

# How to support your child with reading in Reception



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# Respect for All Learners for Life

Our aim is to create a love of books.  
We want our children to be readers for life.



# Language

Language and literacy skills have a huge impact on a child's life outcomes. Recent research has shown that there is a significant gap between children with good and poor language skills when they begin school and that this gap remains consistent throughout their schooling. It is therefore absolutely vital that language skills prior to school are promoted to address this gap.



## **So, what contributes to this variation in children's language development in the early years?**

- ▶ The number of words children hear in the first five years of their life is linked to the size of their vocabulary at age five.
- ▶ Early knowledge about sounds and meanings of words affects how we learn to read
- ▶ The quantity of language a child experiences before learning to read has a substantial and long-term effect on their ability to learn to read.
- ▶ In addition, learning to read is also made easier by the variety of words a child has heard.



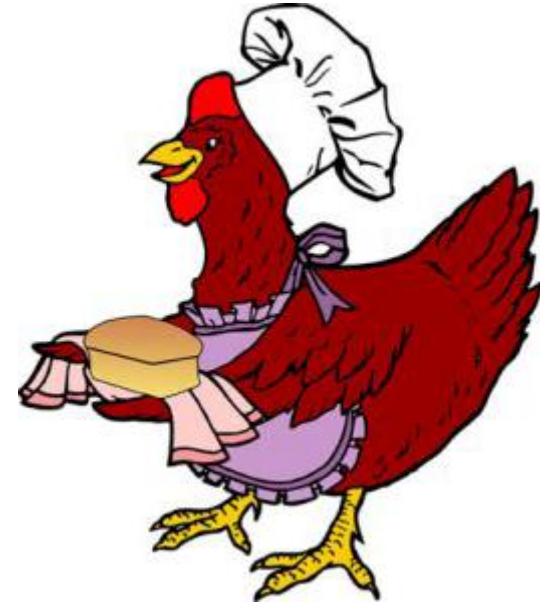
# Develop language by...

- ▶ Read to children daily, taking time to go over new words.
- ▶ Talk with children and encourage children to talk with one another.
- ▶ Use new and interesting words in natural conversations.
- ▶ Use gestures and facial expressions
- ▶ Sing with children and recite poetry and rhymes to playfully introduce vocabulary.



# Pie Corbett Stories

- ▶ The Little Red Hen
- ▶ The Enormous Turnip
- ▶ The Gingerbread Man
- ▶ The Three Billy Goats Gruff
- ▶ Going for a Song
- ▶ Peter and the Wolf

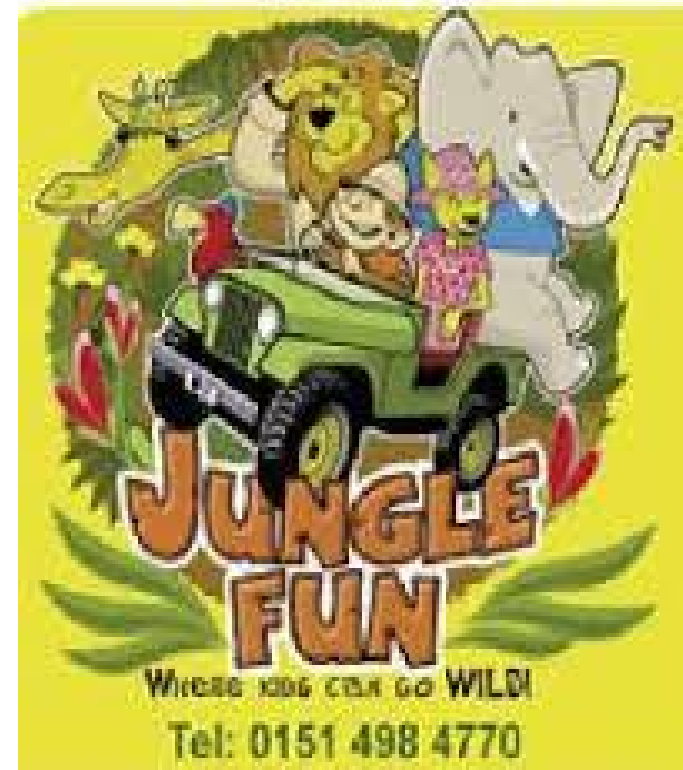




# Reading is everywhere!



# ASDA



# Children's Reading

‘Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all.’

National Literacy Trust, *Children's and young people's reading today*, 2012





# Learning the letters and sounds

## Jolly Phonics

1 . s, a, t, i, p, n

2 . c k, e, h, r, m, d

3 . g, o, u, l, f, b

4 . ai, j, oa, ie, ee, or

5 . z, w, ng, v, oo, oo

6 . y, x, ch, sh, th, th

7 . qu, ou, oi, ue, er, ar



# Blending sounds together...

▶ Set 1 letters:

▶ **s a t p i n**

▶ at

▶ it

▶ tap

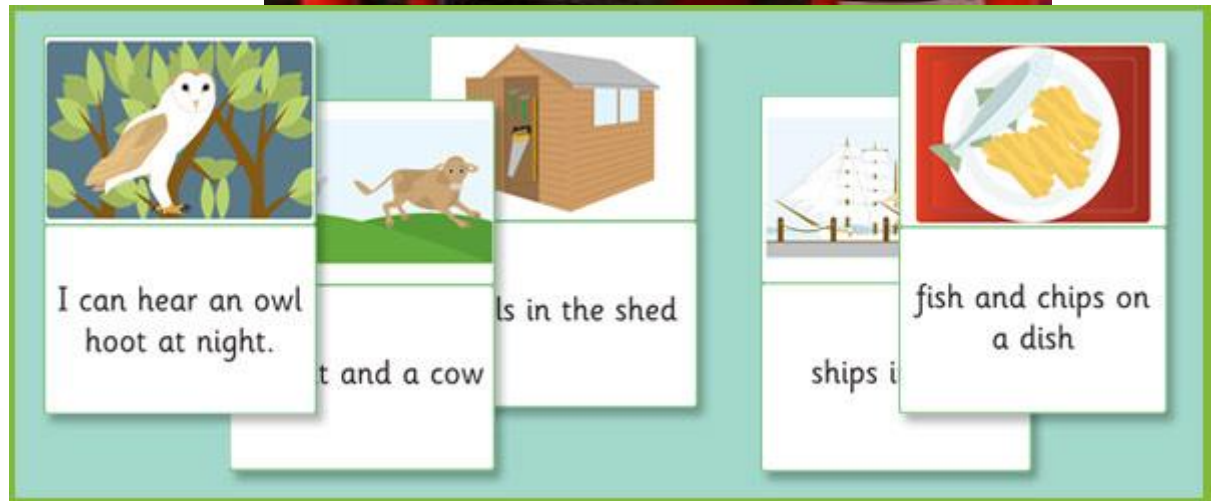
▶ sat

▶ pin

▶ pat



# Letters to build words, then to phrases and then to sentences...



# 45 High Frequency Words

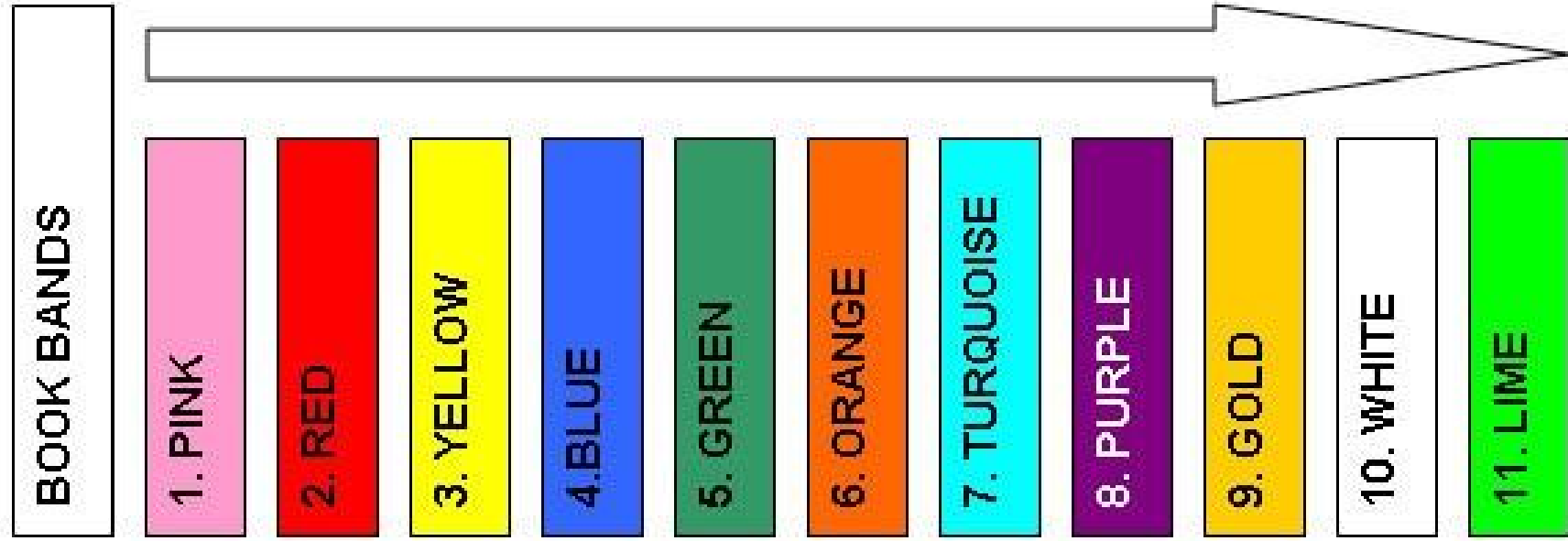
The children will get sets of words to support them in reading and spelling the 45 HFW.

Each set has key words to support the colour band they are on.

## NLS High Frequency Words First 45 Words

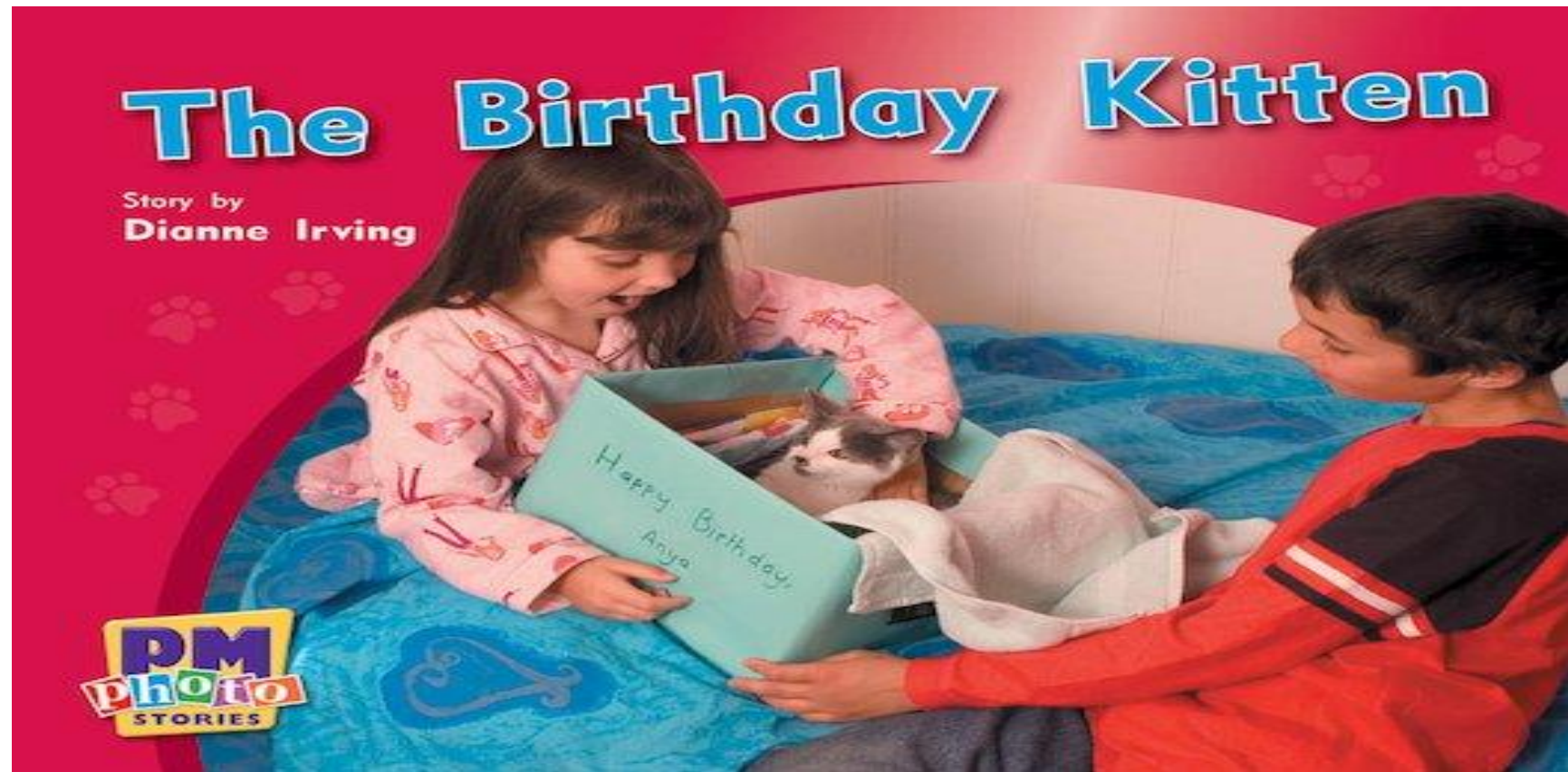
a	get	on
all	go	play
am	going	said
and	he	see
at	I	she
are	in	the
away	is	they
big	it	this
can	like	to
cat	look	up
come	me	was
dad	mum	we
day	my	went
dog	no	yes
for	of	you

# Book band levels





# Front cover



# Walk through

She is up  
on the wall.



Meow. Meow.  
Here we come.



We go to the library.



# Read the text







# Reading books



- Front cover – discuss the pictures and the words in the title
- Walk through – prepare them for the language and any tricky words
  - prepare them to use pictures as strategy for reading
- Go back and read the words – don't be afraid to ask them to re read the sentence if they add words in or miss words out
- Finger pointing is good!
- Make it a positive experience – don't let them struggle with tricky words
- Word locator games
- Establish a good routine with lots of praise!