

# Early Reading Tea and Chat for Parents


Tuesday 14<sup>th</sup> December 2021




# The Importance of Reading



Reading is the gateway to success in other subjects.




Opens doors in terms of enjoyment and academic success and life long opportunity.




Fluent readers can learn more because they can read and gain more knowledge.



# The Importance of Reading



Research has shown that learning to read by the age of six years old has a strong correlation with future academic success.



For children who have fallen behind in phonics, learning to read is a priority.




Pupils who fall behind are supported to catch up quickly.



# Foundations of Literacy



Learning to Listen.



Unless children can listen, and with growing attention, they will be slow to understand and talk.




Learning to listen is a major focus of attention. We provide daily speaking and listening activities.




We learn songs and rhymes by heart.




# Laying the Foundations for Reading and Writing



Children need to develop all the skills necessary for the journey of learning to read and write.




Learning to read and write is a difficult and complicated multi-faceted process.



Introducing sounds and letters before a child has developed, explored and secured the crucial skills makes phonics very difficult.



# Time to Talk



We plan 'talk time' sessions through the day.  
All children need frequent opportunities to talk.



Talking partners.



In the role-play area.



Circle time.



Show and Tell.



Conversations that children have in a language rich environment are important.




# Music, Movement and Memory




Part of daily practice throughout the Foundation stage.



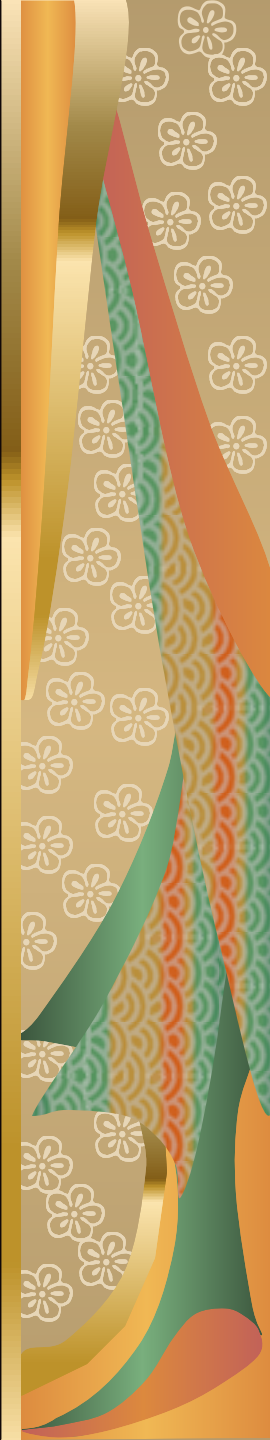
A child's ability to keep a steady beat and appreciate rhythm helps children to discriminate syllables - 'beats' within a word.




Children need to recognise rhyming patterns, critical for the learning of phonics.



The ability to 'chunk' words in this way is an **important** skill that helps us to break down words into simple units when we are **reading** or spelling. The **rhythm** in a song often reflects the syllables in the lyrics. ... Hence, marching, clapping, dancing and playing instruments help to embed vital literacy skills



# Talk Stories



U.K. and Austria are learning to orally retell stories. They can retell 'The Gingerbread Man' and 'The Little Red Hen'.



The children begin to internalize the patterns of written language.







# Phonological Awareness



There are daily opportunities for children to join in with, recite and learn rhymes - helping children to be aware of individual speech sounds.



Right from the start we emphasise segmentation and blending - using the phonemes to 'sound out' words orally.



Reciting stories and rhymes with a pattern or steady beat helps children to develop phonemic awareness - hearing the small units of sound within words.



It is important to make all games and activities fun!



# Phonics


Children are taught phonics from the start of Reception. Phonics is taught daily and directly with the whole class or groups.

Children write sounds, words, captions and dictated sentences that help them practice spelling and letter formation they have been taught in their phonics lessons.


Our Phonic scheme is holistic in order to maximize learning for all. Each phoneme is linked to experiences the children will have across all areas of their learning at St. Mary's.



# Reading




The school has purchased 'decodable' reading books in the sequence of our phonic programme: the reading books build letter-sound correspondences cumulatively.




Practice in reading sounds and 'decodable' books is given until the children can read words effortlessly and work out new words speedily.



# Writing




We introduce the letter shapes through large - scale drawing, starting from the shoulder, then skywriting. When the children have acquired good hand-eye co-ordination and pencil grip, sounds and words can be written on individual whiteboards.




All children enjoy 'Wriggle Whilst You Squiggle'.




# Reading at Home



It is important that you are both relaxed and ready to share a book together. Reading a little regularly is better than trying to cover a lot.



Talk about the cover and what the book might be about will get your child interested.




Predicting what will happen helps to develop reading skills, and talking about the story and pictures helps to introduce vocabulary and develop language.




# Reading at Home



Do not worry if some words are missed out.




Follow the words with your finger as your child reads.




Praise success to make your child feel good about reading.



Look at the pictures, talk about what you have read.



If your child gets stuck on a word, say it aloud and don't ask, "What do you think it says?"



Look at the first sound or read to the end of the sentence to work out the missing word.



If your child sees you read, she or he will think it is something important.

