



Year R Reading Workshop

Thursday 2nd February



Our Aims

- ▶ Why Reading?
- ▶ Curriculum expectations
- ▶ What does reading look like in school?
- ▶ Story sacks
- ▶ Nursery rhymes
- ▶ How you can support your child's reading development at home.

Reading: A child's superpower

- Children's language at age 2 predicts reading, writing and maths ability when they start school.
- Vocabulary at age 5 can predict how well a child does in exams at the end of school, and even their longer term outcomes.

Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income..

- Improvement in vocabulary in comparison to non-readers ([Millenium Cohort Study](#))
- Better performance in subjects other than English ([Millenium Cohort Study](#))
- There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors ([NLT 2018](#))

Curriculum Expectations

► **ELG – Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

► **ELG – Literacy**

Comprehension

- Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Children at the expected level of development will:
- 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 some common exception words.

How do children become readers?

Contrary to what some people believe, reading is not a natural process that happens all on its own. It's a complex process which requires explicit teaching of skills and strategies.

5 essential components to reading:

- ▶ **Phonics:** awareness of the relationship between letters and sounds
- ▶ **Phonemic Awareness:** identifying and manipulating sounds in words.
- ▶ **Vocabulary:** the more words encountered, the better children will become at reading and understanding a text.
- ▶ **Fluency:** strong phonic decoding skills + expanding bank of HFWs + awareness of 'tricky words' + amount of time reading at the appropriate level.
- ▶ **Comprehension:** Reading for meaning is the ultimate goal – to understand and connect with a text.

What does reading look like in school?

- ▶ EYFS/ Year 1– Daily Phonics and Reading (Read Write Inc).
- ▶ English lesson with a reading focus
- ▶ High quality texts
- ▶ Choral speak – reading together
- ▶ Daily story time
- ▶ 1:1 reading
- ▶ Children are shown how to access the reading garden in their classroom and can use it throughout the day

Daily Reading Session - Read Write Inc

- ▶ Speed Sounds
 - ❑ Introduce/ revisit a sound
 - ❑ Read words using the sound
 - ❑ Write words using the sound

- ▶ Daily Reading session outline
 - Explore vocabulary
 - ❑ Decodable vocabulary
 - ❑ Names/ names of places
 - ❑ 'Speedy' words
 - ❑ 'Red' words (recorded in your child's reading diary)
 - Read the text
 - ❑ Accuracy
 - ❑ Fluency
 - ❑ Comprehension

95% accurate before it comes home

The following extract is missing 15% of the words, without them it becomes harder to understand...

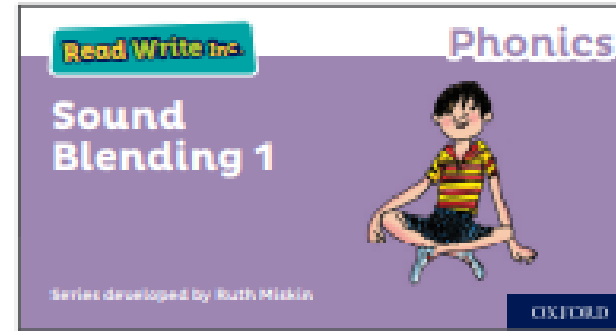
'By the time she was *three*, Matilda had to read by studying newspapers and magazines that lay. At the age of *four*, she could read fast and well and she naturally began hankering after books. The only book in the whole of this was something called *Easy Cooking* belonging to her mother, and when she had read this from and had learnt, she decided she wanted something more interesting.

'Daddy,' she said, 'do you think you could buy me a book?''

Sharing a Read Write Inc book at home

- ▶ Do not read the book aloud before your child reads it to you.
- ▶ Ask your child to read the sounds and words before he or she reads the story.
- ▶ When your child reads the story, ask him or her to sound out the words that he or she can't read automatically.
- ▶ Don't allow your child to struggle too much.
- ▶ Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- ▶ Do not ask your child to guess the word by using the pictures.
- ▶ A little a day is ok!

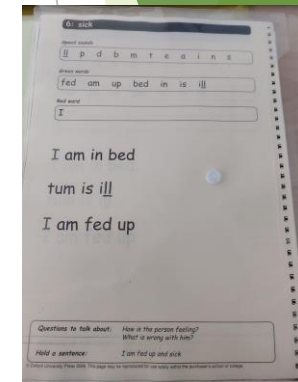
Home reading books



Sound blending books

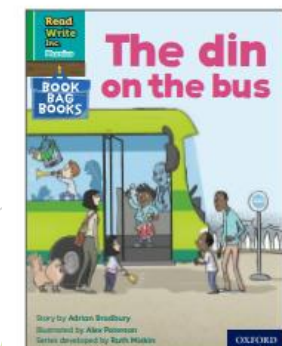
Ask your child to read each word in sounds (Fred Talk) and then say the word. Then, he or she can turn over and check if they're right.

Photocopible ditties



Book bag books

Book Bag Books Your child may also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Your child will need more support in reading this book. Again, explanations of how to use the activities are included in the books.



Story sacks and high quality texts

- ▶ Each week children will come home with a story sack which is based on a 'high quality text.' These are books specifically chosen because of the way they are written and how they can engage readers.
- ▶ A good high quality text has:
 - Plots that allow opportunities to explore different situations.
 - Emotive story lines
 - Humour
 - Rich language
 - Powerful illustrations
 - They are a book you can lose yourself in.

Importance of Nursery Rhymes

Phonemic skill development gained from nursery rhymes has even been scientifically shown to significantly improve reading, spelling and other literacy skills (Harper, 2011)

Cognitive development

- ▶ Repetition of rhymes and stories is good for the brain, teaching how language works and building memory capabilities.
- ▶ Nursery rhymes help develop inferencing skills, both with encountering new words and in reading comprehension.
- ▶ Because these verses are made up of patterns, they are easy first memorization pieces.

Language

- ▶ Nursery rhymes increase vocabulary (*like the word "fetch" in Jack & Jill*).
- ▶ They help children assimilate language.
- ▶ They are a great, wonderful introduction to poetry.
- ▶ They promote spelling skills.
- ▶ Verses like these introduce literary devices like alliteration, onomatopoeia, and imagery.

Importance of Nursery Rhymes

Speech

- ▶ Nursery rhymes are important for language acquisition and help with speech development.
- ▶ They help children develop auditory skills such as discriminating between sounds and developing the ear for the music of words.
- ▶ Rhymes like these help kids articulate words, modulate voices (*practicing pitch, volume, and inflection*) and enunciate clearly by saying them over and over without fear of criticism.
- ▶ Nursery rhymes are excellent, the natural choice for a first recitation selection.
- ▶ The mouth and tongue muscles are developed as children say these rhymes.
- ▶ Listening comprehension is a foundational skill that is often skipped, but nursery rhymes can help ensure this crucial ability (*that precedes reading comprehension*) is covered.

Reading

- ▶ Nursery rhyme knowledge provides an excellent foundation for later literary works.
- ▶ They are a great introduction to stories since many contain a beginning, middle, and end (*sequencing*).
- ▶ Familiarity with nursery rhymes makes good readers, even despite differences in social background (Bryant, Bradley, Maclean & Crossland, 1989).
- ▶ Work with these verses helps children detect the phonetic segments of words.

Reading at Home

This is a fantastic way to support your child's learning, such as by:

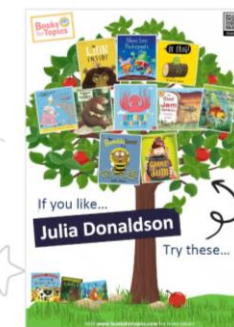
- ▶ Sharing different materials together – books, magazines, recipes, postcards etc.
- ▶ Encouraging them to make up stories.
- ▶ Asking them to repeat their favourite ones.
- ▶ Changing stories they know really well too!
- ▶ Using different character voices.
- ▶ Using puppets or pictures to tell stories.
- ▶ Nursery rhymes

How can you help your child at home?

Reading for pleasure

- ▶ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- ▶ As global learning company Pearson says, "Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background".
- ▶ Variety of texts & authors
- ▶ Library books
- ▶ Shared reading/ paired reading
- ▶ Audio books - Library apps/ tablets/ Tonies/ Yoto players

Branching Out: Julia Donaldson



If you like Julia Donaldson, try these...

Julia Donaldson's books are firm favourites in many households and classrooms, with a number of her stories (like *The Gruffalo* and *Stick Man*) being considered modern classics. Working with different illustrators, Julia has written over 150 books and is best known for her easy-to-learn rhyming stories and memorable characters.

We've put together a list of **ten similar books for fans of Julia Donaldson**. Readers who love the rhyming pattern of Donaldson's stories might like to try *Aliens Love Underpants* or *The Fish Who Could Wish*. Children looking for more larger-than-life characters will enjoy *The Giant of Jum* or *The Bumblebear* - all about a bear desperate to fit in at bee school. For stories that are brilliant to join in with, we recommend *Where's My Teddy?* or the popular favourite *Di Frog*. If you're looking for a funny new story with a wildly imaginative premise, try *Octopus Shocktopus* or the timeless classic *The Giant Jam Sandwich*.

Browse the full list below of books for children looking for what to read next after Julia Donaldson...

[Download Printable Poster \(PDF\)](#)



Shared/ Paired Reading

'Only 32% of British children are read to daily by an adult'

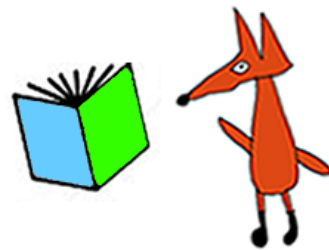
'Most parents stop reading to their children by the age of eight.'

'Only 19% of 8-10 year olds have a book read to them daily by an adult.'

- ▶ An opportunity to read books that are above their reading age.
- ▶ Share your favourites - explore together
- ▶ Shared reading - can they read some/ you read some?
- ▶ Explore series & films together etc

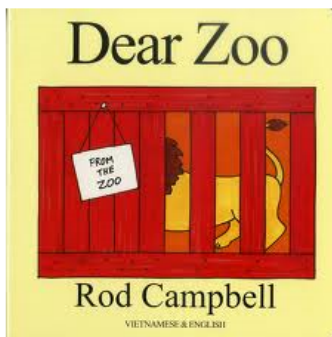


LOVEMYbooks



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- Dinosaurs
- Animals
- Food
- Going places
- Heroes&villains
- Ourselves
- Our world
- Scary!
- Space
- Special times
- Toys

Dear Zoo



Rod Campbell
Puffin
Age 0-5

This interactive, lift-the-flap picturebook engages young children's interest and invites them to take part from beginning to end. This is a classic story which keeps children guessing about what new pet will arrive next in the post, building their interest and enjoyment with each parcel.

love my books activities

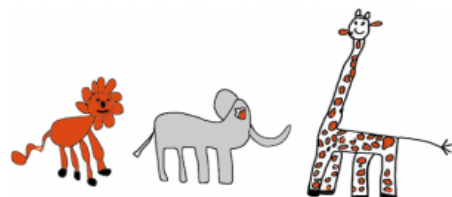
Share the story

Picturetalk

Spend time talking together about the cover picture, what they notice, and commenting on what the story might be about and where it takes place.

Read aloud

Read the story aloud, taking time to talk together about the pictures as you do. Encourage children to open the flaps themselves. Invite them to imagine what might happen next and turn the page to



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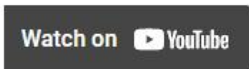
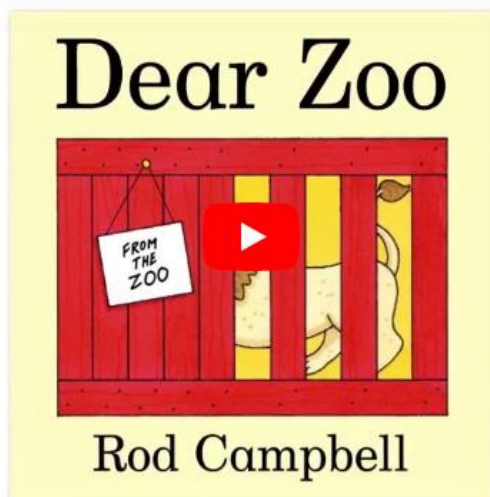
Read aloud

Read the story aloud, taking time to talk together about the pictures as you do. Encourage children to open the flaps themselves. Invite them to imagine what might happen next and turn the page to see if their predictions were right. Talking about the book adds to their pleasure and understanding of the book.

Join in Read the story again (and again!), this time leaving spaces for children to join in with the repeated phrases and sounds. It will be fun for them to try out different animal 'voices'.

Tell the story After hearing the story a few times, children will get to know it well, especially the repeated phrases. Encourage them tell it to you in their own words, turning the pages, lifting the flaps and using the pictures to help them.

Watch the story read by the author:



From [World Book Day](#)

Things to make and do



From [World Book Day](#)

Things to make and do



Storyplay

Gather together different kinds of boxes and containers, with animal toys, some the same as the animals in the book. Children can retell the story using their own toys or make up their own story.

Make a flap book Children can make their own flap book with pages for more animals arriving from the zoo and needing to be returned (because they are too noisy, prickly, heavy.....) until they have the perfect pet. Click for instructions to make [a simple lift-the-flap book](#).

Write a letter

Four or five year olds beginning to write for themselves could write their own letter to the zookeeper asking for a pet.

Find out more

Read more books by author/illustrator Rod Campbell

Titles include:

Oh Dear!
It's Mine!
I'm Hungry!
I Won't Bite!
Noisy Farm
Buster's Day
Buster's Zoo
The Pop-Up Farm

Find out more about zoos [here](#).

Questions

