

Trafalgar Community Infants School



How to help your child with their reading in Reception



Reading routine

Build reading into your daily routine. Busy lives can mean that reading can be forgotten.

- Quality quiet time.
- Little and often.
- Be positive!

You don't want children to associate reading with negative experiences - the fear of failure etc.

Getting started

- Spend time introducing the book.
- Read the title together.
- Point out the author and illustrator's names.
- Engage them - what do they think the book is about?
- Make it interesting...does the book relate to children's experiences - have they climbed on a tree stump etc.? 'Remember when we...'

Early reading behaviours

- Reading from left to right.
- Matching the written word with the spoken word.
- Using picture clues.
- Using the initial letters.
- Memory.

Initially, encourage them to point at the word they are reading. Focus on that word. After a while, when they are more confident, you won't need to do this.

Use pictures to help understand what is happening and the meaning.

Talk about the pictures. This helps children to understand the meaning of the story and predict unknown words on the page.

There are a lot of benefits with reading the same book over and over again. It helps the children memorise words and recognise these words again.

Pause, Prompt, Praise

- If your child gets stuck on a word, pause! Allow them time to have a go themselves.
- After a short pause, prompt them (initial sound, break the word up).
- Have the Song of Sounds board to hand.
- After all attempts, praise their efforts - keep it a positive experience.

Strategies



Prompts

- Try that again
- What's the first sound?
- Sound it out?
- Does it look right?
- Does it sound right?
- Does it make sense?
- Does it look like another word you know?
- Put the words together and make it sound like talking.

Reading for Meaning

- Make time to talk about the book, both during and after reading.
- Talk about the pictures - these help children deepen their understanding of the words/story.

Reading with Fluency

- If a child replaces the word on the page with a word which makes no difference to the meaning (e.g., home/house), ignore it. This is contextually correct.
- Tell them unfamiliar tricky words (words which cannot be sounded out) e.g., the/was.
- Model how to read by reading a page or sharing a page. Encourage expression and intonation and making reading 'sound good'.

Praise

Praise all efforts.

Make praise specific e.g. 'I liked the way you sounded out that word'.

Read, Read, read!

- Continue to read stories to your child to encourage a love of books and stories and to develop their language skills and imagination.
- Encourage children to look at print and signs around them.
- Make sure children see you reading!

Above all, make reading a fun and enjoyable activity that your child wants to do!

Remember, there is no app for your lap!

Further support from Trafalgar is available in our weekly ParentMail newsletters (The Reading Corner section).

You can also access many reading resources and supporting materials on the Trafalgar Digital Library on Google Classroom (contact the office for help accessing this). The class code is kzhw7rg