

Reading Activities



**Help your child to achieve the
Early Learning Goal for reading.**



Reading the School Reading Book Together

Top Tips:

- Let the reading time be short (about 5-10 minutes), enjoyable, and stress free for both you and your child.
- Choose a time when your child is willing and not too tired.
- Sit close together in a relaxed atmosphere and let your child take their time.
- When your child first brings home a reading book, don't expect them to know all the words.
- Model the reading by reading it to them at first or taking it in turns. Many first books have a repeated phrase which you can help them to anticipate by reading up to the word that varies, for example 'I like to paint', 'I like toswim'.
- Remember that much of the early reading your child does is memorising. It is more important that they read the whole book remembering the sequence of the story than that they should recognise each word and what it says. With repeated readings the memorised words will start to become familiar as text.
- Encourage your child to use the pictures to help guess the words
- You will be asked to fill in a Home School Reading Record book each time you hear your child read. Please be honest with your comments, if your child had problems with certain words or found the book very difficult, please say so. Perhaps they have mastered the vocabulary but still cannot tell you what the story is about.
- Do not be afraid to leave a message to ask us to send home the same book again; this is not a race and moving on too quickly may result in difficulties at a later stage.
- In the very early stages, it is fine to simply tell your child an unknown word and explain what it means. As he/she progresses you may encourage him/her to use the picture or the first letter of a word to help them.
- Be aware of words that are not phonetically decodable, for example 'tricky words' such as 'come' and 'who' which cannot be sounded out as c-o-m-e and w-h-o.
- Above all always use plenty of praise and encouragement – small steps!

Picture books

At Victoria Dock School, the first books your child will bring home from school are picture books. These are very important, as they build confidence and develop basic skills for story telling. The Early Years Outcomes show which skills children will be gaining by sharing a picture book with others.

Children should be able to :

Literacy: Reading

30-50: Handles books carefully.

30-50: Holds books the correct way up and turns pages.

40-60: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

40-60: Enjoys an increasing range of books.

40-60: Knows that information can be retrieved from books.

When looking at a picture book, start with the front cover. Use the terms 'cover', 'title' and 'picture'. Ask your child if they could guess what the book might be about.

You could explain to your child that the author has not written any words in this book, so it is their job to make up the words for the story. On each page, encourage your child to talk about what is happening in the pictures.

Try to guess what the characters are thinking or feeling.

Always guess what might happen on the next page and think why that might happen.

At the end of the book, try to think of an alternative ending or something else that could happen. For example, ask 'what if?' Talk about a favourite part of the story and ask your child why they liked it.

Encourage children to make links between the book and their own experiences e.g. When did you feel sad? What makes you happy? Have you been to the park before?

Books with words

There is more to being a good reader than just being able to read the words accurately. It is just as important to be able to understand what has been read. Always talk to your child about the pictures, the characters, how they think the story will end and their favourite part. You will then be able to see how well they have understood the story and you will help them to develop good comprehension skills.

Early Years Outcomes- Early Learning Goal

Literacy: Reading

40-60: Hears and says the initial sound in words.

40-60: Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

40-60: Links sounds to letters, naming and sounding the letters of the alphabet.

40-60: Begins to read words and simple sentences.

ELG: They read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

Encourage your child to follow the words with their finger (left to right).

Can they find initial sounds in words or tricky words?

Can they repeat a word after you and find them on the next page?

Can they recognise the characters names?

Can they use their jumping hands to blend words together?

Can they read re-read the sentence to gain understanding and fluency?

Check they understand the story by asking them questions about what happened.

Ask lots of questions and encourage the use of the pictures to explain what is happening e.g. How did . . . feel? How do you know? Why did . . . ? What do you think will happen next? Why?

Ask your child to be a 'word detective'. Pick a word from the story and your child has to find it as fast as they can. You could also be a 'sound detective' and find words beginning with the chosen sound.

Other Activities

Children need to experience a variety of reading materials, not just the books they receive from school. In addition to looking at a school reading book, please try to take time to look at picture books, hard backs, comics, magazines, poems and information books.

Here are some ideas of additional activities linked to school reading books or books that you have at home:

After the story, provide props to help your child act it out.

Draw the characters with a speech bubble or a thinking bubble and write or draw inside the bubble.

Make puppets out of card or socks and use these as props for the story.

Draw a picture of a favourite part of the story and write a label or sentence to match the picture.

Make another page for the end of the story to show what could happen next.

Your child could take on the role of the character and you could role play by asking them questions about what they did during the story and what they would do next.

Choose words or letters from the text. Make two sets of each word or letter and play games such as snap or matching pairs.

Play a memory game. Say two things that you can see in the picture. Your child has to repeat in the same order. Then slowly increase the number of objects to be remembered.

Use Fred Talk: Play games using Fred Talk (see video link below)

<http://www.ruthmiskin.com/en/resources/parent-tutorial-preparing-teach-reading-fred-games/>

Playing with words

When your child is progressing well and can blend words, you can make sentences of your own to read. Think of a simple sentence and copy it out on a strip of paper. Then, cut up the sentence into individual word cards. For example:



Ask your child to make the sentence, "This is a dog.", using the individual words. At first, they may need some help. When he/she has made the sentence, ask your child to read it to you and encourage him/her to point to each word with a finger. They could then copy out the sentence or change it e.g. 'This is a ...'.

Out and about

It is also important to:

- Take a trip to the library.
- Recite Nursery Rhymes (the rhythm of the rhyme helps reading skills).
- Read environmental print (eg. supermarket signs, packaging).
- Read to your child as often as you can. Children learn from adults modelling reading.

Go with your child's interest, even if it is not your favourite topic!

