

Reading in the EYFS



Aims of this session:

- Outline the expectations in Nursery and Reception for reading
- Explain how we teach reading in the EYFS
- Phonics in Nursery and Reception
- Reading strategies
- Questions you can ask your child when reading books
- Give you some ideas on how you can support reading at home



Nursery Reading Expectations 30-50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.



Reception Reading Expectations

40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

•Early Learning Goal

Children 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. They demonstrate understanding when talking with others about what they have read.



How we teach reading in the EYFS

- Love of reading
- Selection of books
- Reading strategies – look at the picture, ask predicting questions
- Questioning – comprehension
- Provide simple poetry, song, fiction and non-fiction books in all areas, e.g. construction area as well as the book area.
- Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.
- Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.
- When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, beginning, end, first, last, middle.
- Carry out activities using instructions, such as reading a recipe to make a cake.
- Ensure access to stories for all children by using a range of visual cues and story props. For example, story boards, puppets, stuffed animals, etc.
- Weekly Guided Reading Sessions in Reception.



- As a school we follow the letters and sounds phonics. There are 6 phases that are taught from Nursery to Year 2.

- Phase 1

Foundation of Literacy Learning

- Tuning into sounds
- Listening and remembering sounds
- Talking about sounds
- Environmental sounds
 - Stories – Walk around local area
- Instrumental sounds
 - Bag of instruments – Add sound effects
- Body percussion
 - Action songs and rhymes
- Rhythm and rhyme
 - Rhyming stories – What rhymes with...?
- Alliteration
 - Having fun with names – Story characters
 - Voice sounds
 - Adding different voices to stories
- Oral blending and segmenting
 - Robot speech c-a-t and put it together

- We use jolly phonics to learn the actions and sounds for letters.
- http://www.youtube.com/watch?v=eCjYB07aSU&s_afe=active

Phonics in Nursery



Phonics in Reception

Phase 2

• In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught in the following sequence:

• **Set 1: s, a, t, p**

• **Set 2: i, n, m, d**

• **Set 3: g, o, c, k**

• **Set 4: ck, e, u, r**

• **Set 5: h, b, f, ff, l, ll, ss**

• As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.

• Tricky words are also taught: the, to, go, no, l

Phase 3

• By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

• **Set 6: j, v, w, x**

• **Set 7: y, z, zz, qu**

• **Consonant digraphs:** ch, sh, th, ng

• **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

• New tricky words are taught: he, she, we, me, be, was, you, they, are, all, my, her

Reading Strategies

Reading Strategies


Sharp Eye



Look at the pictures.

Reading Strategies

Mouse the Mouth



Say the first sound.

Reading Strategies


Don't Forget!



Use your memory,
where have you seen the word before?

Reading Strategies

Hop, skip and jump



Read to the end and
come back.

Reading Strategies

Sound Talk It



Say each sound.

Reading Strategies

Chunky Monkey



Look for chunks.

Reading Strategies

Try on the fly!



Try a word that
makes sense.

Become the Teacher!

- Have a look at some books – can you think of some questions you could ask your child?

AF2 Guided Reading Questions

Describe...

Where and when did the story take place?

Find some words or phrases that tell you about the setting.

Match answers from text evidence.

Can... have more than one meaning?

Find 3 words that describe your favourite character.

Which character...?

True/False based on text.

Who are the key characters in the book?

Give one example...

What is 'animation'?

Where are...?

What did... do?

Where did... go?

What happened in the story?

Why do...?

Which paragraph tells you...?

Which word told you that...?

What does... mean?

Identify a word from paragraph 2 which shows that...

How many...?

What happened at...?

What was happening at the beginning of the story?

AF3 Guided Reading Questions

Why did...?

Why is... important?

Why did...?

What is your favourite part of the story and why?

How did...?

What do you think the story is going to be about?

How was... different after...?

Why did he feel...?

Explain the use of the word...

What evidence is there that...?

How did... react?

What does the word... imply about...?

What might this character have been thinking?

What do you think is going to happen next?

How did the characters' feelings change?

Based on evidence from the text, what would you buy / do / see / ask?

What does... think?

What is this character's attitude towards...?

If you made a movie of this story, what type of music would you use for it and why?

What words tell us...?

What questions would you ask your favourite character?

What impression do you get of the feelings of this character from the text?

What ideas are we given about...?

What does this quotation suggest about...?

How did the character feel before... and after...?

How are the experiences of these two characters similar?

How to support reading at home

- Share books together in a positive way.
- Go to the library
- Sing songs and nursery rhymes together on repeat!
- Tell a story together, eg. Once upon a time there was He lived in One day he decided to ...
- Read books with no words and create the story together.
- Use the environment as a teacher.
- Read bus numbers.
- At the shop, read the labels with your child, skimming the words with your finger so your child can follow the print.
- Ask comprehension questions.
- Did they like the story? Why? Why not?
- **Read the reading book your child brings home at least 3 times every week for 10 minutes a night.**



- Read homework letters so you know what your child has been learning
- I spy game
- Model how to follow the text with your finger when you read.
- Model how to read and sound out simple words using phonics.
- Model how to use other reading strategies when reading.



Thank you for
coming

