

WELCOME TO THE EARLY YEARS READING WORKSHOP



WHY READ WITH YOUR CHILD AT HOME?

- Quality time together
- Better, calmer bedtimes
- Children who read widely and often:
 - Get better at it rapidly
 - Concentrate better and for longer
 - Have a wider vocabulary
 - Have better use of language
 - Have deeper imaginations
 - Empathise more



The Importance of Reading

Reading is an integral part of life, whether it be reading a menu, bus timetable or magazine. Studies have shown how important it is for us to learn.

This data shows how many words a child will be exposed to if read to at these intervals.

Never read to : 4662 words
1-2 times per week : 63,570 words
3-5 times per week: 169,520 words
Daily : 296,660 words

WHAT CAN YOU DO?

Demonstrate good reading

Regular book sharing (bedtimes)

Daily conversation about the books

Book repetition

Making book connections

Story based play

Visit the library - make it a treat



We use the 'Little Wandle' scheme.



We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education




WHAT HAPPENS IN SCHOOL?



- ▶ Daily phonics:
 - ▶ Learn 4 new 'phonemes' each week
 - ▶ Learn how to correctly form each 'grapheme'
 - ▶ Revise previously learned phonemes
 - ▶ Blend phonemes to words (sound talk)
 - ▶ Relate that to graphemes in words for reading
 - ▶ Segment words for spelling (sound talk)
- ▶ Reading in school.
 - ▶ Session 1 - Decoding
 - ▶ Session 2 - Prosody
 - ▶ Session 3 - Comprehension
- ▶ Little Wandle books sent home on Friday
- ▶ Little Wandle books RETURNED ON MONDAY
- ▶ Keep up groups - more support to get every child reading.

KEY VOCABULARY

- ▶ Your children will hear these key words and we encourage you to use them as well for consistency.
 - ▶ Phoneme -
the sound the letter makes
 - ▶ Grapheme -
the way we write the letter
 - ▶ Digraph -
two letters together that make one sound - ck, sh
 - ▶ Trigraph -
three letters together that make one sound
- 

SOUND TALK

- ▶ Sound talk is saying the sounds of individual graphemes.
- ▶ Then being able to blend them together to make a word.
- ▶ Segmenting is pulling the word apart into the sounds.
- ▶ Have a go !
- ▶ Make the sound of a c-a-t.
- ▶ Touch your l-e-g



▶ <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

PURE SOUNDS

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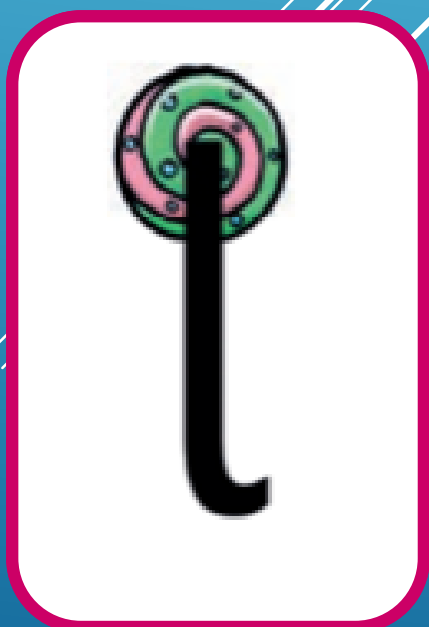
S



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Decoding

- In this session children will focus on revising sounds that they have learnt and begin the process of learning to blend.
- They will practice sound speak or sound talk.
- Blend words to read

sock

pig

mop

lick

• • —

set

• • •

- There are some words that you can't blend - e.g. I, the, to, go etc. Your child will have to learn these from memory.
- Regular practice will help them to learn these.
- They need to know them so that when they are reading it does not break their flow.
- Tricky words are also in the phonics wallets.

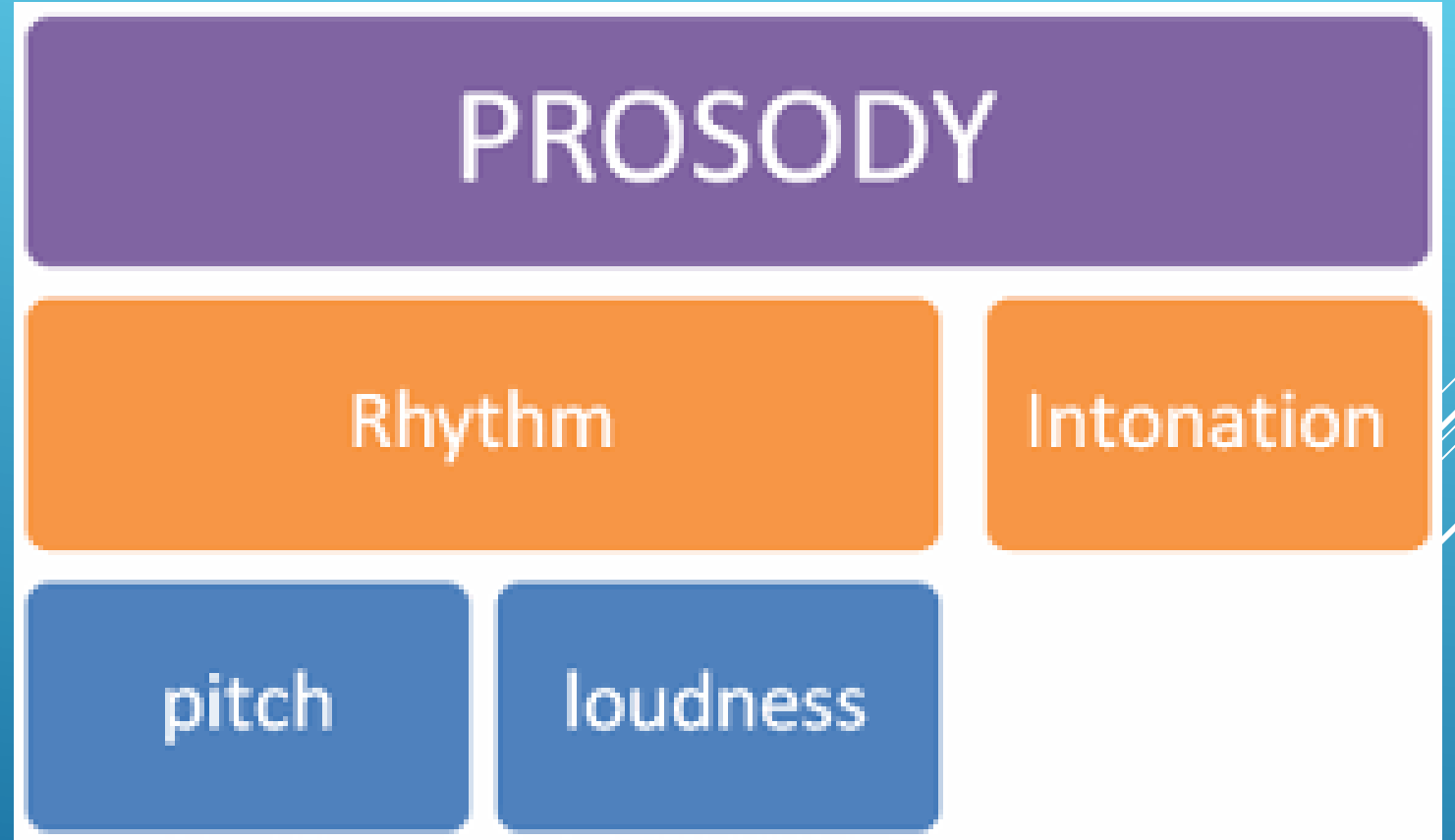
Tricky words

the

is

Prosody

- Using expression to support the understanding of the text.
- Reading with prosody helps to develop reading fluency.





w



v

ng

ng



th

nip nip

Can you point
to the
g-oo-t?

nap nap

Can you spot
something
that begins
with 'r'?



This fish looks as if it has feet!

Tell me the digraphs you can see.

I can see some tricky words.



Comprehension

- This section determines how much your child understands the story.
- Understanding is developed through questioning either about the story or how they relate the story to their own experiences.
- Making connection between other stories can help them understand as well.



I love ice cream my favourite is...



I can see some glistening blue sea.



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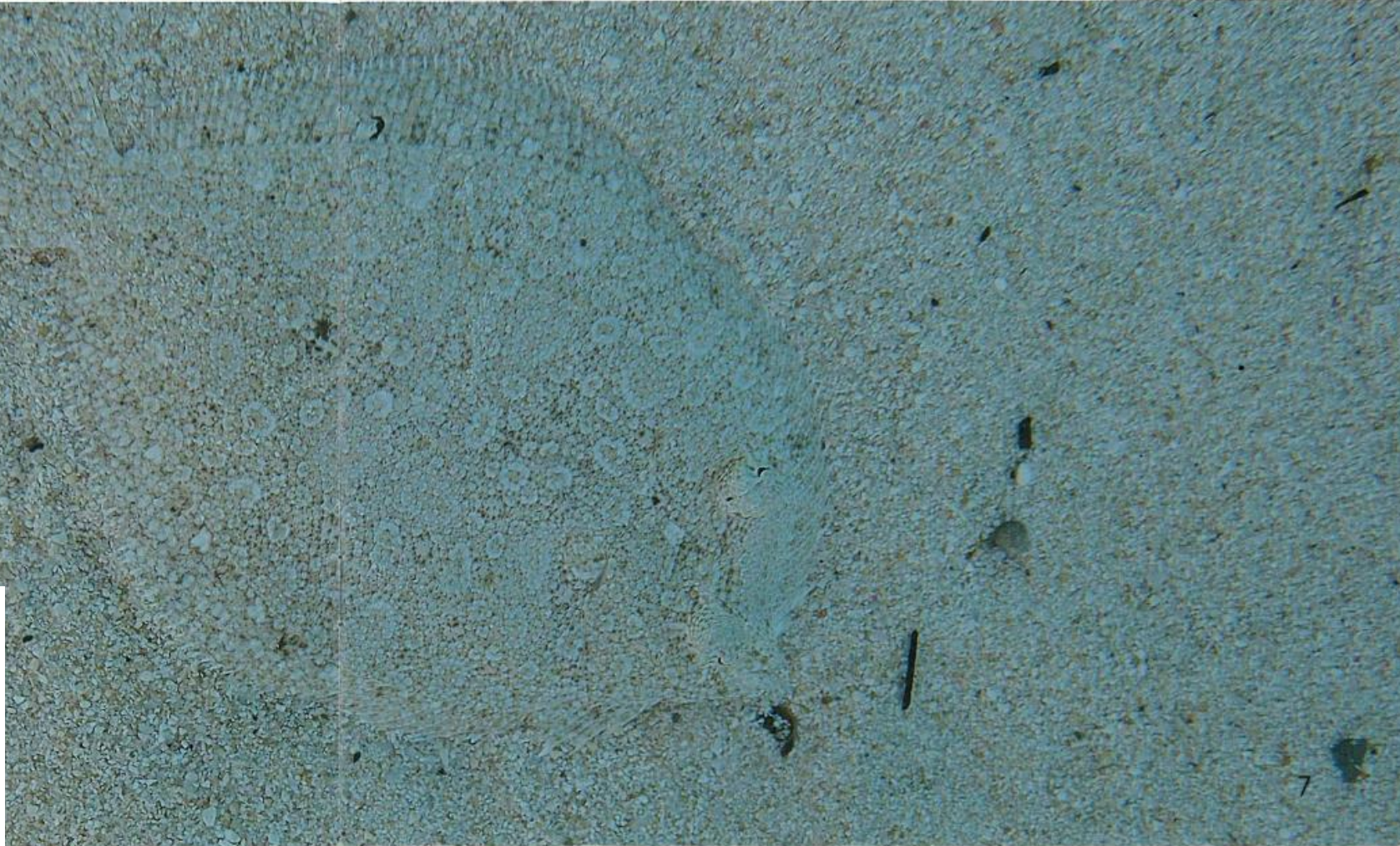
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Talk about the picture with your child rather than asking them lots of questions as this can be very overwhelming for them.

This fish is well hidden.

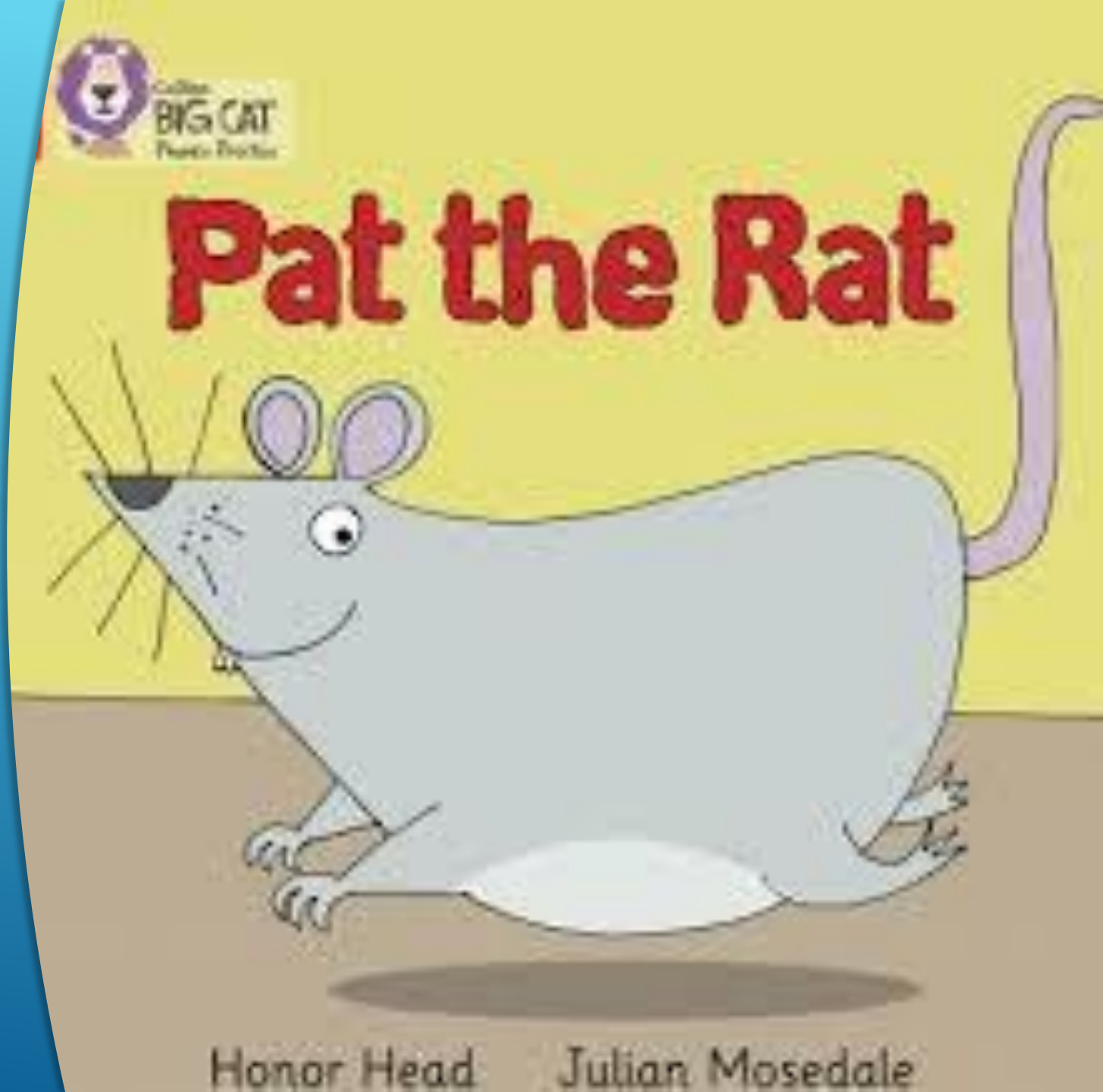
Look for its fin.

When they have books with sentences in we may say; " There was a page talking about a hidden fish, I wonder what page that was on. I can't remember what the word was that gave away the fish. Oh yes it was fin."



What do you do at home?

- Share the books
- Ideas
- Showing off!



Reluctant readers

Play games such as:-

- Pairs
- Hide the letters or words and ask the children to help you find them around the house.
- Allow the child to be the teacher
- Letter board games
- Get them to read to their teddies/pets
- Reading shouldn't be a battle, if you are finding it hard going please speak to us.

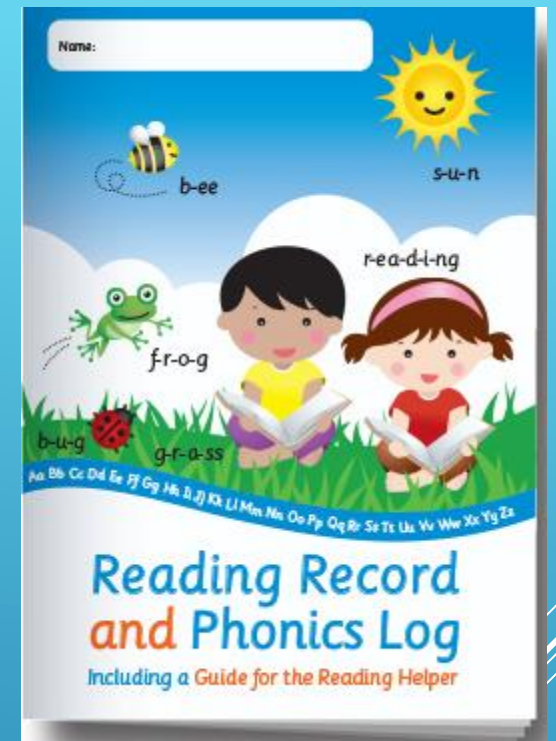


READING RECORDS

Every time you read with your child please can you write in the reading record so we can see how they are getting on.

It doesn't need to be much a simple "read well" or even a signature would be wonderful to see. Also please don't be afraid to highlight any areas which they are finding more tricky as we can give added support with this.

Books will be changed twice a week.
PLEASE no water bottles in book bags.





Any
questions?