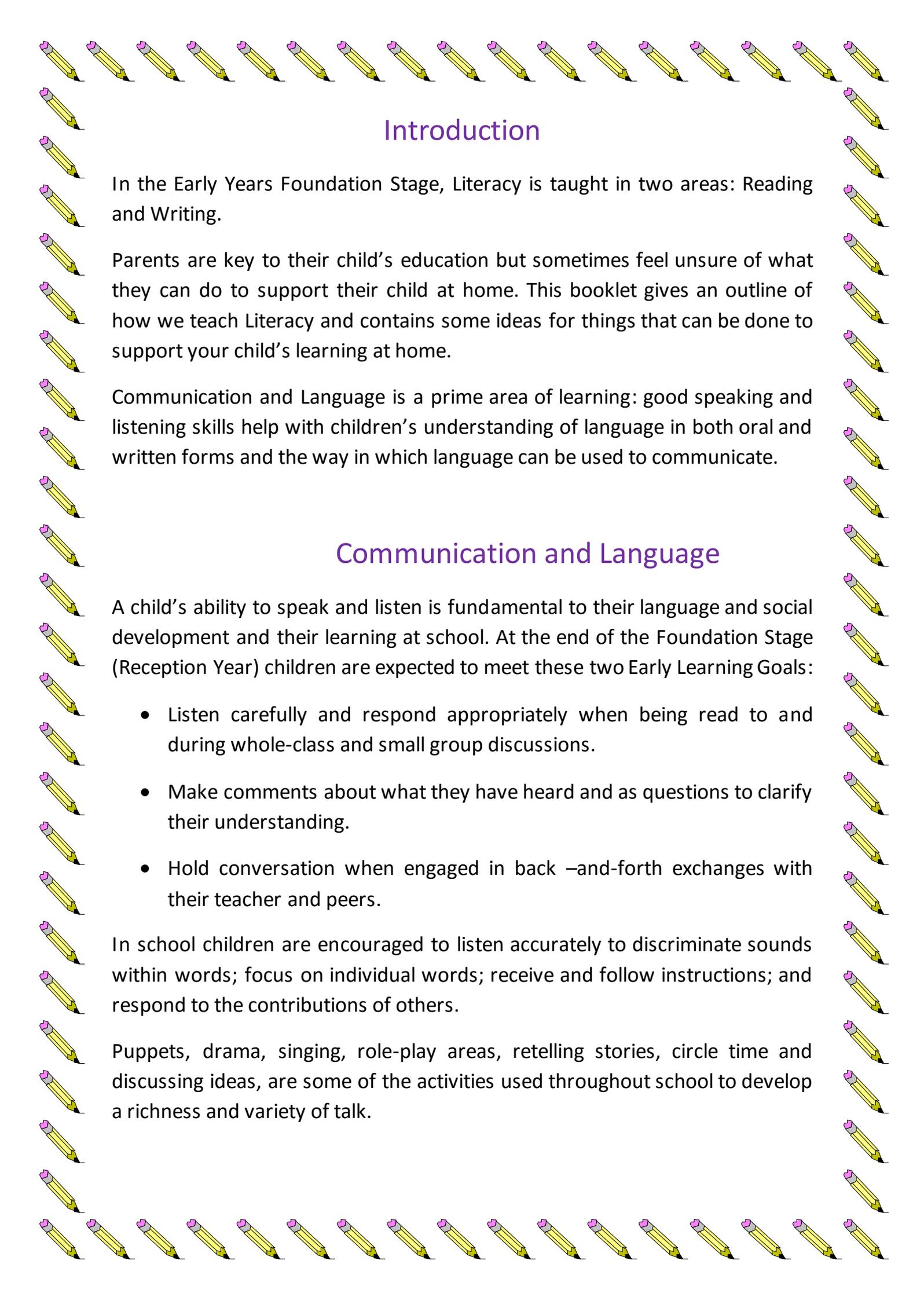


A Guide to helping your child with Literacy in Reception



EYFS Dove CE
Academy



Introduction

In the Early Years Foundation Stage, Literacy is taught in two areas: Reading and Writing.

Parents are key to their child's education but sometimes feel unsure of what they can do to support their child at home. This booklet gives an outline of how we teach Literacy and contains some ideas for things that can be done to support your child's learning at home.

Communication and Language is a prime area of learning: good speaking and listening skills help with children's understanding of language in both oral and written forms and the way in which language can be used to communicate.

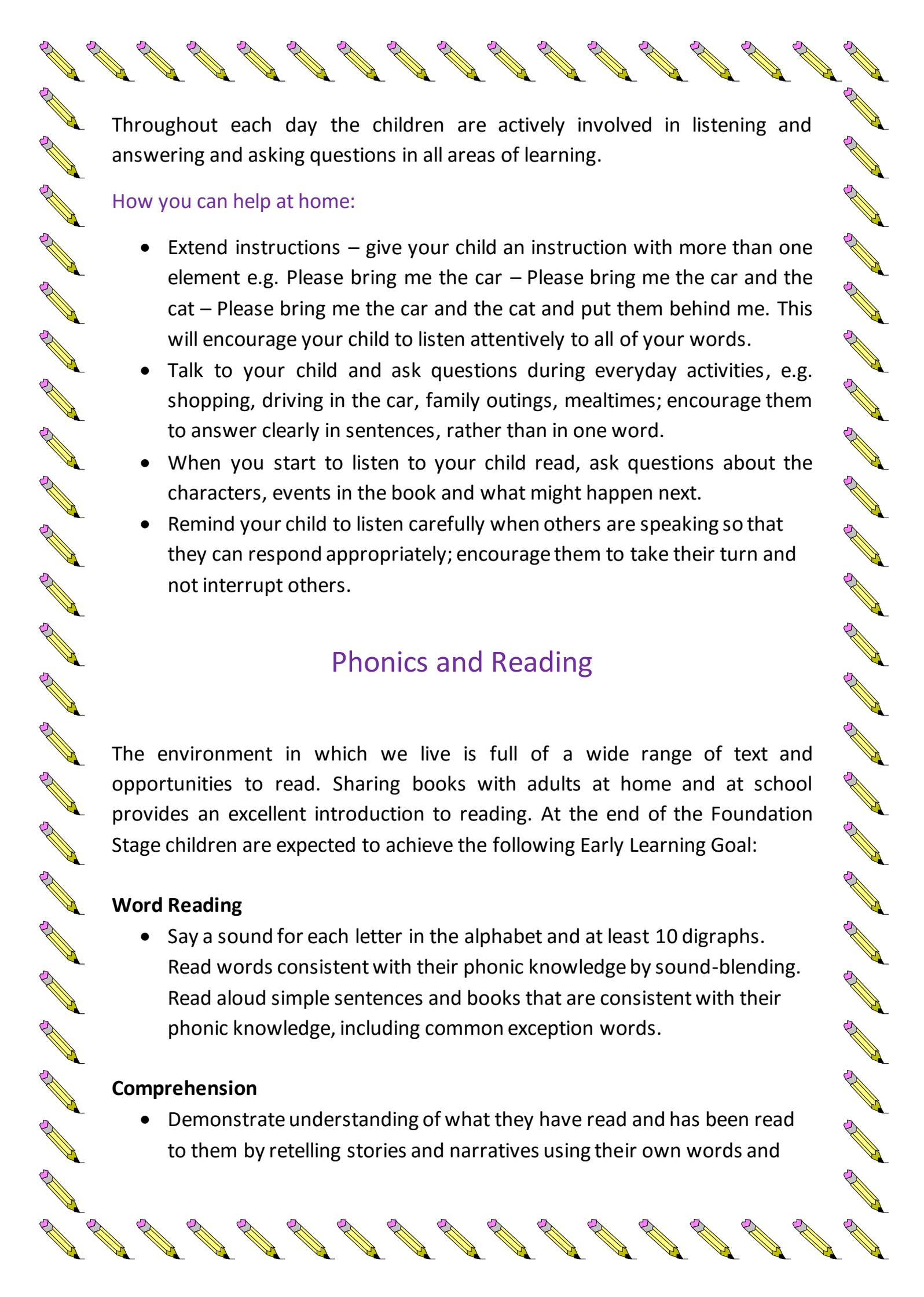
Communication and Language

A child's ability to speak and listen is fundamental to their language and social development and their learning at school. At the end of the Foundation Stage (Reception Year) children are expected to meet these two Early Learning Goals:

- Listen carefully and respond appropriately when being read to and during whole-class and small group discussions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back –and-forth exchanges with their teacher and peers.

In school children are encouraged to listen accurately to discriminate sounds within words; focus on individual words; receive and follow instructions; and respond to the contributions of others.

Puppets, drama, singing, role-play areas, retelling stories, circle time and discussing ideas, are some of the activities used throughout school to develop a richness and variety of talk.



Throughout each day the children are actively involved in listening and answering and asking questions in all areas of learning.

How you can help at home:

- Extend instructions – give your child an instruction with more than one element e.g. Please bring me the car – Please bring me the car and the cat – Please bring me the car and the cat and put them behind me. This will encourage your child to listen attentively to all of your words.
- Talk to your child and ask questions during everyday activities, e.g. shopping, driving in the car, family outings, mealtimes; encourage them to answer clearly in sentences, rather than in one word.
- When you start to listen to your child read, ask questions about the characters, events in the book and what might happen next.
- Remind your child to listen carefully when others are speaking so that they can respond appropriately; encourage them to take their turn and not interrupt others.

Phonics and Reading

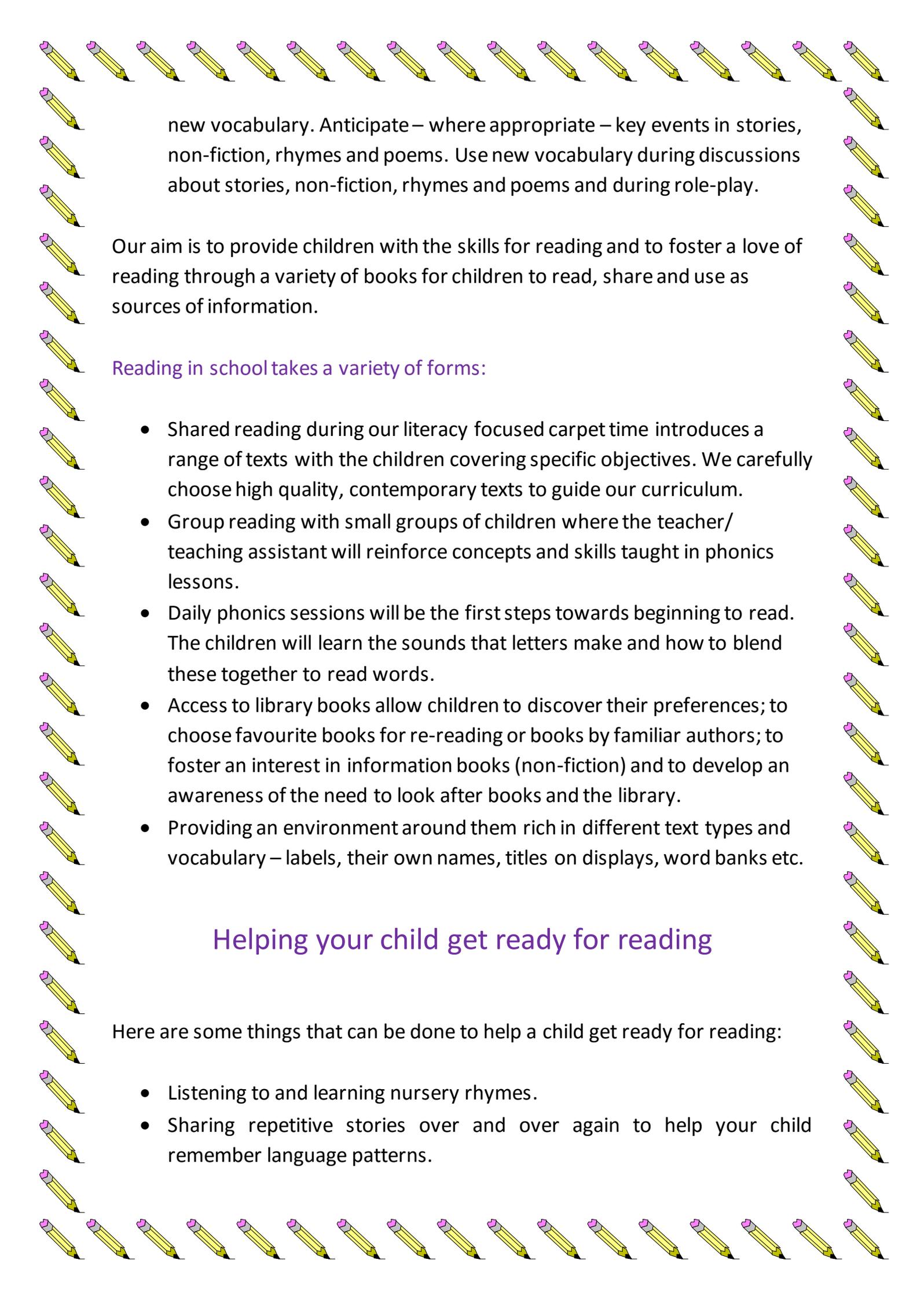
The environment in which we live is full of a wide range of text and opportunities to read. Sharing books with adults at home and at school provides an excellent introduction to reading. At the end of the Foundation Stage children are expected to achieve the following Early Learning Goal:

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.

Comprehension

- Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and



new vocabulary. Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Our aim is to provide children with the skills for reading and to foster a love of reading through a variety of books for children to read, share and use as sources of information.

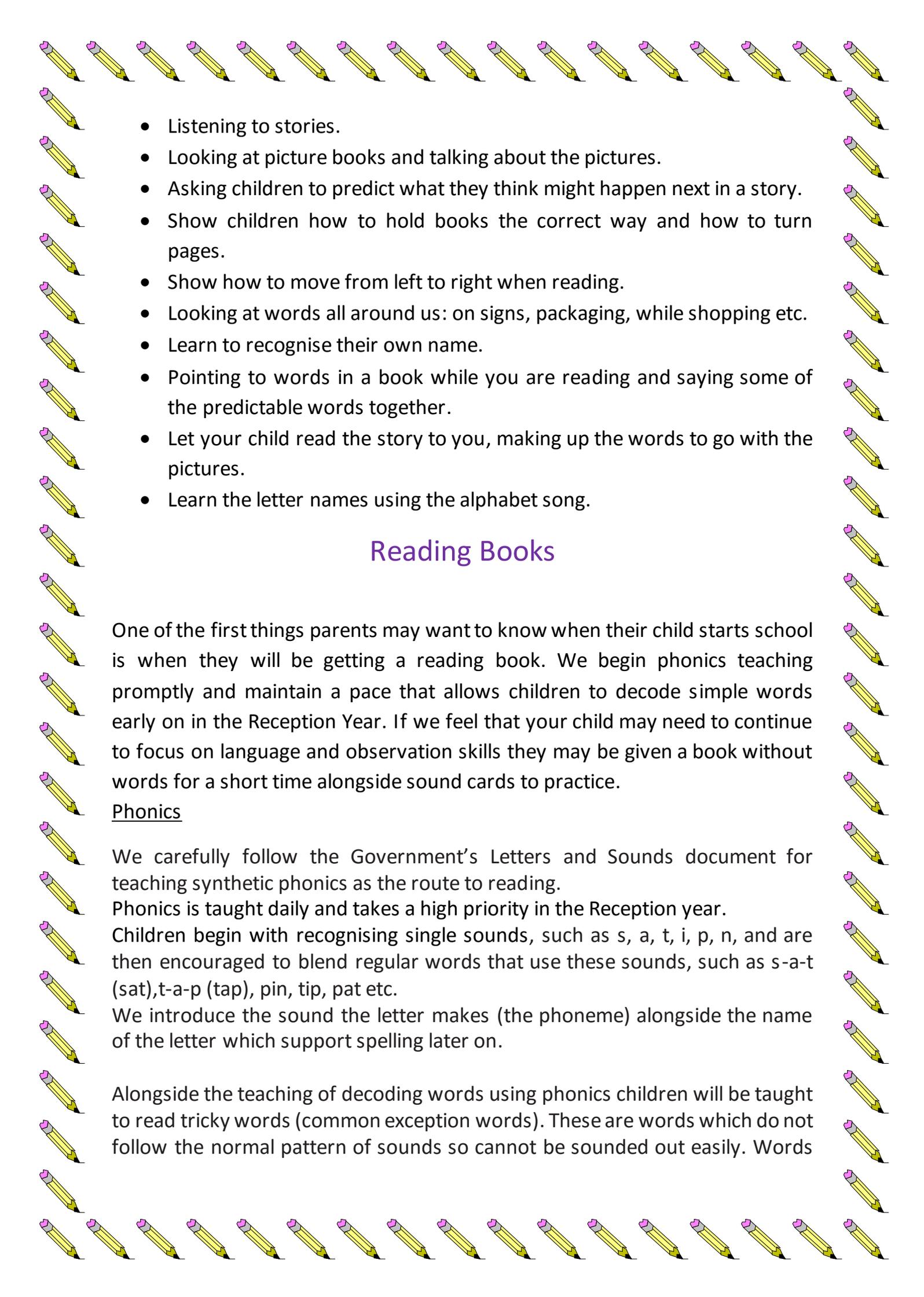
Reading in school takes a variety of forms:

- Shared reading during our literacy focused carpet time introduces a range of texts with the children covering specific objectives. We carefully choose high quality, contemporary texts to guide our curriculum.
- Group reading with small groups of children where the teacher/teaching assistant will reinforce concepts and skills taught in phonics lessons.
- Daily phonics sessions will be the first steps towards beginning to read. The children will learn the sounds that letters make and how to blend these together to read words.
- Access to library books allow children to discover their preferences; to choose favourite books for re-reading or books by familiar authors; to foster an interest in information books (non-fiction) and to develop an awareness of the need to look after books and the library.
- Providing an environment around them rich in different text types and vocabulary – labels, their own names, titles on displays, word banks etc.

Helping your child get ready for reading

Here are some things that can be done to help a child get ready for reading:

- Listening to and learning nursery rhymes.
- Sharing repetitive stories over and over again to help your child remember language patterns.

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- Listening to stories.
 - Looking at picture books and talking about the pictures.
 - Asking children to predict what they think might happen next in a story.
 - Show children how to hold books the correct way and how to turn pages.
 - Show how to move from left to right when reading.
 - Looking at words all around us: on signs, packaging, while shopping etc.
 - Learn to recognise their own name.
 - Pointing to words in a book while you are reading and saying some of the predictable words together.
 - Let your child read the story to you, making up the words to go with the pictures.
 - Learn the letter names using the alphabet song.

Reading Books

One of the first things parents may want to know when their child starts school is when they will be getting a reading book. We begin phonics teaching promptly and maintain a pace that allows children to decode simple words early on in the Reception Year. If we feel that your child may need to continue to focus on language and observation skills they may be given a book without words for a short time alongside sound cards to practice.

Phonics

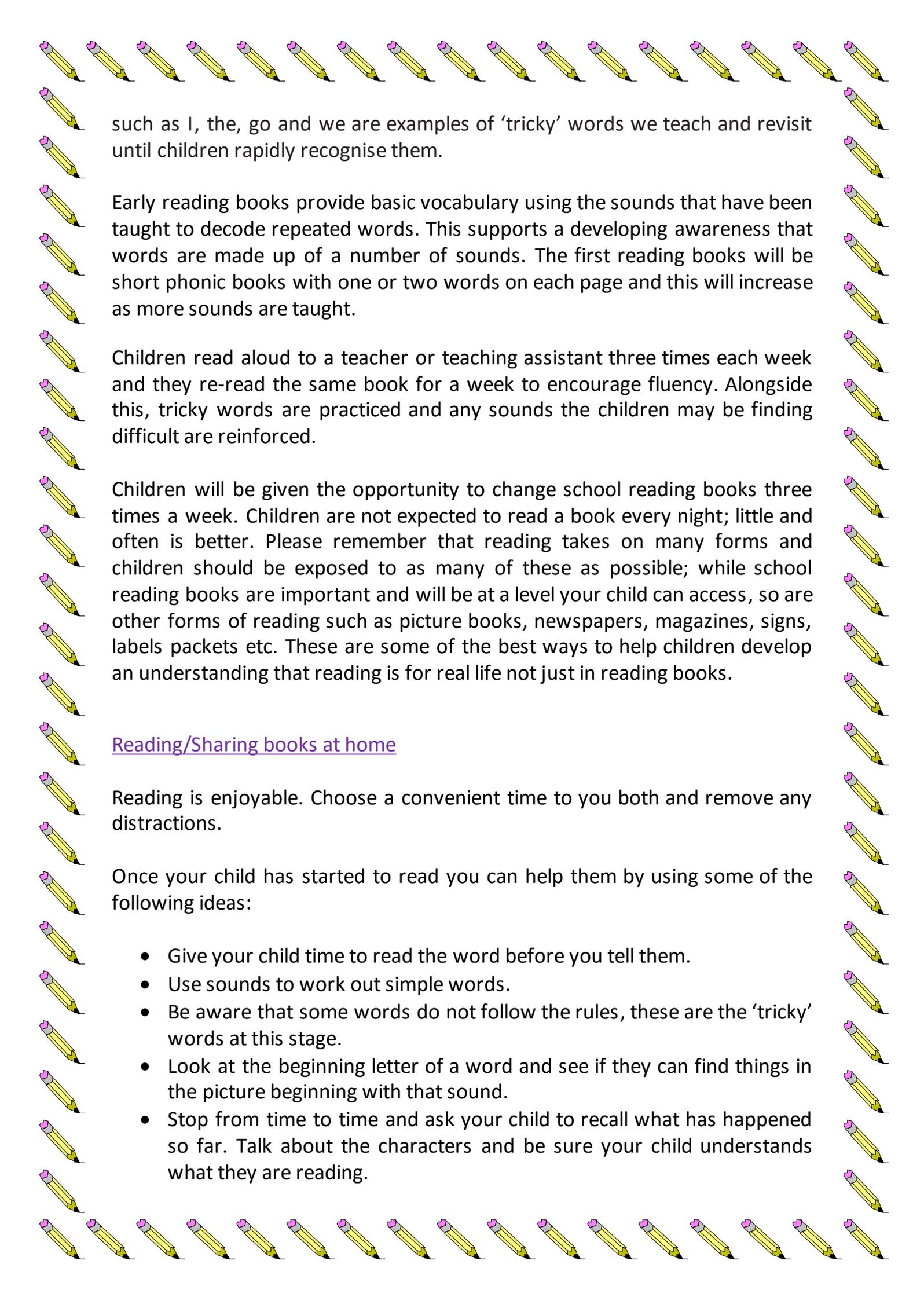
We carefully follow the Government's Letters and Sounds document for teaching synthetic phonics as the route to reading.

Phonics is taught daily and takes a high priority in the Reception year.

Children begin with recognising single sounds, such as s, a, t, i, p, n, and are then encouraged to blend regular words that use these sounds, such as s-a-t (sat), t-a-p (tap), pin, tip, pat etc.

We introduce the sound the letter makes (the phoneme) alongside the name of the letter which support spelling later on.

Alongside the teaching of decoding words using phonics children will be taught to read tricky words (common exception words). These are words which do not follow the normal pattern of sounds so cannot be sounded out easily. Words



such as I, the, go and we are examples of 'tricky' words we teach and revisit until children rapidly recognise them.

Early reading books provide basic vocabulary using the sounds that have been taught to decode repeated words. This supports a developing awareness that words are made up of a number of sounds. The first reading books will be short phonic books with one or two words on each page and this will increase as more sounds are taught.

Children read aloud to a teacher or teaching assistant three times each week and they re-read the same book for a week to encourage fluency. Alongside this, tricky words are practiced and any sounds the children may be finding difficult are reinforced.

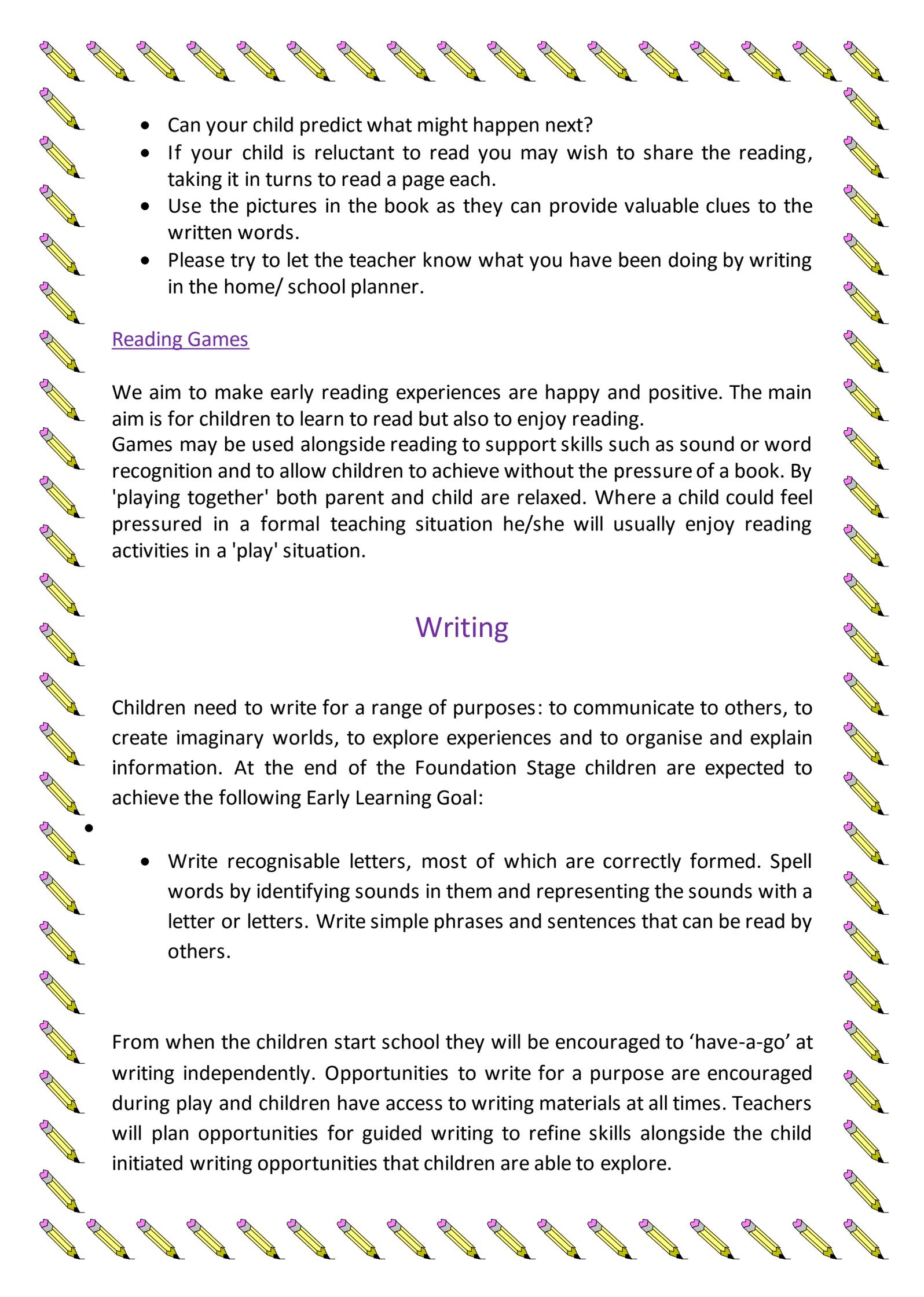
Children will be given the opportunity to change school reading books three times a week. Children are not expected to read a book every night; little and often is better. Please remember that reading takes on many forms and children should be exposed to as many of these as possible; while school reading books are important and will be at a level your child can access, so are other forms of reading such as picture books, newspapers, magazines, signs, labels packets etc. These are some of the best ways to help children develop an understanding that reading is for real life not just in reading books.

Reading/Sharing books at home

Reading is enjoyable. Choose a convenient time to you both and remove any distractions.

Once your child has started to read you can help them by using some of the following ideas:

- Give your child time to read the word before you tell them.
- Use sounds to work out simple words.
- Be aware that some words do not follow the rules, these are the 'tricky' words at this stage.
- Look at the beginning letter of a word and see if they can find things in the picture beginning with that sound.
- Stop from time to time and ask your child to recall what has happened so far. Talk about the characters and be sure your child understands what they are reading.

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- Can your child predict what might happen next?
 - If your child is reluctant to read you may wish to share the reading, taking it in turns to read a page each.
 - Use the pictures in the book as they can provide valuable clues to the written words.
 - Please try to let the teacher know what you have been doing by writing in the home/ school planner.

Reading Games

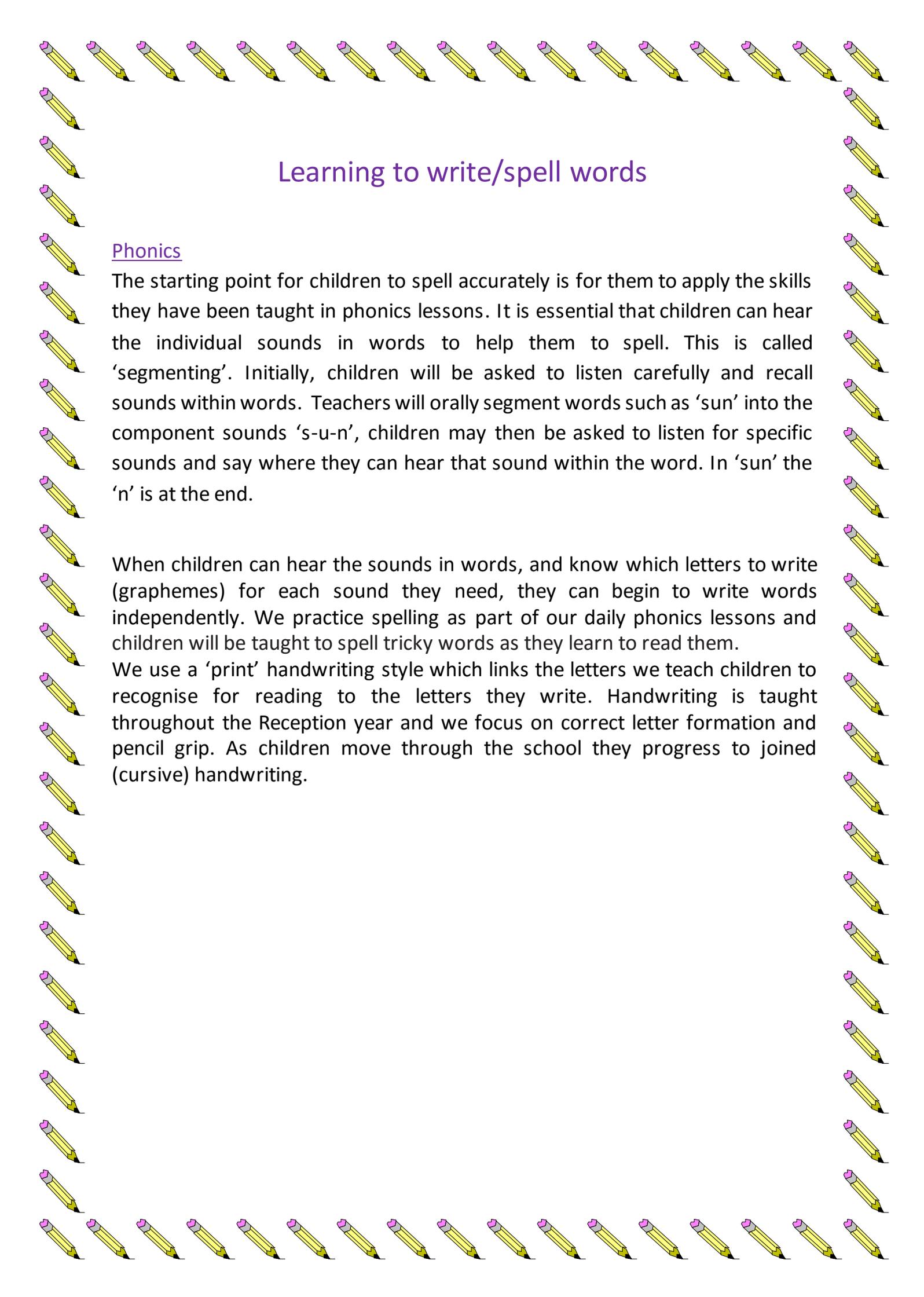
We aim to make early reading experiences are happy and positive. The main aim is for children to learn to read but also to enjoy reading. Games may be used alongside reading to support skills such as sound or word recognition and to allow children to achieve without the pressure of a book. By 'playing together' both parent and child are relaxed. Where a child could feel pressured in a formal teaching situation he/she will usually enjoy reading activities in a 'play' situation.

Writing

Children need to write for a range of purposes: to communicate to others, to create imaginary worlds, to explore experiences and to organise and explain information. At the end of the Foundation Stage children are expected to achieve the following Early Learning Goal:

- Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

From when the children start school they will be encouraged to 'have-a-go' at writing independently. Opportunities to write for a purpose are encouraged during play and children have access to writing materials at all times. Teachers will plan opportunities for guided writing to refine skills alongside the child initiated writing opportunities that children are able to explore.



Learning to write/spell words

Phonics

The starting point for children to spell accurately is for them to apply the skills they have been taught in phonics lessons. It is essential that children can hear the individual sounds in words to help them to spell. This is called 'segmenting'. Initially, children will be asked to listen carefully and recall sounds within words. Teachers will orally segment words such as 'sun' into the component sounds 's-u-n', children may then be asked to listen for specific sounds and say where they can hear that sound within the word. In 'sun' the 'n' is at the end.

When children can hear the sounds in words, and know which letters to write (graphemes) for each sound they need, they can begin to write words independently. We practice spelling as part of our daily phonics lessons and children will be taught to spell tricky words as they learn to read them.

We use a 'print' handwriting style which links the letters we teach children to recognise for reading to the letters they write. Handwriting is taught throughout the Reception year and we focus on correct letter formation and pencil grip. As children move through the school they progress to joined (cursive) handwriting.