

Literacy- Reading

3 and 4 Year Olds

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

Ideas to support learning

- Share books as often as you can!
- Share different types of books and point out text in the environment.
- Go to the library.
- Model correct use of a book and point to the words as you read them.
- Read their favourite books often and encourage your child to join in. Ask them to read to you by using their memory of the story.
- Share rhyming books and pause so your child can finish the repeated word, phrase or rhyme.
- After finishing a story ask your child to retell the story in their own words. Draw their attention to different parts of the story e.g. what happened at the beginning/end of the story?
- When looking at the front cover of the book, discuss what the book could be about and ask your child to explain their reason behind this e.g. there is a sheep on the front cover so the book could be set in farm.

Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Ideas to support learning

- Ask your child to spot the sounds they know within the text. You could count how many of a particular sound they find. This is also a good strategy for learning **sight words**.
- When sharing a book together, pause at a sound or word and ask your child to read it.
- Use picture clues, as they are vital to help your child read. Do not be tempted to cover the pictures; instead discuss what is happening in the pictures and encourage your child to use this to read more difficult words.
- Discuss the meaning of different words and encourage your child to ask if they do not know what a word means. This is a fantastic way to develop vocabulary!
- As you read through a text, ask questions to check understanding e.g. What is the book about? Who are the characters? Where is the story set?
- Discuss your opinions of a text. Do you like/dislike the book? Why? Which character is your favourite? Why?

Early Learning Goal-

Comprehension- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading- Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.