

Reading in Reception

A simple step by step guide to reading at home



The MORE
that you read,
the MORE things
you will know.
The MORE that you
LEARN,
the MORE places you'll go.



How should I read with my child at home?


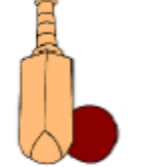











































We recommend that your child reads regularly for short amounts of time, ideally every day. This may only be five minutes for some children. Pick a time of the day to suit you; this may be first thing in the morning if your child is tired at the end of the day. Keep background noises and distractions minimal.

Warm up: Use the sheet at the back of the yellow reading record book to revisit sounds as a warm up before reading. Please tick if your child knows the sound straight away or dot if your child is unsure. Some of our new reading books also have the sounds at the beginning of the book.

SUPPORT

- Want to see this in action at school? <https://drive.google.com/file/d/14lokGPD4hknQ4FdCV3yPmf3VmFON34-Z/view?usp=sharing>
- Not sure how to pronounce the sounds? https://www.youtube.com/watch?v=TTe5_Em0BHQ&t=16s
- Can't remember the visual cues? See following slide for sound sheet used in school

 A a	 B b	 C c	 D d	 E e	 F f ff	 G g	 H h	 I i	 J j	 K k
 L l	 M m	 N n	 O o	 P p	 Q u qu	 R r	 S s	 T t	 U u	 V v
 W w	 X x	 Y y	 Z z	 sh	 ch	 ar	 ee or	 oo oo	 th th	 ure
 oa	 oi	 ng	 igh	 er	 ai	 ow	 ear	 air	 ur	

I no go to the

he she we me be was my you her all they are

Session 1



- Each book should be read three times (at different sittings).
- In session 1, look at the front of the book and discuss what it might be about. Look at the title and see if you can read it together.
- Now look through the pictures and allow your child to talk about what they see, ask questions or tell you what they think might be happening.
- Look at the words in the text. Are there any names, tricky words or sounds which they might need help with?

SUPPORT

Want to see this in action at school?

https://drive.google.com/file/d/160IKAiojqHIxX1j6Rb6W_SzaClcErVct/view?usp=sharing

Session 2



Encourage your child to track the words with their index finger.

Ask them to sound out each word. To begin with they may sound it out accurately but need you to repeat this so that they can hear the sounds. Ask them to blend the sounds together and stretch them (we call this slow-mo in class and it helps them hear the word).

Encourage your child to read tricky words without sounding them out (this is why they are called tricky – they cannot be sounded out but need to be learned by sight). The tricky words are on the sound mat on slide three.

When your child has read a sentence, help them to read it again or read it back to them so that they get to hear the words put together in a sentence.

SUPPORT

Want to see this in action at school?

<https://drive.google.com/file/d/1oQ6jwJ8Ax-wBU-tZcx9-7KwKTvMBLOGC/view?usp=sharing>

Want a song to help your child recognise tricky words?

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Session 3



When your child reads the book again, they should be able to build up a bit of confidence and fluency. They will know what the pictures are saying, will know about any tricky words in the text and will hopefully remember some of the words they have already sounded out and blended together.

Still ask them to use their index finger to track the words and as they grow more confident, they can start using expression in their voice.

SUPPORT

Want to see this in action at school?

<https://drive.google.com/file/d/1qY0qwlhGzTEXBpcEiZzJAK6wjcyG9uOj/view?usp=sharing>

And finally ...



Don't ever underestimate the importance of reading TO your child, regardless of their journey in reading and regardless of their age.

Reading at home not only increases academic ability, but it also helps to strengthen family relationships and foster a lifelong love of books. This is particularly important for primary-age children who go through a period of great change between the ages of 4 and 11: they are learning to read, discovering their likes and dislikes and taking their first big steps into the world.

A bedtime story can be the anchor to all this, helping children to explore new feelings, new experiences and new knowledge in a safe environment.

