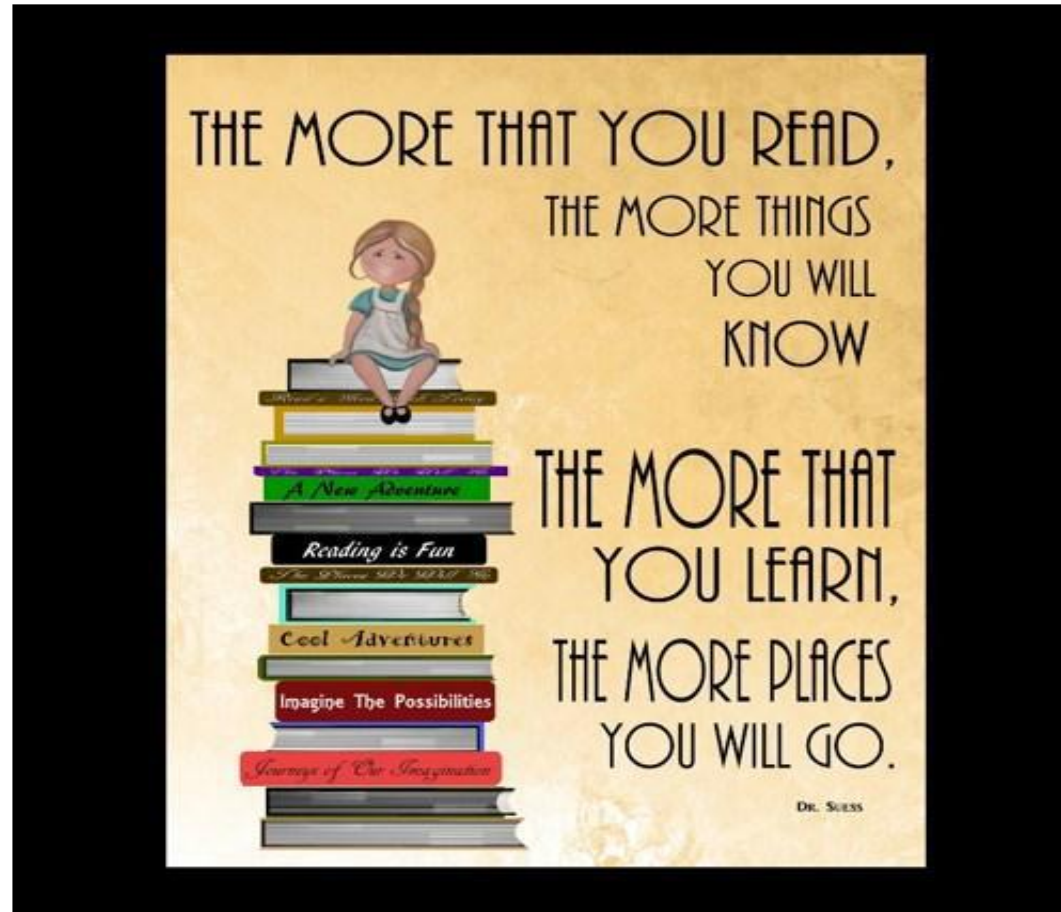


Welcome to our Foundation Stage Reading workshop



Our aims:

- To give an overview of how children learn to read
- To explain how children are taught reading at Stannington Infant School
- To suggest strategies to support reading at home.

Why is reading so important?



Learning how to read requires several complex accomplishments, we need to:

- distinguish between pictures and print
- learn how sounds are connected to print
- develop fluency
- learn to construct meaning from print

Early and Pre-Reading

- Develop of positive reading behaviours
- Create a literacy rich environment
- Use of visual and verbal stimulus- adults model language use/reading, use of symbols
- Range of visual discrimination activities- demonstration from resources on display



- Tried and tested over many years
- Systematic and structured
- Early success in reading
- A rapid Learn to read programme
so children...
- **read to learn for the rest of their lives**

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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High Frequency Word List

Reception

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

Higher Order Reading Skills

- A distinction can be made between lower order and higher order reading skills.
- Lower order involves decoding and word recognition – ie reading words and sentences with growing understanding.
- Higher order concerns comprehension, fluency, expression, prediction, greater understanding, inference, responding appropriately to a wider range of questions.

When does all this teaching and learning happen during the school day?

- Shared Reading
- Guided Reading
- Phonics
- Reading in the provision e.g communicate in print signs

Reading Diaries

- The purpose of the reading diaries is to establish a dialogue between home and school about your child's reading.
- School can offer strategies for your child's reading development.
- Reading practice is the key!
- Collect in diaries every Monday
- New books can be taken at any time

Reading at Home

- Sing familiar songs, read nursery rhymes and stories
- Play letter/number hide and seek
- Model positive reading behaviours ie talk about the breakfast cereal pictures and text
- Model left to right movement using finger when reading
- Give opportunities for visual discrimination tasks including matching socks, jigsaws, shape sorting, matching games, dominoes, pick a pair
- Visit alphabet, phonic websites –sing those songs and do the ‘phonics dance’ with your child!
- Make letters/numbers from play dough, discuss with your child what you are doing and model the sounds. This can be extended to make whole words.
- Do what I do and practise saying the sounds correctly.
- Magnetic letters
- Read your child’s book from school and write a comment in the journal
- Ask a range of questions about what your child is reading.
- Ask your child’s teacher about any specific questions but give them time to respond!

What does a guided reading session look like?

