



Reading

Research has shown that the majority of children who make good progress in reading are those who are read stories and who can recite nursery rhymes at an early age. Reading comes in a variety of forms and does not have to be from a book.

Concepts of Print

It is important that your child can identify different aspects of print and books. Coming into Year 1, they should be able to confidently identify the following

- Page
- Text and Picture
- Back and front
- Cover
- Top and bottom of the page
- A word/letter or numeral

Talking and listening

Talking and listening play a vital part in learning to read. Story cubes provide excellent talking and listening opportunities. Wooden cubes make good story cubes, but they can also be made from cardboard. You will need 3 cubes in total. Each should have a theme. Draw or stick pictures onto each cube. Examples are: people, animals, buildings, vehicles, places, favourite toys, food. Throw all three dice, and make up a story about the pictures. You could also make these cubes about a favourite book, or a reading book from school.

It is important to discuss activities with your child, especially asking them to predict what they think might happen.

Reading with your child

These activities give some ideas for helping your child with reading.

Paired Reading

Paired Reading is a successful way of reading with your child. It takes around 10 – 15 minutes a session and if possible should be done at least 5 days a week.

- The child should choose a book, even if it seems too easy or difficult. They will soon learn to choose suitable books. Any reading material can be used – comics, newspapers, magazines as well as books.

- Switch off the TV/ ipad/your phone.
- Chose a quiet time and sit side by side with your child.
- Discuss the title/pictures/blurb on the back/possible content before beginning to read.
- Read the story together at the child's speed, asking him/her to point to the words as you read. If your child makes a mistake, give the correct word and ask for it to be repeated.
- Gradually lower your voice as your child becomes more confident. When you feel they are confident, stop and allow your child to continue alone. Be ready to help when required.
- Use lots of praise, especially when your child reads alone.
- Read the book for as long as your child remains interested.

Youtube

Youtube has a wide range of taped books which you can watch with your child.

Reading Activities

Magnetic Letters

Use magnetic letters to make up words and 'non-words'. This helps the child to develop a sense of how words look- which letter strings go together. It also develops their word attack skills- the ability to use their knowledge of sounds to work out what words say.

Nursery Rhymes and Songs

Spot the deliberate mistake – eg Humpty Dumpty sat on a pin.

Make up alternative endings to nursery rhymes.

Miss out the rhyming word and ask your child to supply it.

Try out some playground or skipping rhymes and games.

Make up some raps.

Make up some rhyming slang – eg. Up the stairs- apples and pears.

Newspapers

Newspaper headlines and pictures make useful discussion – use the TV or sports pages for example.

Street signs

Ask your child to guess what they think signs in the street might say. This encourages the use of reasoning skills, pictorial clues and contextual information.

Shopping

When out shopping, ask your child to find and fetch familiar brands of food. When they can do this, ask them to find and fetch other items.

Games

I Spy

Encourage the use of the sound, not the name, of the letter at the beginning of the word. This helps to reinforce phonological awareness(the awareness of sounds in words).

Dominoes

Playing dominoes is good for matching colours, words to pictures or words to numbers. These can also be easily made to suit your child's needs.

Odd One Out

Play odd one out games with objects, sounds or pictures and words.

Cut and Paste

Cut words out of magazines and find matching pictures if possible to make a personal dictionary. Make books using photographs of family, the local area or places you like to visit then write captions for them with your child. Ask your child to read the captions to you.

Card Games

SNAP!

Make 2 sets of cards with high Frequency Words on them. Shuffle the cards and give each player the same number of cards. Each player places their cards in one bundle table face down on the table. Take it in turns to lift a card and place it in the centre of the table. If both players put down the same card, the first to say 'SNAP' collects all the cards and adds them to their bundle. The winner is the player with all of the cards.

Pelmanism

Make 2 sets of High Frequency word Cards. This is also called 'Pairs' and is a memory game. The aim of the game is for the player to remember where the cards have already been seen. Shuffle the cards and place them face down and in rows on the table. Turn two cards over one after the other. If they are the same, the player

takes both. If not, then they are turned face down and the next player takes their turn. This is repeated until all cards have been taken.

Snakes and Ladders

Make a set of High Frequency Word cards. Play Snakes and Ladders in the normal way. Before moving on, each player has to take a card from the pile and read it.

Board Games

Most board games provide opportunities for developing skills in reading, talking and listening. Games such as Junior Trivial Pursuit, Monopoly and Cluedo have small amounts of reading to be tackled. They also give opportunities to develop skills such as general knowledge, problem solving and reasoning.

