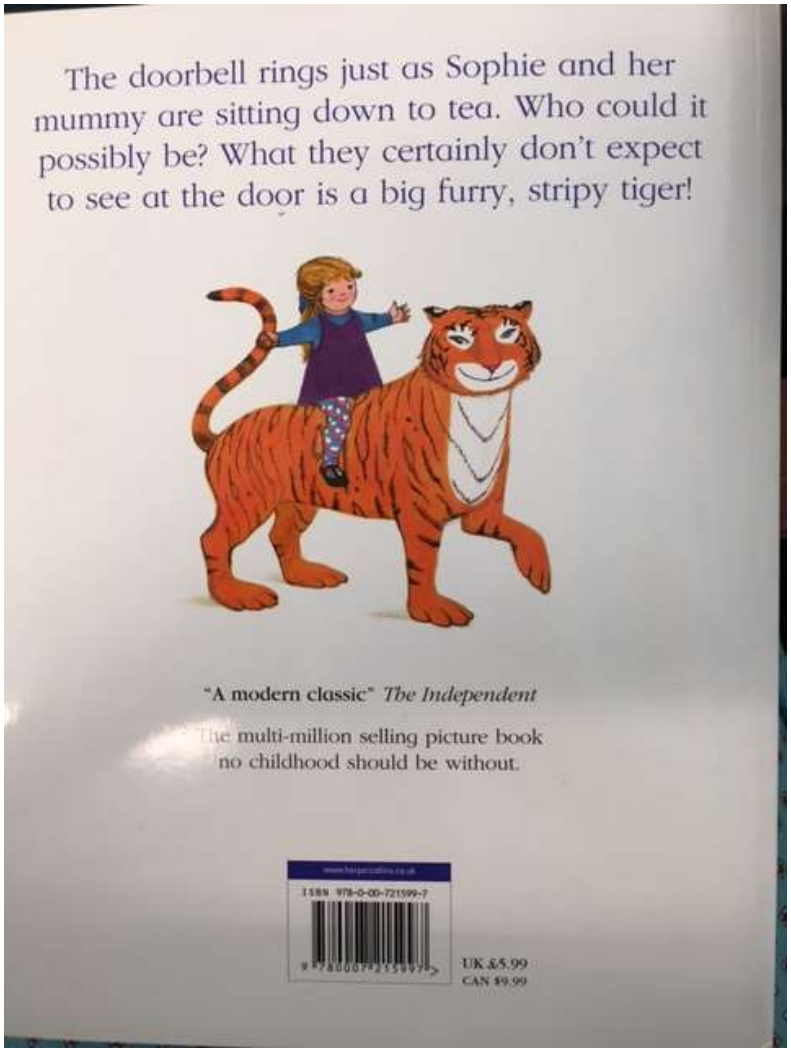
Reading with children



- Have you seen this word on another page?
- Use phonics, but not if you know the word!
  Does it make sense? What would make sense?
  Look for clues in the picture or context of the sentence.
- Are there any bits of the words you recognise?
- Read ahead, miss out the word, and work out what it could be when you've finished the sentence
- Backtrack and read again for fluency

Example


The Tiger Who Came to Tea
Judith Kerr


The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger!
"A modern classic" The Independent
The multi-million selling picture book no childhood should be without.
UK £5.99
CAN $9.99

Comprehension

- Finding information on the page.
- Being able to find information that is *not* on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.
- Book talk to make your child think

Closed Questions!

- Do you like this book?
- Do you like this character?
- It's a good story isn't it?
- Do you like reading?
- Are you good at reading?
- Do you like this kind of story?

Change these questions so that the answers cannot be *yes* or *no.*

- What do you like about this book?
- What do you think of this character?
- Why do you think this is a good story?
- What's great about reading?
- Why are you a good reader?
- What is it about these stories that you like so much?

Example….


The Tiger Who Came to Tea
Judith Kerr


Once there was a little girl called Sophie,
and she was having tea with her mummy
in the kitchen.
Suddenly there was a ring at the door.



Sophie's mummy said,
"I wonder who that can be.



It can't be the milkman
because he came this morning.



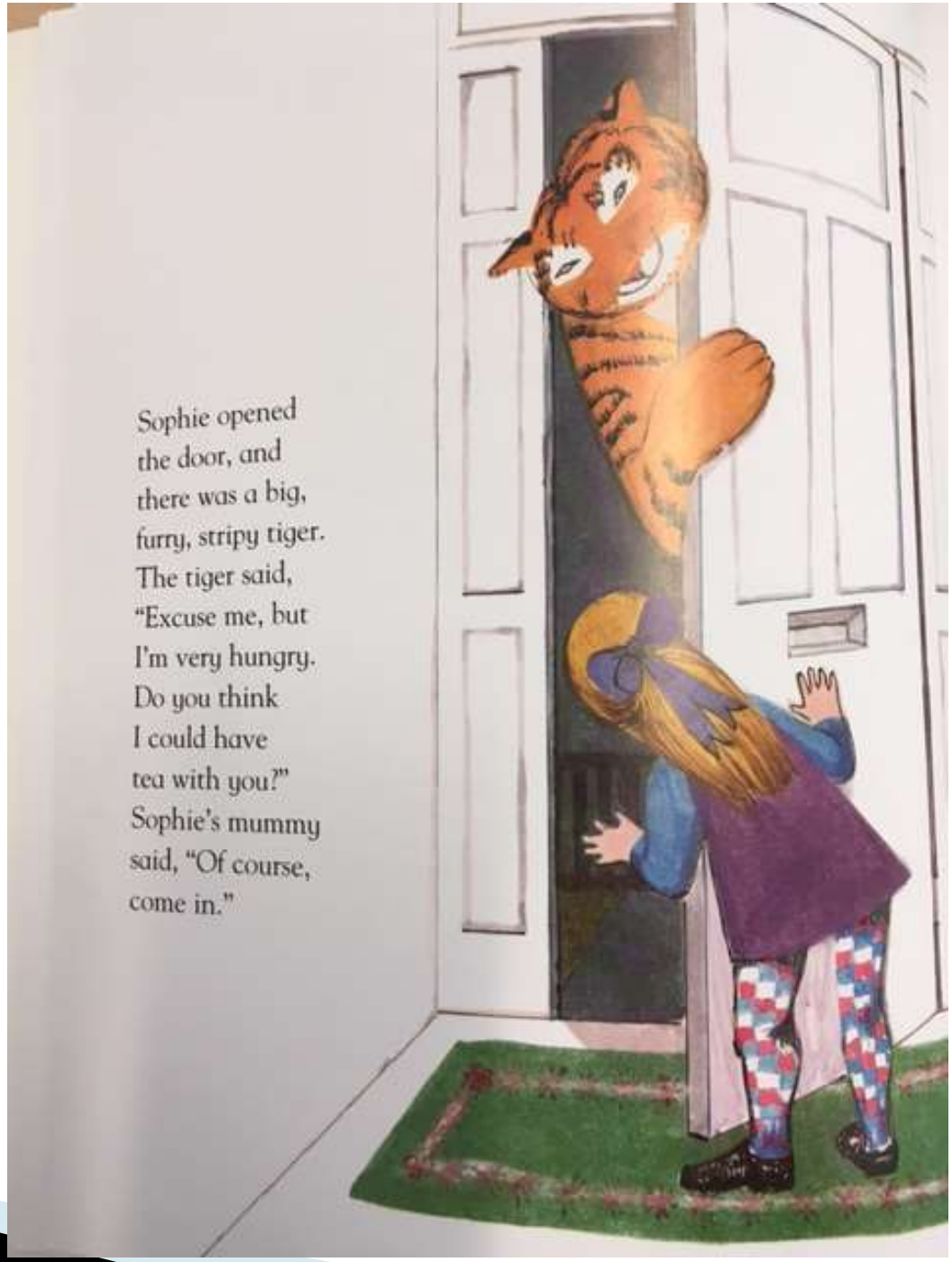
And it can't be the boy from the grocer
because this isn't the day he comes.



And it can't be Daddy
because he's got his key.

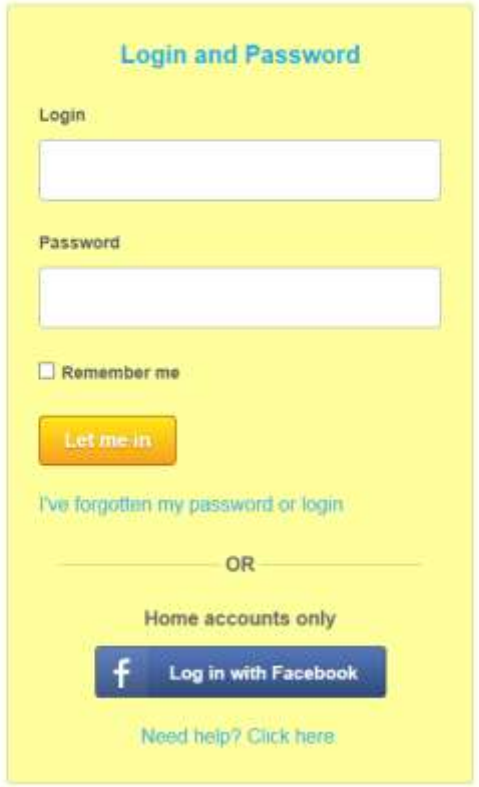
We'd better open the door and see."

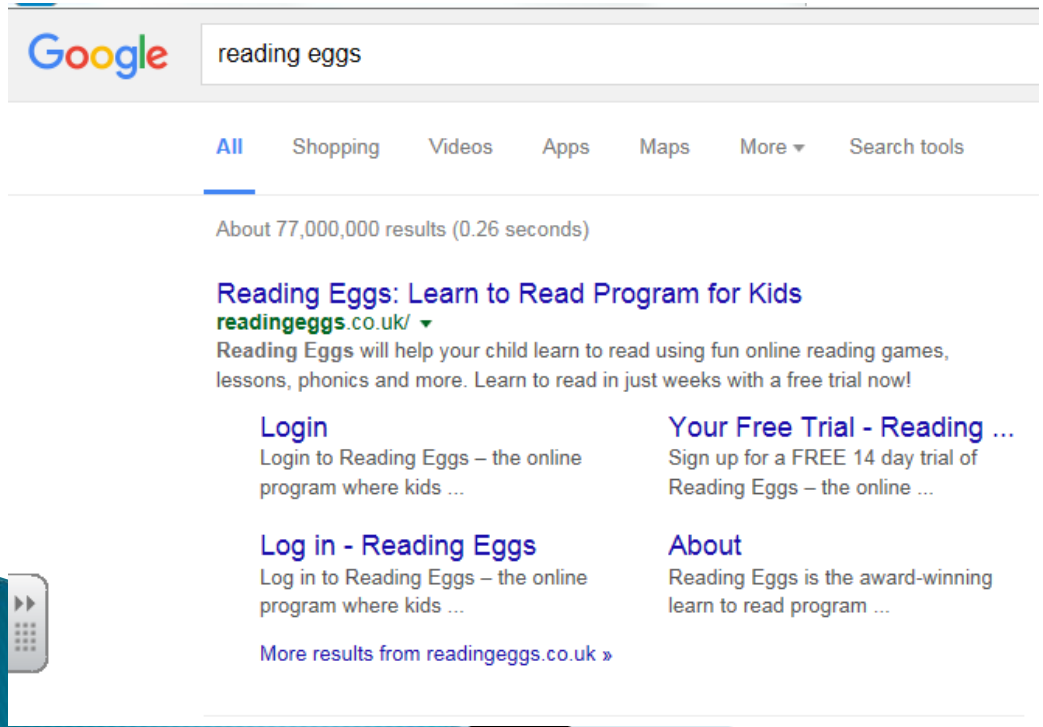
Sophie opened
the door, and
there was a big,
furry, stripy tiger.
The tiger said,
"Excuse me, but
I'm very hungry.
Do you think
I could have
tea with you?"
Sophie's mummy
said, "Of course,
come in."



Reading eggs







Online support

- www.storylineonline.net – Videos of people reading stories for all year groups
- www.oxfordowl.co.uk –Free eBooks for all year groups
- http://www.literacyshed.com/the-reading-shed.html -advice, activities, videos and more
- http://www.bbc.co.uk/schools/parents/primary_support/ - advice
- **www.ReadingRockets.org/learnaboutreading**