

Reading in the Early Years
Foundation Stage



Lytchett Matravers
Primary School



Introduction

We hope this booklet will tell you about how we teach reading at Lytchett Matravers Primary School, particularly during your child's first year at school. If you have any other questions which are not answered by this booklet please either contact your child's class teacher, Miss Barker (RWI Leader) or Mrs Shotliff (English Leader).

We feel that reading is an essential part of a child's curriculum. Reading supports every other area of school life. For a child to learn to read successfully he or she needs to see reading as important and therefore want to learn.

We will use a combination of methods to teach your child. These are explained in this information booklet.

Word Recognition

This is also known as, 'Look and Say'. Some of the most common words in English such as 'all, your, they, she' follow very complex phonic rules and have to be memorised by young children. These are referred to at school as '**red words**'. We teach these by using red flashcards and use them within games and displays around the classrooms. Children must be exposed to these words frequently to be able to begin to remember them.



We hope that the information in this booklet helps you and your child enjoy the early stages of learning to read. We hope that together we can build a sound foundation in the Reception classes which will enable your child to eventually leave Primary School as a fluent, confident and motivated reader.



Context

This is often the most important skill for the young children learning to read. We encourage the children to look at and discuss the pictures as these are designed to inform children about the text that accompanies them. We also encourage children to listen to what they have read and 'guess' what an unfamiliar word might be. These skills are vital if children are to learn to read quickly and easily.

Reading Scheme

Our core reading scheme in EYFS and Key Stage 1 is Read, Write, Inc. The books in this reading scheme are banded into levels - there are 8 colour bands altogether.

Each band gives the children the opportunity to read non-fiction and fiction books. The scheme starts with Red 'ditty' books and finishes with Grey storybooks.

As the children develop their reading they will progress within different colour bands. Children will either be on a 3 day or a 5 day reading programme within school depending on their colour band.

Red, Green, Purple, Pink, Orange - 3 day programme.

Yellow, Blue, Grey - 5 day programme.

Once the children have finished their programme within school they will bring home a paper copy of the book they have learnt and read that week. They must then share the story with you at home and practise reading aloud.

The children will also bring home supplementary reading books at their level of reading to encourage reading for pleasure. These will be from a variety of schemes including Big Cat Phonics, Songbird, Oxford Reading Tree and Rigby Star.

Please ensure all of your child's reading books are returned to school.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Parents' Role

Research has shown that those children who become confident, fluent readers at an early stage are always supported by families who help their children with reading at home.

Whether your child finds the early stages of reading easy or difficult, your support is vital in helping them to acquire this essential skill.

You can really help your child by doing the following;

- **Have fun exploring books!**
- **Spending at least five minutes every day sharing your child's supplementary reading book.** How you do this will depend on the stage your child is at, but you might read the book, get your child to tell the story, read with your child or listen to your child read and provide help if needed.
- **Reading stories to your child.** Children who have heard a lot of stories understand more about why they should learn to read. They also become more confident story writers as they grow older and build their own vocabulary bank of words.
- **Use reading in the environment.** Point signs out to your child such as 'exit' or 'shop'. Ask them to show you which sounds they might know or if they can segment and blend the words you find.

- **Play word games.** Playing games using the red words on flashcards such as hunt the sound.
- **Play games with sounds.** Play games such as 'I spy', 'bingo' and 'snap' or find words which rhyme.
- **Phonics.** Encourage children to say the letter sound rather than the name when reading and writing. Remind your child to say the sounds softly - no 'schwa'.
- **Segment words orally.** By breaking down words into their individual sounds, children will begin to recognise sounds in words. This will then help them with joining sounds together to read a whole word. You could do this regularly in conversation with your child e.g. You might say, 'Can you get your c-oa-t?.'
- **Positivity towards reading.** Finally, the most important thing of all is to ensure you are encouraging your child to read and encouraging them to see reading as a positive, enjoyable time -- after all it is one of the more vital skills to be learnt at school!

