

Early Reading

at Edmund Waller

Monday 9th October



Our aims

- explain why talking to and reading with your child is so crucial
- provide you with some helpful tips about how best to support your child at home
- give you some information about our approach to early reading

Talk comes first!

- Conversation is key to expanding children's vocabulary and beginning the process of them becoming fluent readers
- All talk is useful, but book-related talk has some particular advantages

What makes reading so important?

- Reading supports your child's wellbeing, develops imagination and has huge educational benefits.
- A few minutes a day can have a huge impact on children of all ages.
- There is a staggering “word gap” between children who have and have not been read to by the age of 5.

The word gap

Never read to: 4,662 words

Read to 1-2 times per week: 63,570 words

Read to 3-5 times per week: 169,520 words

Read to daily: 296,660 words

Read five books per day: 1,483,300 words

Reading for pleasure

- Fluent readers are more likely to be enthusiastic and are therefore much more likely to perform better academically.
- Reading for pleasure has a powerful influence on children's brain development, especially in terms of their vocabulary.
- Being unable to read narrows the range of work and life opportunities a person can access.

Top tips for supporting your child's reading at home:

- Read aloud regularly
- Encourage reading choice
- Read together
- Create a comfortable environment
- Make use of your local library
- Talk about books
- Bring reading to life
- Make reading active
- Engage your child in reading in a way that suits them

How to read a story to your child:

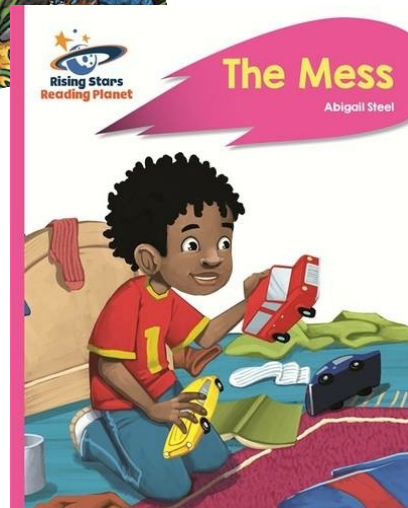
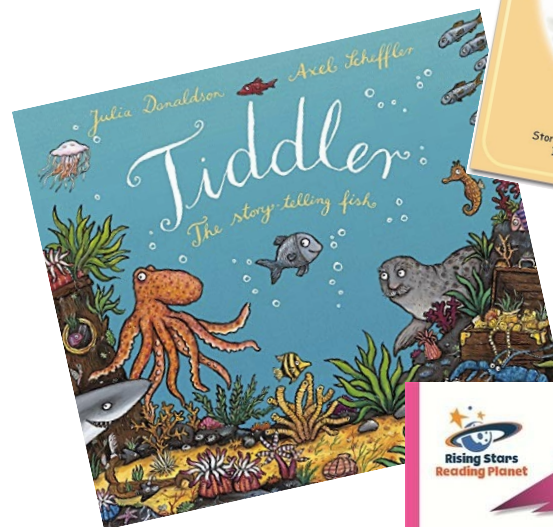
- *On the first reading...*
 - make reading aloud seem like a treat
 - show curiosity about what you're going to read
 - read through the whole story the first time without stopping too much
 - read with enjoyment
- *On subsequent readings...*
 - let your child pause, think about and comment on the pictures
 - chat about the story and pictures
 - link stories to others your child knows
 - encourage your child to join in with the bits they know
 - avoid asking questions to test what your child remembers
 - avoid telling children that reading stories is good for them.

Our approach at Edmund Waller

- We believe in developing a love of reading through rich, high-quality texts
- We also believe that teaching phonics is the very best way to teach reading
- Sounds-Write is our chosen phonics programme

Take-home books

- “I read”
- “You read”
- “We read”



Phonics

at Edmund Waller

What is phonics?

Teaching children how the sounds we say are written down

man

What's first?

Helping children to be aware of:

- environmental sounds
- separate sounds in words

How can you help your child?

Preparation:

Play sound games -

I spy... (sounds not letters)

Touch your...

I'm thinking of an animal/person in our family...

How many sounds in...?

Be creative!

What's next?

Showing children that sounds are written with letters.

Children learn:

- which letters spell which sounds
(1 sound – 1 letter)
- how to put sounds together & how to separate words into sounds
short words (sit, map, top)

Clear language helps children to connect letters and sounds

When reading:

“This (pointing at a letter) spells ‘a’”

When spelling:

“The way we write ‘a’ is...” (show them)

“This is how we spell ‘a’...”

Sounds or letter names?

cat

How to say the sounds...

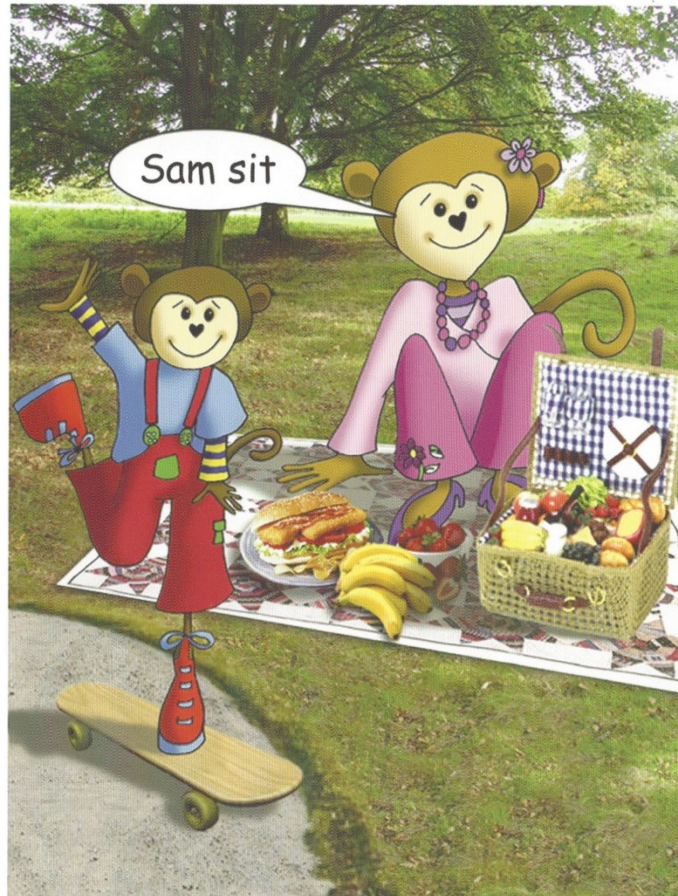
a b c d e f g
h i j k l m n o
p q r s t u v
w x y z sh ch

Where do we start?

- With 5 sounds... a, i, m, s, t
- Then we add another 3 sounds...n, o, p
- Then we add.... and so on

Children will practice these in short words such as man, top, sit

Why use 'phonic' books?



Sam sit.

What's next?

It gets a bit more complicated...but we take it gently.

- Longer words (frog, must, splat)



Bob and Meg jump on to the
bunk bed.

Introduce other principles:

We spell sounds with 1,2,3 or 4 letters

2 letter spellings: **ship**, **knot**, **boat**

3 letter spellings: **earth**, **night**, **antique**

4 letter spellings: **dough**, **eight**

sh

i

p

b

oa

t

ear

th

eigh

t

Clear language

“These two letters spell...”

or - gesturing to 2 letters together: “This spells...”

“This is a 3 letter spelling of 'er'”

Words that don't fit?

At the beginning, parts of some words lie beyond the 'initial' sounds we are teaching.

E.g. I, we, have

We show the children how the sounds match the spellings. If in doubt, read (or write) the word for them.

Supporting an early reader:

Say sounds clearly

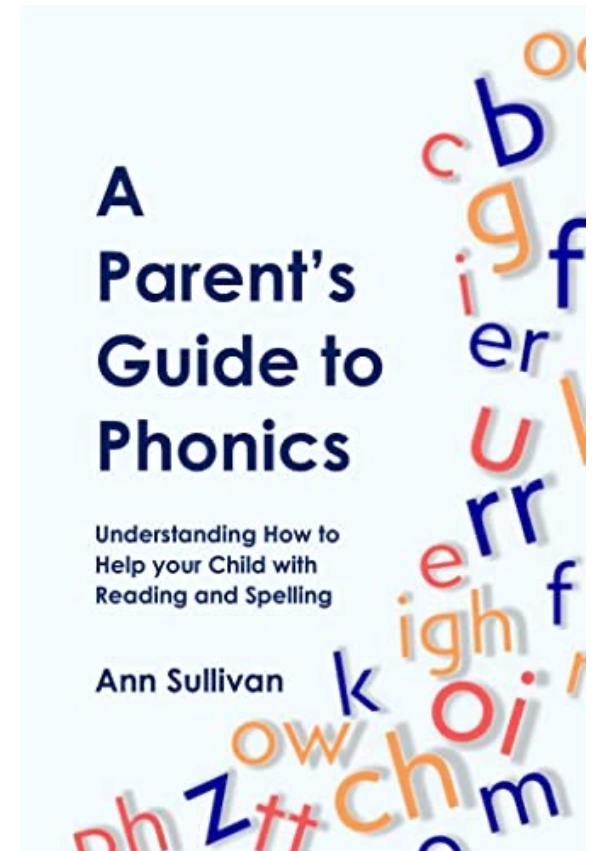
Get them thinking about individual sounds
(try not to use letter names...)

Initially, read by saying the sounds & listening
for the word.

Further resources...

- This helpful guide is available on Amazon and we have a few copies that you can borrow from school – please ask in the school office.
- We strongly recommend this free, online Udemy course that gives an introduction to the Sounds-Write programme: ‘Help your child to read and write’

<https://www.udemy.com/course/help-your-child-to-read-and-write/>



Help your child to read and write

Sounds-Write Phonics Program, Initial Code, Units 1-7

4.7 ★★★★★ (4,400 ratings) 34,776 students 1hr 18min of on-demand video

Created by John Walker

🌐 English 🇬🇧 English

Free

Enroll now

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