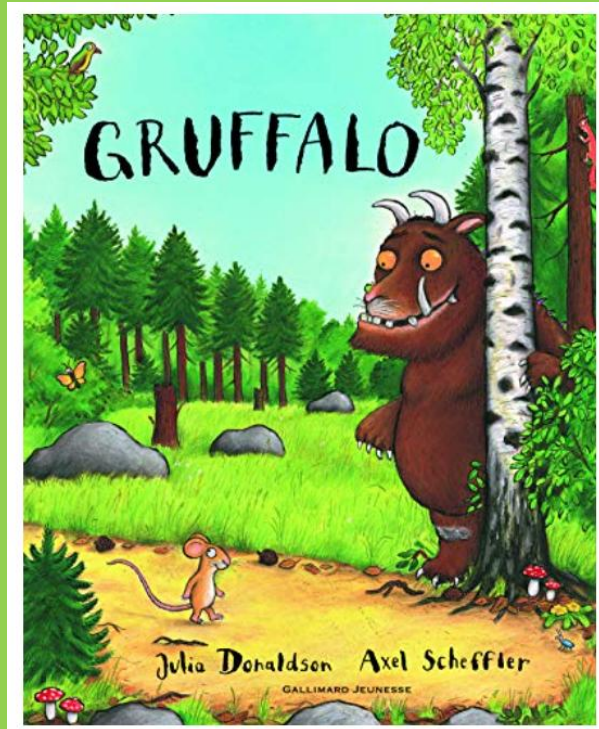


Why is teaching reading so important?

What Are the Benefits of Reading for Children?

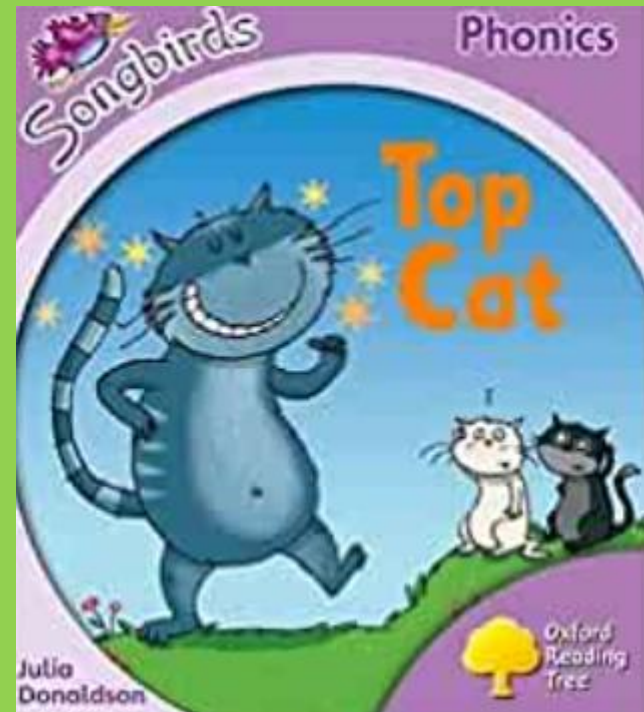
The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

First, we learn to read, then we read to learn.



Language comprehension

How language works:
sentences, rhyme, repetition,
vocabulary development,
discussing stories and storytelling,
learning poems and songs, nursery
rhymes, joining in with familiar parts



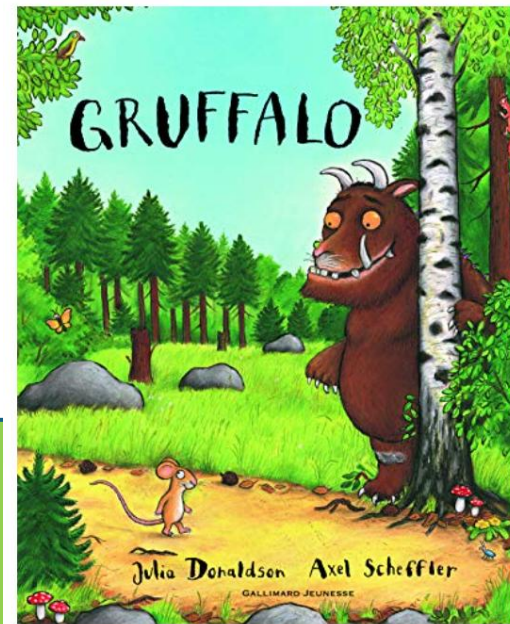
Decoding/word reading

Systematic phonics teaching.
Phoneme/grapheme correspondence
Blending – decodable

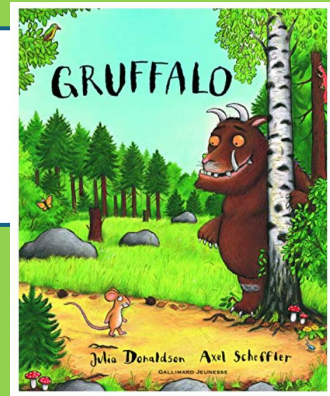
Children need both good language comprehension and good word reading to become good readers.

Reading for pleasure

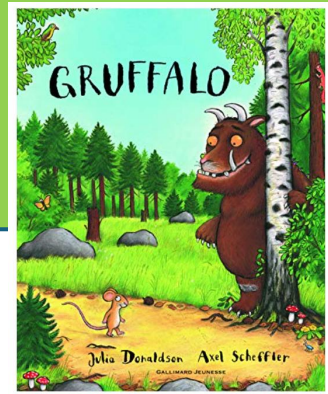
- Find somewhere quiet and cosy.
- Turn off the television and avoid distractions.
- Give your child your full attention.
- Little and often is better than a long session.
- Read to your child.
- Share a book together
- Read favourites again and again!



Start at the beginning...



- Talk about the front cover – predict what's going to happen.
- Discuss the author, illustrator etc.
- Use terminology e.g. blurb, front cover, title page.
- Count the letters and words in the title – what is the difference between a letter and a word?

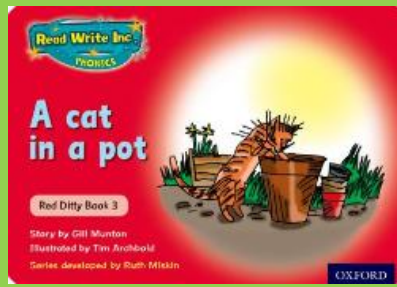


- Read or encourage them to read the blurb; what clues does it give you?
- Ensure they handle the book carefully.
- The magic finger – left to right.
- Some books are repetitive. They will learn them off by heart and join in– this is perfect!

How do we read at school?



- Daily phonic session
- Whole class shared reading of a book
- Interactive stories and activities on the class whiteboard.
- Book corner
- Outside reading
- Labels and vocabulary
- Later: Daily reading session with a decodable book



Reading RWI at school

During reading time we:

- Reinforce phonic knowledge – blending.
- Discuss punctuation and use terminology
e.g. full-stop, sentence, question mark.
- Look at the features such as the title.
- Question to check for understanding.
- Model reading with expression.

I can't do it . . . I don't know . . .

- Use the initial sound, picture and context for clues.
- If it is a long word, break it up to sound out, e.g. r-a-bb-i-t.
- If your child guesses using the picture, then get them to check they are correct using the sounds
- Don't let them struggle as it will take away from the meaning as well as cause your child to become frustrated.
- Explain new sounds if appropriate.

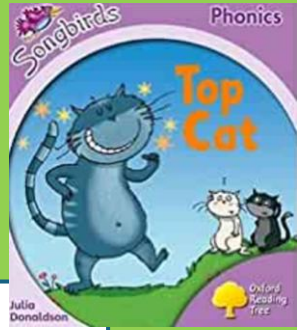
How to help your child.

- Listen to your child little and often (5 minutes a day makes a huge difference!)
- Share a bedtime story where you read to your child.
- Discuss the books you are reading.

How to help your child.

- Join the library
- Read words in the environment.
- Use the word lists for sight recognition and to make sentences.
- Information about phonics and resources to help can be found on the school website.

What happens next



- Library book to change with parents - outside
- Sound Booklets – set 1 sounds
- Lilac books – wordless books for oral story telling

As children progress.....

- Sound Blending books
- Ditty sheets
- Red Ditty Book
- In addition, there will be an extra red labelled book for them to practise their blending skills.

Please keep everything in book bags and bring daily

Record all reading in diary

If a child is never read to, they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.

Exposure to vocabulary is good for all children.
Please read them a book today!