



Importance of Early Reading

Learning to read and starting school are important early educational milestones. Reading is one of the most valuable skills developed during childhood, but it is also one of the most challenging skills to acquire.

Research shows that a child who grows up in a home in which reading and the use of books is commonplace and actively supported, is more likely to nurture a positive attitude towards their learning throughout their schooling and across the whole of the curriculum.

Most children who have early development of their literacy and language skills go on to achieve higher grades at G.C.S.E and are more likely to be eager learners throughout their lives.

A solid foundation in reading is crucial to a child's success as they progress through primary school, into secondary school and then in later life.

Speaking and listening

- Give opportunities and allow time for children to communicate their thoughts, ideas and feelings
- Give opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Give opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening
- Introduce new vocabulary to your child, explain what new words mean and praise them for using new words in their spoken language
- Model and expect good listening

Teaching phonics – understanding the terminology

At South Baddesley, we use a systematic, synthetic phonics scheme called Read Write Inc for teaching phonics. These are the words and phrases we use in phonics and what they mean:

Term/Phrase	Meaning
Fred the frog	A soft toy frog who helps us in phonics. He can only speak in sounds.
Fred talk	Sounding out the letters in a word out loud, e.g. h-a-t, f-r-o-g.
Fred in your head	Sounding out the letters in a word silently and then saying the whole word out loud.
Fred fingers	Splitting a word into individual sounds and "pinching" the sounds on fingers – one sound per finger, e.g. shop needs 3 fingers, sh-o-p.
Green words	Words that can be sounded out (phonetically decodable), e.g. picnic, shop
Red words	Keywords that cannot be sounded out – you can't Fred a red! E.g. said, you
Pure sounds	Saying the sound accurately as it is sounded in a word, e.g. 't' not 'ter', 'l' not 'luh'
Special friends	When more than one letter is making the sound, e.g. th, ch, igh, ear. (Digraph = 2 letters; trigraph = 3 letters; split digraph = a 2 letter sound split across another one, e.g. phone o-e)

Reading Strategies

Use these key questions and discussion points to support the development of reading strategies:

- Look at the front cover of the book, can they guess what the story might be about?
- Read the title together, does this give them any more clues?
- Look at the picture before reading, what is happening? What are the characters' names?
- Point to the words, are there any words that they know? Can they count the words on the page?
- Can they use their sounds to help them decode unknown words?
- Can they use the initial letter sound to help them decode a word?
- After reading a sentence can they go back and find the word that said...?

- Can they predict what might happen next? This may help them go on and read new unknown words
- Can they read on and then go back to an unknown word?
- Can they find a smaller word inside a bigger word that they don't know e.g teacher?
- Can they break words down into syllables e.g farm/yard?
- Can they use punctuation to make sense of what they are reading?
- Can they talk about what they are reading, their thoughts and feelings?
- Can they relate the story to their own experiences?

Reading Comprehension

Without comprehension, reading is simply following words on a page from left to right. The words on the page have no meaning. While people read for many different reasons, the chief goal is to gain some understanding of what the writer is trying to say.

If we don't understand what we are reading, the reading is pointless

Academic progress depends on understanding, analysing, and applying the information gathered through reading. Therefore, poor reading comprehension skills will affect a child's success in school, and in their adult life.

Reading at Home - recommendations

- Daily reading time 10 - 15 mins
- Quiet place for reading
- Follow the reading strategies
- Let them see you reading
- Follow your child's lead – encourage them to sometimes choose a non – school reading book to share with you, even if they can't read it yet, get them to use the pictures to retell the story, encouraging them to use expression in their voice and look for words in the text that they recognise
- Visit the library and find books about things they are interested in that you can share together
- Practise reading red words by sight
- Give lots of praise and encouragement
- **Let it be an enjoyable shared experience!**