



Parents into Reading



The Importance of Reading

Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.

(Feinstein & Symons, 1999)

Although Phonics is an important part of learning to read, children should also be exposed to a broad and rich curriculum that takes full advantage of developing all the aspects of language. More attention needs to be given to speaking and listening from a very early age. This includes plenty of story telling. Most importantly, children need to enjoy reading and retelling stories!

(Ideas taken from The Rose Report, 2006)



A woman with long dark hair, wearing a light pink shirt, is sitting on a bed and reading a book to a young boy. The boy is wearing a blue shirt and is looking at the book. The bed has a colorful patchwork quilt. A lamp is visible in the background.

**He has a ribbon now
to prop his door open.**

The benefits of reading to your child

- Many studies have shown that children who love learning and are successful in school are exposed to reading from a young age.
- Reading develops vital communication, language and listening skills which are an important part of the Early Years curriculum.
- Reading builds ideas for imaginative play which leads to great story writing in the future.
- They learn at an early age that reading is fun and it will become an enjoyable habit.
- They begin to develop an understanding of how books are structured, that words represent sounds and concepts, words are read from left to write (in English), and stories continue when you turn the page.



The importance of rhyme

- Many studies have shown that children that understand and use nursery rhymes become great readers.
- Rhyme also develops vital communication, language and listening skills which are an important part of the Early Years curriculum.
- Rhyme teaches children how language works and how they can play with it. *For example, if a child knows cat sounds like mat, bat, rat, hat..., they can learn to read and write all these words by only changing one letter.*
- It is a fun way to interact and have fun with your child. Make up some silly rhymes together!
- We encourage you to learn, sing and have fun with the rhymes we send home in the planners each week.

Enjoy reading together every day!
Reading should be an important and enjoyable part of
child's daily bedtime routine.
Don't forget to record this in your child's planners!



The Toys R Us logo, featuring the words "Toys R Us" in a colorful, stylized font with a blue star above the letter 'A'.The Superman logo, featuring the word "SUPERMAN" in a red, blocky font with a blue and red striped background.

Reading isn't just about words, books or story telling. We read logos and pictorial signs everyday. It is important to teach children this and point out familiar signs/logos to them and they will begin reading them on their own. This can be done anywhere and is a good talking point with your child.

The Tesco logo, featuring the word "TESCO" in a red, blocky font with blue diagonal lines underneath.



good listening


**GREAT
WORK
AND
WELL
DONE**



**While reading with your child, be sure to *praise all efforts!*
Remember, it's the *thinking process and willingness to read*
you are praising, not necessarily that your child
pronounced the words correctly.**



good sitting



Useful tips



Let your child choose

Let your child pick out their own books. Letting your child read what interests them is one way that reading becomes fun.

Read with fun in your voice

Use your face, body, and voice to make reading fun.

Use different voices for different characters.

Talk about the pictures

Point to the pages and talk about the pictures in the book. Ask your child to look at the pictures for clues to what the story is about.

Remember the repeated phrases

Encourage your child to join in with the repetitive parts of the story. These are great for developing language!

For example, I wrote to the zoo to send me a pet so they sent me a...

I'll huff and I'll puff...

Oh Grandma, what big...

Show your child the words

As you read the book, run your finger along the bottom of the words. Soon your child will realise it is the words that are read and not the pictures. If you're reading a book in Spanish, feel free to let your child know the English version of a word. Say something like "Perro is called dog in English."



Know when to stop

If your child loses interest or has trouble paying attention, just put the book away for a while. A few minutes of reading is ok. Don't continue reading if your child is not enjoying it. With practise, your child will be able to sit and listen for a longer time.



The EYFS Curriculum

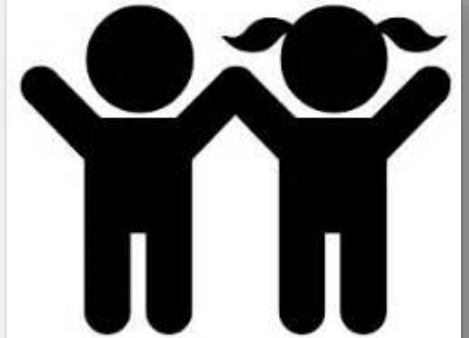
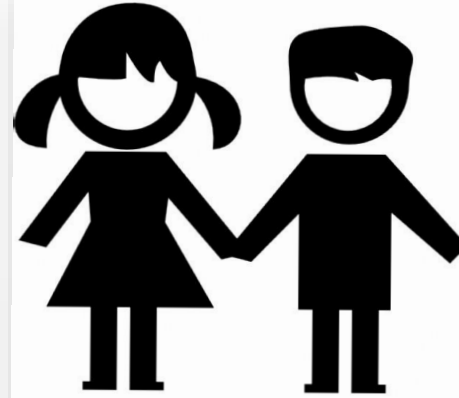
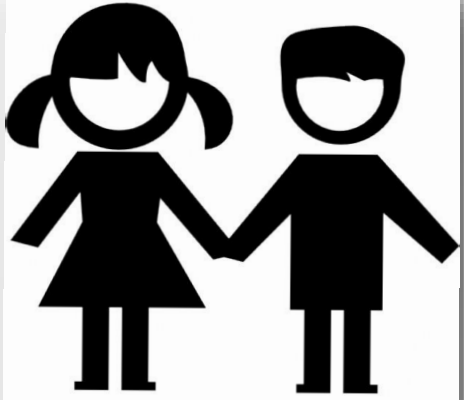
Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> 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. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books, model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. Ensure access to stories for all children by using a range of visual cues and story props.
 40-60+ months	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Encourage children to recall words they see frequently, such as their own and friends' names. Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop children's phoneme-grapheme correspondence. Model to children how simple words can be segmented into sounds and blended together to make words. Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

Literacy: Reading

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

How Purley Oaks can help you!



Parents Into Reading
Every Tuesday morning and Wednesday afternoon come and join us at the LRC to read and sing !

Visit your local Children's Centre and Library Sessions like 'Chatterbox' and 'Learning is Fun!' promote reading and speech, language and communication development.