



Reading



Learning to read the easy way

Cheam Park Farm Primary Academy

What is involved in learning to read?

Research has found that children who are able to listen carefully and respond to what they have heard and who can speak well, using a wide range of vocabulary, learn to read more easily and make better progress.

As adults we have developed the range of strategies needed to become competent readers and enjoy books. We have selected the strategies that work best for us as learners and use them on a daily basis. We need to teach our children all of the strategies available for them to be able to select the most appropriate method for them to use to read.

We hope this leaflet will be useful in explaining these strategies so that you can help your child to learn to read fluently and enjoy books.



Strategies children may use when learning to read

Knowledge of story language

Being able to tell stories is an invaluable skill. Children will want to read and re read favourite stories as they will be committing these story plots to their memory. This enables them to predict endings of stories, talk about why they enjoyed the book and be able to retell the story.

How can we help children develop this skill?

- Read to our children as much as possible
- Discuss TV shows in the context of story language
- Get our children to practise speaking in a posh voice (helps with grammar)
- Re- reading text until they are in our memories



Knowledge of how the word looks (tricky words or key words)

Children need to build up a sight vocabulary by learning a few words at a time and there are many ways children can practise reading these words

How can we help develop this skill?

- Play lotto with the words
- Link words by association e.g. mum, dad, baby
- Link words by rhyme e.g. me, he, we
- Matching pair games



Using pictures clues

Pictures are in the books to engage the children in the story, they often give extra information about the characters and stories, they can act as a prompt for discussion and give clues as to the written words. Looking at the pictures is not cheating – it is a very valuable strategy and we actively encourage it

How can we develop this skill?

- Before reading the text look at and discuss the pictures
- Use the pictures to encourage the children to predict what may happen in the story
- Link details in the text with the pictures e.g. red dress



Sense of meaning of text

When children become more confident readers they can ensure what they are reading makes sense in the context of the sentence. This helps to develop accurate reading and comprehension skills.

How can we develop this skill?

When reading with your child ask the following questions

- Does the word you are reading make sense in the sentence?
- Does it make sense in the whole piece of text?
- Could you think of another word that start with the same letter that would sound right?
- However competent your child is at reading it is important that you continue to discuss the text and ask questions.

Phonics

Use of phonics – Sounds and names of letters



When children know the sounds of the letters and how to blend and segment them they can decode many simple then later on complex words. In the nursery the focus is on speaking and listening activities, Identifying sounds in our speech and the environment. Children learn these through visual prompts, songs and actions.

In reception the children learn the 44 phonemes, not in alphabetical order but in sound order (this enables them to start making words within the first week) Children learn the link between graphics and letter sounds using the jolly phonics songs and rhymes. (See back of book and MLE for details of these action rhymes)

Segmenting and blending

- This is why it is crucial to use pure sounds as without them children are unable to apply this
- We blend sounds to create words as we are speaking e.g.
c – a – t is the word cat
- When reading we segment the words by sounding out each phoneme
cat is c – a - t

Letter patterns

Throughout the school these skills are built on, children begin to identify complex letter patterns e.g. igh, ing, ough.

Rhyming words

Children begin to identify and relate to rhymes in words eg hen, when, men

Finding words within words

This helps when words begin to get longer e.g. caterpillar

Children also use the phonic strategies they have used to learn to read to spell words with increasing accuracy

Fun and Games 'Happy children love to learn'

Children love playing games and they learn more quickly when they are having fun.

Here are some games you might like to try which will help your child's reading development

Word snap or pairs

Make pairs of words on cards and put down on table randomly. If they match you have a pair or snap (remember to use lower case letters)

house

house

Kim's game

Put some objects on a tray – look at

Play dough and magnetic letters

Make letters and words using playdough



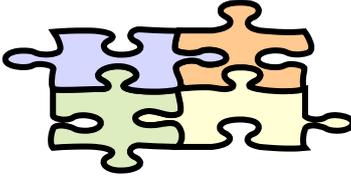
Create a word of the day on your fridge using magnetic letters

Word jigsaw

Write the words on a card and cut them up, either each letter

it for 1 minute, cover it up and see how many you can remember. Alternatively get the child to close eyes, you remove a word object and see if they can work out which one it was

separately or across the letters – children enjoy putting them back together



Hide the rhyming words
Make some cards with rhyming words and hide them around the room. Ask your child to find the words that rhyme with...

Word Bingo
Write 3 or 4 key words on a piece of paper. Take letters out of a bag and cross off each one in the words. Increase the length of the words

Bob the Builders box
Collect the items beginning with B for Bob's box, R for Rapunzel's rucksack Children like making collections and it is good to use real items



Fishing for words
Write the words to be learnt on fish shapes card and put a paper clip on each one. Fish for the words with a magnet on string



We are sure you can make up lots of games on your own – the secret of success is:

- To make it fun
- Keep it short and stop before your child gets bored
- Make sure the game is of interest to your child
- Be positive at all times and enjoy yourselves

Frequently asked questions

My child was making great progress but now appears to have stopped, Why?

Children, like adults, need periods of consolidation. They often make quick progress and then appear to stand still for a while. This is quite normal and as long as they still enjoy books and reading there is no need to worry, another spurt may be around the corner!

Why is my child on a higher/ lower book than his friend?

Some children learn to read quickly whilst others take longer but the thing to remember is that they all get there in the end. The children that have picked up reading quickly have developed their preferred strategies quicker. They have not had to work so hard at all the strategies to find one that suits them. However as the amount of text increases they will need a wide variety of strategies to read the large number of new words on each page.

Why does my child bring home a variety of books, not just reading scheme books?

It is essential that children have the opportunity to experience a wide variety of text not just a specific reading scheme or type of book. Children need to encounter fiction and non fiction and to have the opportunity to choose the book for themselves. They need to be able to dip into books, to look at the pictures, share books with other adults and children and to use books for a purpose.

Does my child have to read the whole book from front to back?

It is important that your child knows how books work – the basic skills of reading by starting at the front and turning the pages one at a time. After a while they will experience non-fiction text where it is more appropriate to use the contents and index pages to find information quickly.

Why does my child bring the same book home so often?

Children love to revisit favourites, if a child enjoys a book or feels safe with it they may choose it again. They may also know they can read it well and get your approval.

What is the point of books with no words?

These books are ideal for developing speaking and listening skills and children learn to 'read' the pictures and build their confidence in seeing themselves as readers. They can make up their own stories using the picture clues.

How many times should we read the reading scheme book?

Initially children need to read these books at least 2 or 3 times this helps to consolidate new words and understanding of the story. As the books get longer and the children's reading skills improve they can be read one only. Don't forget to record in the reading record every time your child read even if it is the same book!

What should I be writing in the reading record?

A comment should be made in your child's reading record each time you read with your child. It does not have to be a complex statement just how much your child has read and any words they found difficult on that occasion. If you write a comment on three separate occasions a week your child will receive a sticker and at the end of term a certificate. Unfortunately some children read regularly but miss out on the sticker and certificate due to their parents not completing the record appropriately. We also ask for you to write two activities the children have done over the weekend for our speaking and listening session on a Monday morning.

Sharing books with children



Choose a time when you can sit together comfortably

Allow your child to hold the book and turn the pages

Talk about the title and the pictures on the cover

Look through the pages together and discuss what the story might be about

Find out where the story is set and who the characters are

Talk about the author/illustrator

In the early stages when books have little or no text....

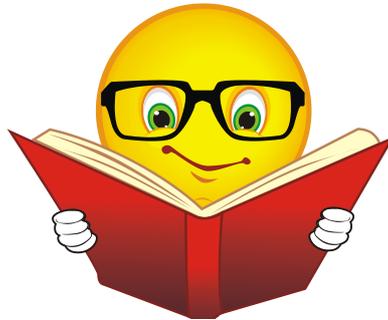
- You can look at the pictures and tell a story together
- Your child may use the pictures to tell you a story
- Your child may look through the pictures and discuss the story before you read it
 - Your child may read the story to you

Try different ways to help if they get stuck on a word...

- Look at the picture
- Read the initial sound or letter blend (e.g. bl, st)
- Read the rest of the sentence and think which word would make sense
- Reread the whole sentence from the beginning to see what would make sense

Your child will benefit from sharing this time with you and it will help them develop their reading skills

Reading with your child should be a positive experience and should involve positive praise from you for their efforts



HAVE FUN!