



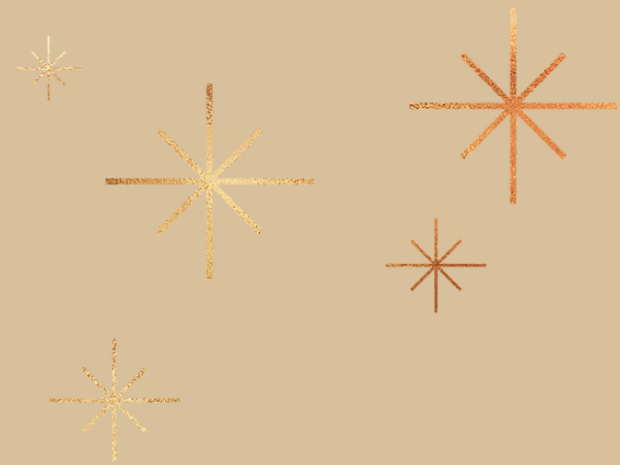
GUIDE TO READING

WITH YOUR CHILD

ways to help your child get the most from reading at home



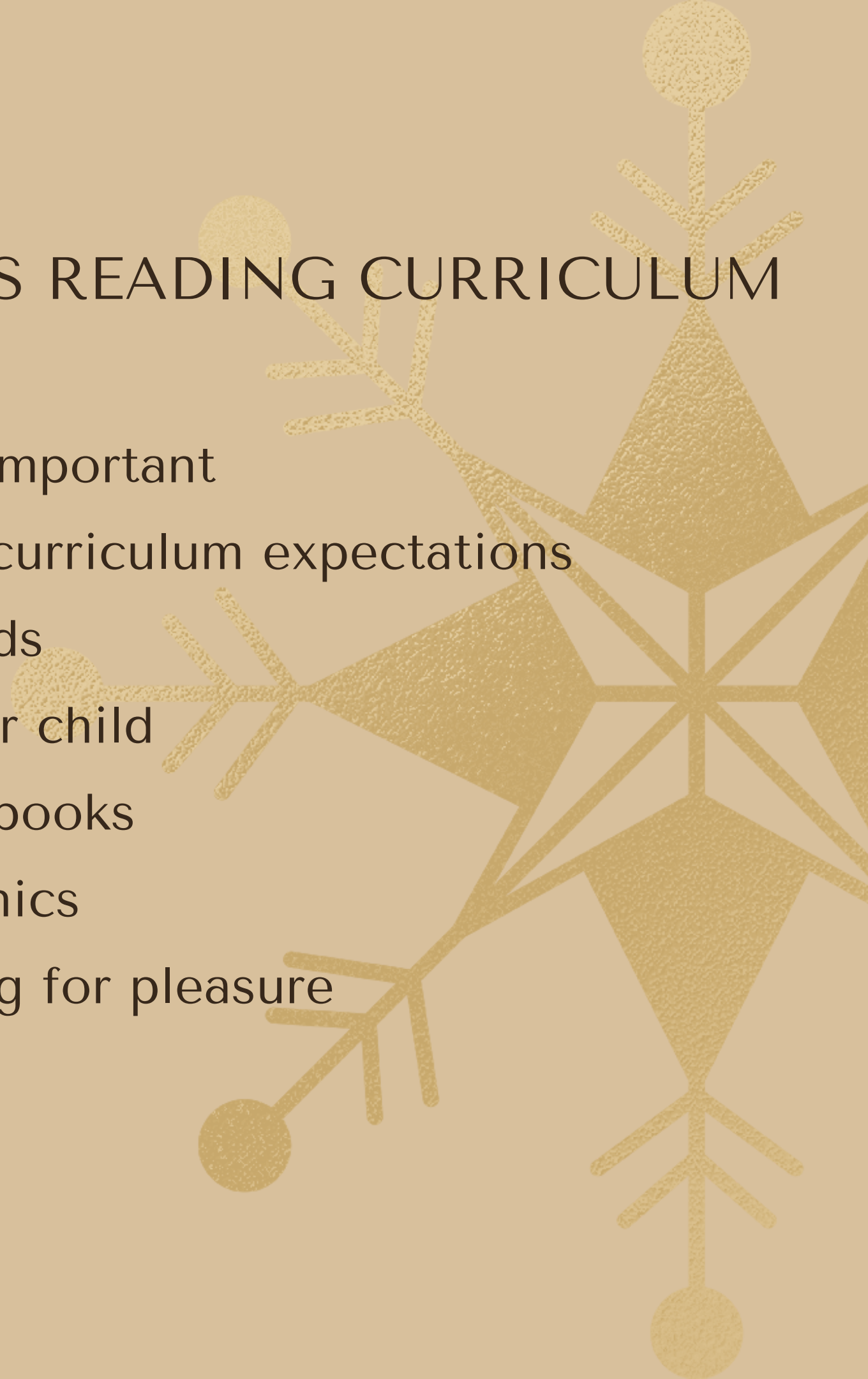
Making sense of phonics
Book banding explained
Ideas for developing understanding



CONTENTS

WELCOME TO SLS READING CURRICULUM

- Why reading is so important
- Understanding the curriculum expectations
- What are book bands
- How to read to your child
- Handling wordless books
- Understanding phonics
- Encouraging reading for pleasure



WELCOME TO READING



This guide has found its way to you because your child has started reading books from the teacher play books series. You may already have experience of supporting children to read, but this guide will give you some helpful tips, ideas, and answer some of the questions you might have as you travel with your child along their reading journey.

Reading Teacher play book series is an exciting reading scheme, created by a teacher from <https://teacher-play.co.uk> which will help with your child develop reading skills and build a lifelong love for reading.

WHY IS READING SO IMPORTANT?

HERE ARE 5 REASONS WHY HELPING YOUR CHILD LEARN TO READ IS SO IMPORTANT.

1- reading helps build communication skills.

learning to read can have a positive impact on your child's ability to communicate and interact with others, as well as improving speaking, listening and writing skills.

2- reading opens the imagination.

reading is a way of unlocking a world of creativity and imagination. New worlds and new experience and pleasure achieved when you can read

4- reading can improve mental health & well-being.

frequent reading for pleasure can help to increase your child's well-being. your child's favourite book characters can be role models and may help your child's empathise with others. By reading, children learn about problems other children face and how to deal with issues.

3- reading has a positive impact on progress at school

reading is an important step in your child's education because it unlocks the ability to understand information in other subjects, meaning deeper understanding faster progression.

5- reading is fundamental a life skill

in our society, we rely on being able to read to perform everyday tasks independently. many practical tasks would be very challenging without the ability to read, so reading skills are important to learn at an early age



Understanding the curriculum expectations!

Reading to open the imagination is one thing, but what does your child need to be able to do according to the demands of the curriculum?


Here is an overview of skills the staff will be helping your child to build and the goals they will be working towards to meet the expectations of the EYFS & national curriculum for England.

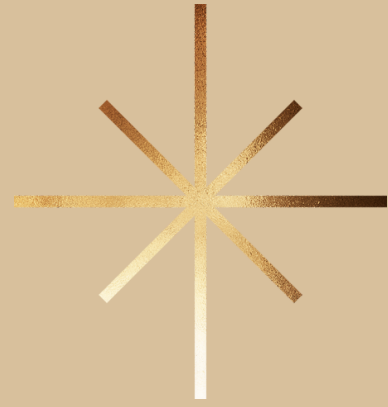


The early years foundation stage (EYFS) curriculum contains a specific reading goal as follows:

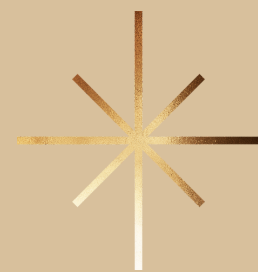
"Children read and understand simple sentences, They use phonic knowledge to decode regular words or letters and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read."

Other aspects of reading that might be seen or taught within preschool and resection may include:

- Hearing and saying the initial sounds in words
 - Segmenting the sounds in simple words and blending them together
 - Beginning to read
- 



WHAT IS EXPECTED OF YOUR CHILD AT EYFS & KEY STAGE 1 (KS1)



The national curriculum for reading at EYFS and KS1

The EYFS focus on-

- To be able to use their phonetic knowledge to segment and blend words.
- To develop early reading skills such as listening, attention & sound discrimination.
- To develop their love of reading.
- To develop their vocabulary

The KS1 stage focus on two areas

Word reading-both the working out of the pronunciation of unfamiliar printed words (decoding) & the recognition of familiar printed words.

Comprehension- reading widely across both fiction and non fiction to help children develop knowledge & understanding of themselves & the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

What are book bandings-

Many reading schemes use coloured book bands to indicate the level of their book. But what does the colour banding actually mean? check out our colour banding table below, this table helps you get a better understanding of the coloured bands. please don't worry if your child is on Red level 2B and their friend is on Blue live 4, as every child learns differently and at different rates.

Here at SLS we only use Lilac level 0, Pink level 1A and 1B as well as normal story books to support the child's interest in love of reading & phonics. (A= achieved)

Coloured level band	Description of what this banding means	A
Lilac level 0	These books are all wordless and fully illustrated to spark the children's imagination and to prepare children to read.	
Pink A level 1A	Children start to apply their early word reading skills to read simple sentences. There is normally a single sentence on every left hand side of the page. content at these early levels is very much based around familiar experiences.	
Pink B level 1B	Similar to Pink A, but with one simple sentence on every page	

A link to the full coloured reading bands can be found here:

<https://cdn.oxfordowl.co.uk/2019/07/19/13/52/18/160/OxfordLevelsAndBookBands.png>

Here are SLS 5 top tips to success when reading with your child:

You may know that it's really important to support and encourage reading at home, but what do you need to do when your child brings a book home, and how can you pick up where the staff left off?

1- Create a routine: We understand how busy everyone is and this can make it hard to find the perfect time to sit down with your child and enjoy reading together. Try and get into a routine of reading at the same time each day at home, this will help you stick to your daily reading sessions. Reading together after bath or bed time is the most popular choice but you might find your child is better in the early morning or straight after nursery/school as they will be less tired- tailor it to you child's needs.

2- Make time to read little and often: Reading together doesn't have to take a long time; just 10 minutes a day makes a positive impact. If your child is really engaged in the reading session, continue it for longer, but if either of you are too tired from a busy day at nursery/school or work, just read a few pages to maintain that great routine that you have created.

3 - Prepare a reading environment: Learning to read can be hard and it feels even harder if there are lots of distractions at home. Try and find a quiet space, no TV, no siblings, no pets making noise. Also, think about being comfortable together with plenty of natural light. Feeling relaxed will help your child to enjoy this experience even more.

4 Getting comfortable, engaged with and supporting reading:

Get comfy and think about whether you are both sitting in a good position to see the text & that you are able to support as necessary during the reading session. Your main role is to check the accuracy of word reading/decoding.

5 Praise after reading:

It's important to offer encouragement whilst your child is reading, but try and praise your child for at least one achievement (even if the session wasn't very successful!) after reading. This ends on a positive note and helps your child look forward to the next session

6 Ask questions:

Ask your child questions about what they have read to you & talk about the vocabulary.

7 Discuss new words:

After reading the story together discuss unfamiliar words & the meaning of the words.

What if English isn't your home language?

For families whose first language isn't English, here are some additional tips for supporting your child's reading:

- After your child has read to you in English, it might be a great idea to speak about the story in your home language. You can talk about the pictures, the meaning of words and even retell the story, or summarise the content of a non-fiction book.
- Try to get hold of the audio version of your child's reading books (The children at SLS love listening to our stories on the Tonie box, which we find a great learning support within the setting.)
- Use a good quality bilingual dictionary so that you can look up the meanings of words you don't know. Picture dictionaries are also a really fun way for your child to learn new words in English (This is great for reception age children)
- Look on google/Youtube for videos on how to pronounce phonics sounds if you get stuck, this can become a really useful tool.
- Look at your child's school for any workshops that are designed to support children with EAL (again this would be mainly aimed at reception and upwards but we can also provide you with information if you wish.)

HANDLING A WORDLESS BOOK

What, no words? Although you can't 'read' a wordless book to your child, you can still share and enjoy the story together. Wordless books shouldn't be dismissed. They appear within the Lilac book band and are a really important first step to start a child's reading journey. Without the direction of text, children learn to retell story in their own words by interpreting pictures.

How do I get the most out of using wordless books with my child?

Teach your child how to hold a book, look a which way round it goes; how to and which way to turn the pages.

Encourage your child to concentrate on each page in the book- like you they may be tempted to 'skip through' to start with because there are no words. Tell them explicitly that we can read a story without any words by thinking about the pictures.

Look at the cover image first & think about what might inside. Look at the back cover & read the blurb to learn what the story is about. Play "find the author" by looking at the author name on the front cover.

Be excited about 'finding out' the story as you look through the book together. you can build/create suspense to engage your child by saying "i wonder what will happen next? and "wow that surprised me!"

Help to model advanced sentence structure- if your child says look, playing! you can follow up with, yes, look, those children are playing in the sandpit.

You can also start to support your child with 'oral blending', a pre-reading skills that prepares them for reading with phonics at school. Choose an object from the picture, e.g. a tent. Say the sounds in the word slowly for your child to listen to, t-e-n-t, then encourage your child to say the whole word.

Understanding Phonics

Heard of phonics, but not really sure what it actually is? It's something your child's key worker/teacher is most likely using to teach your child to read.

Phonics is an effective way to 'unlock' words and to help children make progress with reading. When we read, we look at the letters on the page and we say the sounds that they represent. We then associate each word with a meaning to be able to understand what the text is telling us. In English we have approximately 44 sounds of speech, but we only have 26 letters in our alphabet, so some sounds are represented by combining two, three or even four letters together.

Beginner readers are taught to match one sound with only one letter, e.g. s-a-t, to simple words.

Next, children start 'segmenting' and 'blending' the letters and sounds to break up and 'decode' words.

This means that as they say the sounds, from left to right, they are able to hear whole words (e.g. sat)

As children progress and books become more complex, sounds can be represented more than one letter, e.g. sh in shop and sometimes one letter or group of letters represent different sounds, e.g. ow in cow and ow in low.

The aim with phonics is that children can recognise and process the letters and sounds through a word so fluently that words recognition becomes automatic. It doesn't end there though, as children maintain the skill of segmenting and blending to help tackle more complex words and books.

It's important to remember that children need their phonics skills to be backed up by comprehension and understanding, so it can be helpful for the children to talk with adults about concepts and meaning whilst reading.

Encouraging reading for pleasure.

As well as being good at reading and achieving good grades at school. It's really important that your child enjoy's reading. Here are some top tips for encouraging your child to read for pleasure.....

1- Be a good role model, let your child see you reading and enjoying your reading, to show that reading at home isn't just for homework.

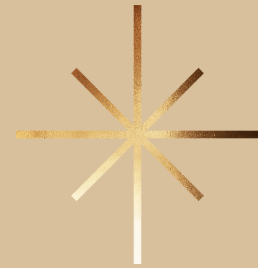
3- Talk about the books your child is reading. It might help to ask questions about the books to help develop enthusiasm and comprehension.

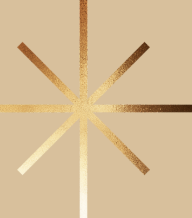
5- Even if your child is an able, independent reader, its good to still read to them. Reading to your child from an early age helps them create a bond and a positive memory of reading, so it's important to continue reading to your child, especially bedtime stories.

2- Providing books related to your child's interests and have plenty of reading material available at home that they can choose from in their own time.

4- Show your child that you are interested in the characters and storylines from their books to help build excitement for finding out more about the characters.

6- During a reading session, get into character and put on funny voices, it helps your child to enjoy the story.





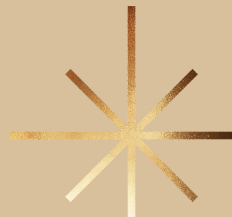
7- If during a reading session you both really enjoyed a book, don't be afraid to reread it.

9- Join in with events at your local library, so that your child can take part in some exciting reading activities.

11- Encourage drawing, writing and game playing linked to books content. This helps your child engage with the story more and shows that learning to read isn't just about sounding out words.

13- Reading little and often can sometimes become a bit repetitive, so encourage changes such as reading in a different room of the house each day.

8- Spend time book shopping together, exploring all the books and allowing your child to pick one they find excited over.



10- When talking to your child after nursery/school, be enthusiastic, to see which book they brought home today, and how you're looking forward to reading it together later.

12- Try and make 'reading together time' as a special time of the day, where you chat and enjoy one another's company. This will help your child look forward to reading time.

Using your child's reading record book....

Your child will show you their reading record book, that they will bring home from the setting. This is for you to fill in with your child at home. Filling in pages of blank grids every day might seem a bit tedious at first, so here are some ideas and examples for the types of comments you could write...

Positive praise-

Rewarding comments can be directed to your child and help to raise their self-esteem & morale. For example, excellent concentration, Ben

Tracking progress-

Create a record of new vocabulary that your child finds, and any key achievements. For example, Helen was interested in new words 'bustle' and 'ponder' or Helen remembered to pause when she saw a full stop.

Communication with key worker or teacher-

A brief note in the reading record is an effective way to communicate with your child's key-worker or teacher e.g. Paul only read 3 pages tonight as wasn't feeling great.

Asking Questions-

Its not always possible to speak to your child's key worker or teacher at the end of each day, so using your child's reading record can be a great way to ask a question.

Noting difficult words-

if your child is finding some words difficult, make a list and practice them and document them in their reading record book. This will help your child's key worker/teacher to support them.

Tracking a variety of skills-

It can be hard to avoid repetition and to think of different things to write. As well as difficult words, try to comment on your child's fluency, accuracy, comprehension, stamina, expression, engagement, vocabulary, grammar and punctuation.

Further reading and support for parents-

Help your child love reading: A parents guide.

https://www.amazon.co.uk/Help-Your-Child-Love-Reading/dp/140527154X/ref=sr_1_1?crid=8220UH8UWQB&keywords=help+your+child+love+reading&qid=1698590569&srefix=help+your+child+love%2Caps%2C118&sr=8-1

CLPE reading scale. (You can also find the writing scale on here too. These are for children aged 3-16years old)

<https://clpe.org.uk/system/files/CLPE%20READING%20SCALE%20REBRAND.pdf>

Department of education- (The National curriculum, the EYFS and development matters)

<https://www.gov.uk/government/collections/national-curriculum>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1180056/DfE_Development_Matters_Report_Sep2023.pdf

The national Literacy Trust

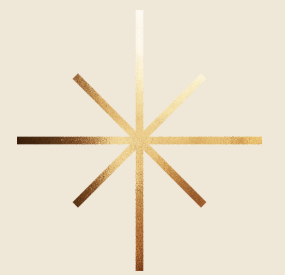
<https://literacytrust.org.uk>

Teacher play LTD resources- supporting your child's learning at home

<https://teacher-play.co.uk>



This phonics curriculum was researched and written by Sarah Davies & Isabel Doyle at Sarahs Little Stars LTD



If you have any questions reading any part of the Phonics curriculum, please don not hesitate to contact one of us, who will happily answer any questions you may have.

