READING CAFÉ - EYFS

TUESDAY 19TH NOVEMBER
WHAT IS THE IMPORTANCE OF READING?

Reading with young children helps them to succeed in all areas of the curriculum and in life.

Reading develops language skills.

Exposure to reading exercises your child’s brain.

Reading enhances a child’s concentration.

Reading together encourages a thirst for knowledge.

A range of books teaches children about different topics.

Reading develops a child’s imagination and creativity.

Reading books with children helps develop empathy.

Books are a form of entertainment.

Reading together helps to create a bond.
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<tr>
<th>16 to 26 months</th>
<th>22 to 36 months</th>
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| • Interested in books and rhymes and may have favourites.  
• Has some favourite stories, rhymes, songs, poems or jingles.  
• Repeats words or phrases from familiar stories.  
• Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’.  
• 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. |
<table>
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<th>30 to 50 months</th>
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<td>• Beginning to be aware of the way stories are structured.</td>
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<td>• Suggests how the story might end.</td>
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<td>• Listens to stories with increasing attention and recall.</td>
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<td>• Describes main story settings, events and principal characters.</td>
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<td>• Shows interest in illustrations and print in books and print in the environment.</td>
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<td>• Recognises familiar words and signs such as own name and advertising logos.</td>
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<td>• Looks at books independently.</td>
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<th>40 to 60+ months</th>
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<td>• Handles books carefully.</td>
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<td>• Knows information can be relayed in the form of print.</td>
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<td>• Holds books the correct way up and turns pages.</td>
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<td>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</td>
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<tr>
<td>• Continues a rhyming string.</td>
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<td>• Hears and says the initial sound in words.</td>
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<td>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</td>
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<td>• Links sounds to letters, naming and sounding the letters of the alphabet.</td>
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<td>• Begins to read words and simple sentences.</td>
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<td>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</td>
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<td>• Enjoys an increasing range of books.</td>
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<td>• Knows that information can be retrieved from books and computers.</td>
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I will learn to read but first I need to...

Rhyme
I need to recognise the sounds that letters make before I can read

Look at books
I need to be interested in words and books to read

Track
I need to follow objects with my eyes to read

Talk
I need an extensive vocabulary to understand what I read

Do puzzles
I need to differentiate size, shapes, lines and directions to read

Build
I need to use my fingers and hands independently to hold books and turn pages
HOW TO HELP YOUR CHILD READ

• Remind the children to start from the left-hand side of the page.

• Show them how to track the words with their finger and eyes.

• Look at the pictures and words together to help build meaning.

• Show them how to sit up and ready to read a book.

• If they are stuck on a word, help them to segment and blend it.

• Make it fun – read a page each, use repetitive books, have books that you read to them etc.
USING PHONICS TO SEGMENT AND BLEND

- If you want to help your child to decode words that they know the sounds for, then it is important to say pure sounds.
- [https://www.youtube.com/watch?v=hCBzNnSSxds](https://www.youtube.com/watch?v=hCBzNnSSxds)
- Children in Nursery are only just learning the initial sounds for s, a, t, p, i and n, so it is more important to read to them.
HOW TO ENCOURAGE RELUCTANT READERS

• Read funny books together.

• Read books that are on screens e.g. Kindles, iPads etc. You can logon to the website www.oxfordowl.co.uk using the username and password RPEYFS to access hundreds of online books.

• Read for a purpose e.g. origami, cooking books, Pokémon cards etc.

• Read graphic novels and comics together.

• Read non-fiction books or books that follow their interests.

• Go to the library or a bookshop and let them choose.

• Take turns with reading – read some books to them and some together.
MAKING READING FUN

• Read in different places.

• Make a den to read in – under the covers etc.

• Talk to your child about books and what they enjoy about them or didn’t like.

• Listen to audiobooks – especially good for trips out!

• Use reading together as a reward.

• Read every day – make a routine such as reading before bedtime.

• Change your voice to go with the characters and actions.
SKILLS FOR READING

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarise

In the moment of reading we...

- Use background knowledge
- Predict or ask questions
- Visualise
- Use inference
- Notice meaning breakdown...
- ...and repair it
- Spot VIP words
- ...and put together to build meaning
THINKING OF QUESTIONS

What questions could you ask about this picture?

Use your question booklet to help you. Discuss and share on your table.
SHARED READING

• With your children, you are now going to have time to share books together.
• Allow your child to choose the book, and as you read together, ask them some questions about what they are reading.
• Use the question booklet to help you.