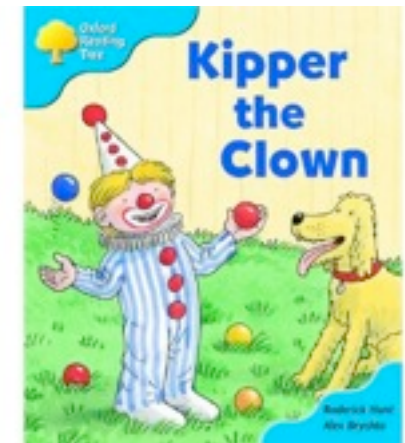
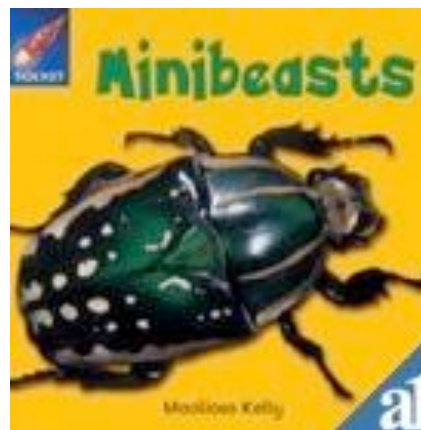
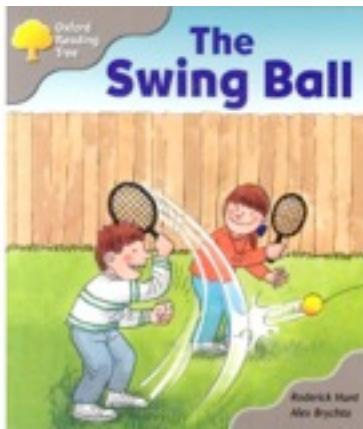




Reading in the Foundation Stage



Reading...



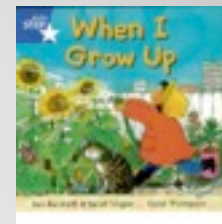
- Is a complex skill with many components
- Is *not just about reading the words*
- Fun, exciting and enjoyable
- We want to teach our pupils to become confident, independent reflective readers
- Read from a range of texts for a variety of purposes
- Is a process between parent, child and teacher



Individual Reading: 1:1



- We use a range of reading materials – colour banded
- Oxford tree reading scheme and Rigby Rockets
- Start on pink band, level one
- Fiction and non-fiction
- Aim: Take children from the earliest stages of talking about books to full fluency in reading
- The stories are fun, exciting and closely match the children's experiences of life. The illustrations are detailed and witty, giving parents the opportunity to enjoy them too!
- Running records assess child's reading ability including their comprehension



- The books that are sent home are banded and correct for the level of the child although they may have a 'tricky' word you can help with.



These books will be in the same stage

Reading at home

- Be sure to sit down in a quiet space to read with your child. Routine is best.
- Discuss the book cover; title, author, characters, setting and encourage them to tell you what they think the story is about.
- Encourage **story telling** through the pictures especially if the book has no words.
- Model good reading skills; turning the page left to right and point to the words as you read them.
- Encourage your child to identify what sounds are in the words. Can they blend the sounds together?
- Discuss each page with your child. Do they understand the story or are they simply reading the words?
- Some of the books have 'helpful hints' at the front/back.
- Use the link card to share your reading experiences.
- Provide lots of opportunities for them to read to you but also **read books to your child.**
- Monday, Wednesday and Friday - book changing days if your child has read at home at least tice and can explain the story.
- **Please remember to sign the link card so we know you have read with your child.**

- Video of picture only book - Miss Begley

- Video of words book – Miss Shaw

- Video of guided reading session – Miss Cunningham

Reading Opportunities



- **Guided reading** sessions three times a week
- **Individual** reading three times a week
- **Library** sessions once a week
- Daily **whole class** stories
- **Role play** activities and **story telling**
- Language rich **environment**



Don't panic!!



- If you feel that your child is really struggling with reading the words in their book, don't panic!
- The class teacher will have already identified any children who are not quite ready for reading words yet.
- Books which encourage story telling through the pictures will be sent home instead.
- If at any time you feel your child is struggling with their book or they are just simply not enjoying reading then please speak to your class teacher.

Key words

- Not all these words can be sounded out- *we, to, no, I, he, into, all*
- Learn by sight. 5 words at a time
- New set issued once the previous set has been learnt – *automatically in a variety of contexts.*
- During the summer term we will start written assessment of tricky words (spell)

THANK YOU



- Feel free to have a look through the books
- Please ask us any questions or concerns you may have

• Thank you for your time

• Happy reading!!

- *'The most important skill any child can leave primary school with is the ability to read independently and effectively for meaning.'* (DFE National Literacy Strategy)