

# **Reception Reading meeting**

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**Please ensure you have  
signed in and have taken a  
set of Handouts**



Children who never have a story read to them, who never hear words that rhyme, who never imagine fighting with dragons or marrying a prince, have the odds overwhelmingly against them.

**Maryanne Wolf**



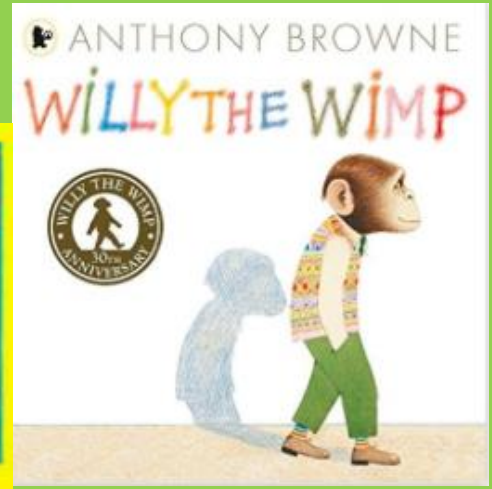
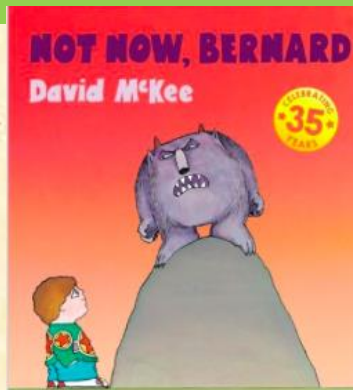
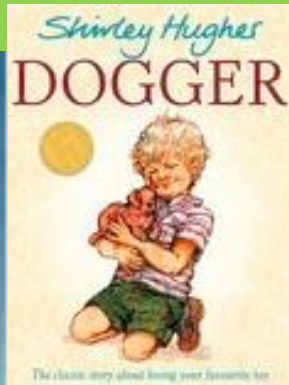
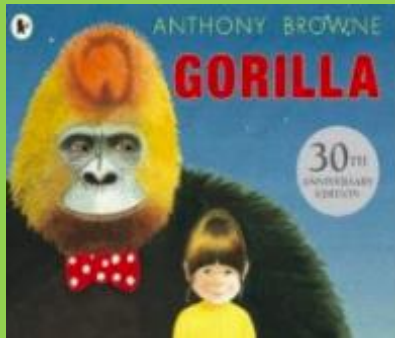
# What makes children happy?

- Read for fun on most days
- Share meal times and talk together
- Cut down on TV viewing
- Do things together – visit local places: farms, parks, museums
- Teach their children new skills and knowledge - cooking, drawing, music, sport
- Listen to each other



# Repeated readings Again! Again!

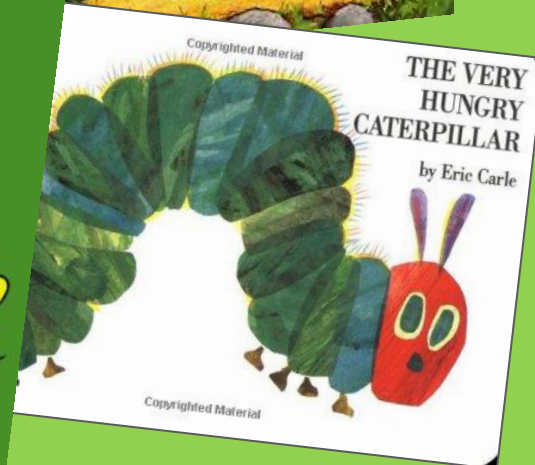
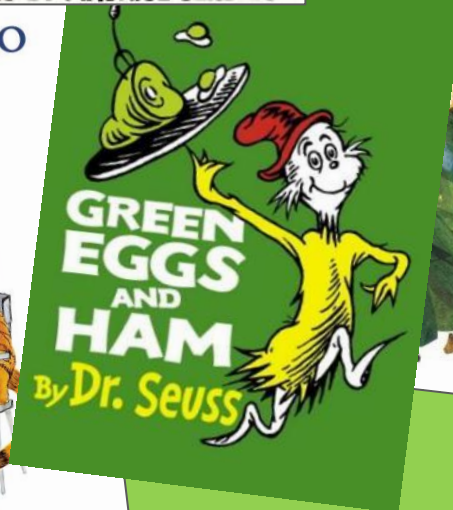
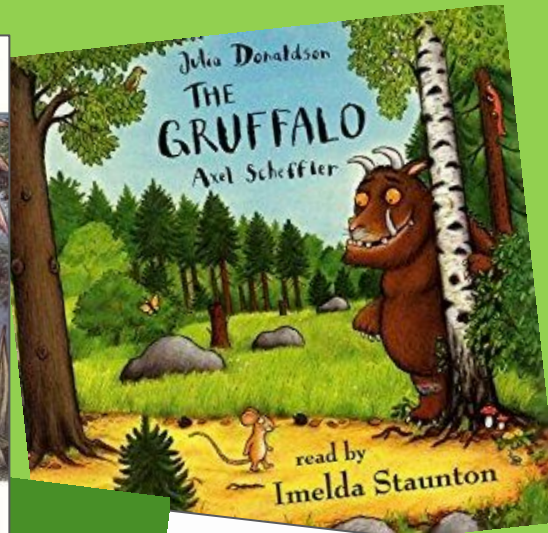
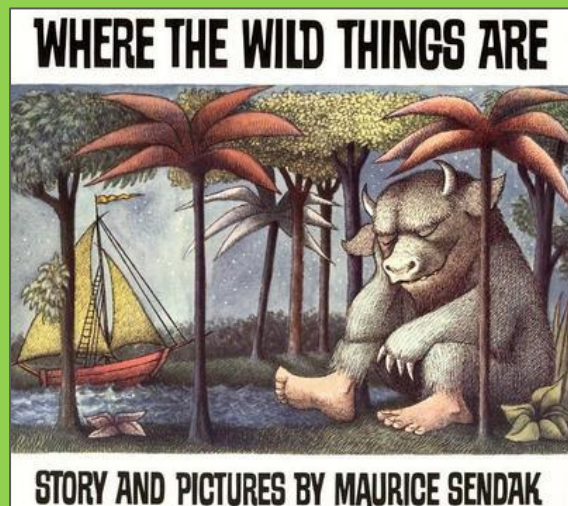
Children are wired to thrive on **repetition**



# Room on the Broom



# Storytimes





# Storytime at home

- Read *to* your children every day
- Ask lots of questions and share opinions



# 10 things your child learns when you read aloud stories and poems every day

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next





# Top Tips - Storytime

1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book



**We're going on a bear hunt**



## Be a 'talk-a-lot' family

- **Talk** to your child as much as possible
- Use new and ambitious vocabulary
- Build interesting sentences together



# What can you do?

1. Read the same stories aloud again and again
2. Read with enthusiasm – love each story
3. Use a range of vocabulary with your child



# Filling in your child's Reading Records

When writing in your child's reading record, consider recording one thing your child did well and one thing they need to improve.

Examples of comments

Word skills

- Read most words independently.
- Used Fred talk to read unfamiliar words.
- Broke down the sounds in unfamiliar words but sometimes needed support to blend them e.g. m-e-t= man
- Recognised the red words 'the', 'of' and 'I'.
- Didn't know the red word 'me'; read it as 'my'.
- Self correctly independently
- Was able to pick out rhyming couplets in story
- We discussed the meaning of the word ... in the story.



# Reading records

## Examples of comments

### Comprehension skills

- Was able to recall main events in the story
- Was able to make simple predictions
- Needed some support with answering questions about what happened in the story.
- Commented on characters feelings throughout story.
- Needed support to explain why characters were feeling a particular way
- Was able to relate what they had read to own experiences
- Used the words 'dark' and 'eerie' to describe the setting.
- Commented that the Goldilocks was a bad character because she broke into somebody's house.
- Commented that her/his favourite part in the story was...



## Reading:(Early years)

The early reading skills your child will learn at this age are an important foundation for starting school.

The focus at this age is on sharing stories, songs, and rhymes together and building talking and listening skills. Luckily, there are lots of fun and easy ways to encourage early reading success at home.





# Reading Books

## 1. The pre-reader and the beginning reader:

likes to look at books and likes to be read to

likes to behave like a reader – for example, holds books and pretends to read them

learns about words by looking at picture books and playing with blocks that have letters on them, magnetic letters, and so on

learns about words from songs, rhymes, traffic signs, and logos on packages of food

learns how text works – for example, where a story starts and finishes and which way the print proceeds

begins to understand that his or her own thoughts can be put into print

uses pictures and memory to tell and retell a story



# Reading Books

## 2. The emerging reader:

is ready to receive instructions about reading  
learns that text is a common way to tell a story or to convey information

begins to match written words to spoken words and to perceive relationships between sounds and letters

begins to experiment with reading, and is willing to try to say words out loud when reading simple texts

finds the pictures helpful in understanding the text, and learns that the words convey a message consistent with the pictures



# Reading Books

## 3. The early reader:

develops more confidence and uses a variety of methods, such as relying on visual cues, to identify words in texts, phonics or sight vocabulary

adapts his or her reading to different kinds of texts, adds own expression and characterisation

recognizes many words, knows a lot about reading, and is willing to try new texts



# Reading Books

## 4. The fluent reader:

thinks of reading as a good thing and does it automatically

uses a variety of methods to identify words and their meanings

can read various kinds of texts and predict events in a story

relates the meaning of books to his or her own experience and knowledge, and understands what is new

checks that their reading makes sense



# Getting ready for reading at home

There are lots of fun and easy ways to help your child get ready to read. Here are our top ideas.

## 1. Talk about books, words, and pictures

Before you start reading a book, talk about the title and the pictures on the cover (front and back). Ask your child what they think the story might be about. After reading, ask your child what they liked about the story.

Try asking 'how' and 'why' questions about the story and the pictures. For example:

'How did the bear get across the river?'

'Why was the fox cross?'



## 2. Listen to (and sing!) songs and rhymes

Singing songs and nursery rhymes helps your child to hear the sounds in words and build up a bank of favourites they know well. Play with words and sounds and make up nonsense rhymes too. Encourage them to join in.



### 3. All join in

When you are reading to your child, ask them to join in with bits that are repeated. For example, '*Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!*'. Traditional stories, like *The Gingerbread Man*, often have repeated phrases, and children will love doing the voices!





## 4. Play rhyming games

Rhyming games are fun and will help your child start to hear and understand speech sounds. Try 'I spy' when you are out and about. Have fun with rhyming words – for example, can your child think of a word that rhymes with 'cat'?

In all games and activities, make sure you pronounce speech sounds clearly. Try to make them as short as possible – for example, the letter m has a short /m/ sound, not a continuous /mmmmmmm/ sound. Try not to add an extra sound onto the speech sound either (for example, the sound is /m/ and not /m-uh/).



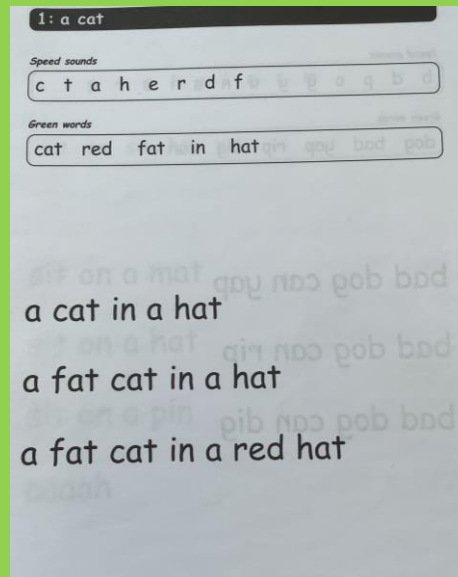
## Sound pronunciation guide



# Each week our child will bring home either:

Green Words or

A Dittie sheet or



RML Reading Book



They will have looked at these throughout the week so should be familiar with it.



**Children are made readers on the laps  
of their parents.**

**Emilie Buchwald**

**Any other questions**

**Q&A**