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| **Reading in Early Years** | |
| **Word reading** | **Pupils should be taught to:**  **Birth to three:**   * Enjoy sharing books with an adult. * Pay attention and respond to the pictures or the words. * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. * Repeat words and phrases from familiar stories. * Ask questions about the book. Makes comments and shares their own ideas. * Develop play around favourite stories using props. * Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.   **3 to 4 year olds:**   * Understand the five key concepts about print:   - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book - page sequencing   * Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. * Engage in extended conversations about stories, learning new vocabulary.   **Reception:**   * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. * Read some letter groups that each represent one sound and say sounds for them. * Read a few common exception words matched to the school’s phonic programme. * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
| **Guidance (word reading):**  **Birth to three:**  Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting. Provide a comfortable place for sharing books, like a sofa. In warm weather, share books outside on a picnic rug or in small tents. Themed book areas can build on children’s interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner. Help children to explore favourite books through linked activities. Suggestions: - visiting the park or the countryside to splash through puddles and squelch through mud for ‘We’re Going on a Bear Hunt’ - going out to buy chillies for ‘Lima’s Red Hot Chilli’ - small world play linked to favourite books. Point out print in the environment and talk about what it means. Suggestions: on a local walk, point out road signs, shop names and door numbers.  **3 to 4 year olds:**  Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word. Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle, yellow car.” - making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.” Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.” Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’. Choose books which reflect diversity. Regular sharing of books and discussion of children’s ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what’s in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts. Examples include: ‘caterpillar’, ‘enormous’, ‘forest’, ‘roar’ and ‘invitation’.  **Reception:**  Help children to read the sounds speedily. This will make sound-blending easier. Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. | |
| **Comprehension** | **Pupils should be taught to:**  **Birth to three:**   * Listen to simple stories and understand what is happening, with the help of the pictures.   **3 to 4 year olds:**   * Enjoy listening to longer stories and can remember much of what happens. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story. * Use a wider range of vocabulary. * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”   **Reception:**   * Engage in story times. * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. |
| **Guidance (comprehension):**  **Birth to three:**  Share picture books every day with children. Encourage them to talk about the pictures and the story. Comment on the pictures – for example: “It looks like the boy is a bit worried...” and wait for their response. You might also ask them about the pictures: “I wonder what the caterpillar is doing now?” Books with just pictures and no words can especially encourage conversations. Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them. When appropriate, you can check children’s understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: “Can you show me the big boat?”  **3 to 4 year olds:**  Offer children at least a daily story time as well as sharing books throughout the session. Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’.  **Reception:**  Timetable a story time at least once a day. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children. Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: “That looks dangerous – I’m sure they’re all going to fall off that broom!” Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters. Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors. | |