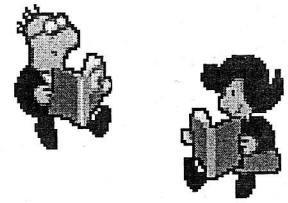
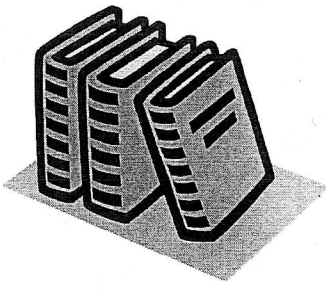




Reading
at
East Preston
Infant School



GETTING READY TO READ

Skills a child needs:

- **MOTIVATION** - if your child is inquisitive about how reading works, they will find the process much more interesting.

You can help by:

- sharing your enjoyment of books
 - reading stories and talking about the pictures
 - comparing events in books with your own shared experiences
 - point out signs and logos when you go shopping
 - teaching them nursery rhymes and songs.
- **MEMORY** - don't be concerned if your child seems to be memorising rather than reading the book (and please don't cover up the pictures). Memory is a key skill for reading.

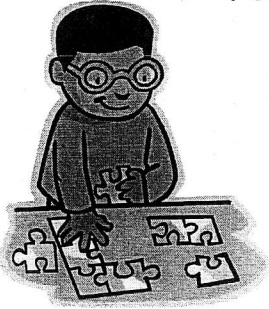
You can help by:

- playing simple card and board games like snap and lotto
- playing 'Kim's Game' - put 4 or 5 objects on a tray. Give your child time to look at them. Cover the tray and ask your child to name the objects
- relate the key events of an outing to another adult, "First we, then we, " etc.



- **CONCENTRATION** - most children won't be ready to read until they can sustain concentration for 5-10 minutes.

You can help by:



- trying to make time to read, play board games or do jigsaws with your child at times throughout the day, ideally when you are not too busy and your child is not too tired, so you can relax together.

- **SEEING AND HEARING** - in order to recognise the shapes in reading, children need to be good at identifying things that are the same or different. You can help by:

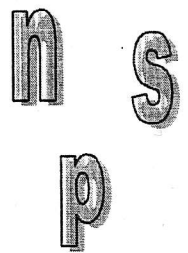
- using drawing and tracing activities to focus on detail
- developing observation skills with, eg, 'Find the hidden' in a picture.

At East Preston Infants, we introduce the letter sounds in a particular order starting with:

s a t p i n

NB - At this stage it is more important to learn the letter sounds rather than the letter name. You can help your child to learn the sound (phoneme) that goes with each letter (grapheme) by:

- practising the actions that go with each sound
- 'writing' the letter with a finger on the child's back so they can feel the shape
- write the letter with a stick in sand
- use modelling clay or playdough to make letter shapes



s a t p i n

- put the letters around the garden and throw or kick a ball at the letter that makes the 's' sound etc, (do the same indoors by throwing a rolled up piece of paper)
- stick small letters to the top of small cars, "drive to the garage the car with the 'a' sound", etc
- above all, have fun and be creative.



Once they recognise these six sounds they can begin to blend the sounds together to make words.

You can help by:

- saying a word as sounds, eg "p - a - t" and the child blends the sounds together and says the word
- make words using magnetic letters or letters written on squares of paper that your child can sound out and blend, eg "t - a - p".

Gradually more letters are introduced and the fun continues!

RECOGNISING 'KEY WORDS'

There are some words that are used so often in the reading books that your child will encounter and some of them are impossible to sound out, so your child just needs to know them as soon as they see them. These words are key words. You can help by:

- cutting out the words your child is given and use them as flash cards
- stick them around the house or bedroom in places where the child can read them as they go past

the

like

said

- lay the cards around the floor - "go and collect in your basket the word 'was'", etc
- be creative!

As your child progresses with their reading they will begin to bring home books with coloured labels for them to practise at home. To help you to help them, a coloured card which corresponds to the book label will also be sent giving tips and guidance.

Remember: try and keep reading fun and enjoyable. Try to avoid friction or tension, as this has a negative impact on attitudes to reading. Praise and encouragement should be given for having a go!

