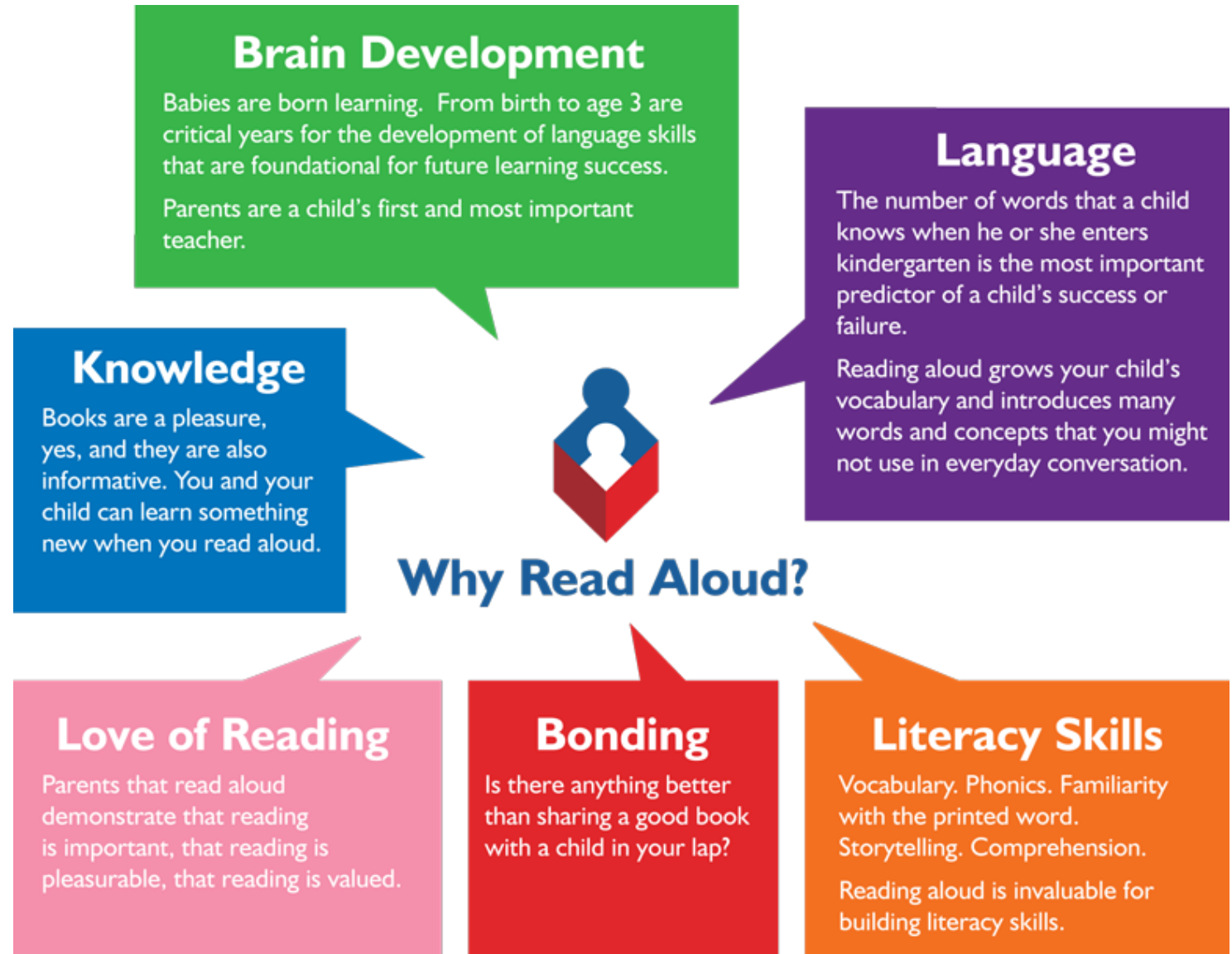


Crossdale EYFS Reading Workshop 2024

Unlock your child's
reading potential!

Reading from an early age and securing phonics

- Reading from an early age is important as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.
- In order to get children fluent in reading, their phonic knowledge must be embedded within EYFS and KS1.
- Read to children from day zero!



Why is reading for pleasure vital?



Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

Travis

reads 20 minutes per night,
5 times per week



reads only 4 minutes per night
...or not at all

In one week:

100
minutes of reading



20
minutes of reading

In one month:

400
minutes of reading



80
minutes of reading

In one school year (9 months):

3600
minutes of reading



720
minutes of reading

By the end of eighth grade:

28,800
minutes of reading



5760
minutes of reading

- Which student would you expect to read better?
- Which student would you expect to know more?
- Which student would you expect to write better?
- Which student would you expect to have a better vocabulary?
- Which student would you expect to be more successful in school and life?
- How do you think each student will feel about himself as a learner?



GREER GENIUS
BRILLIANT DESIGN & DEVELOPMENT

WHY READ 20 MINUTES AT HOME?

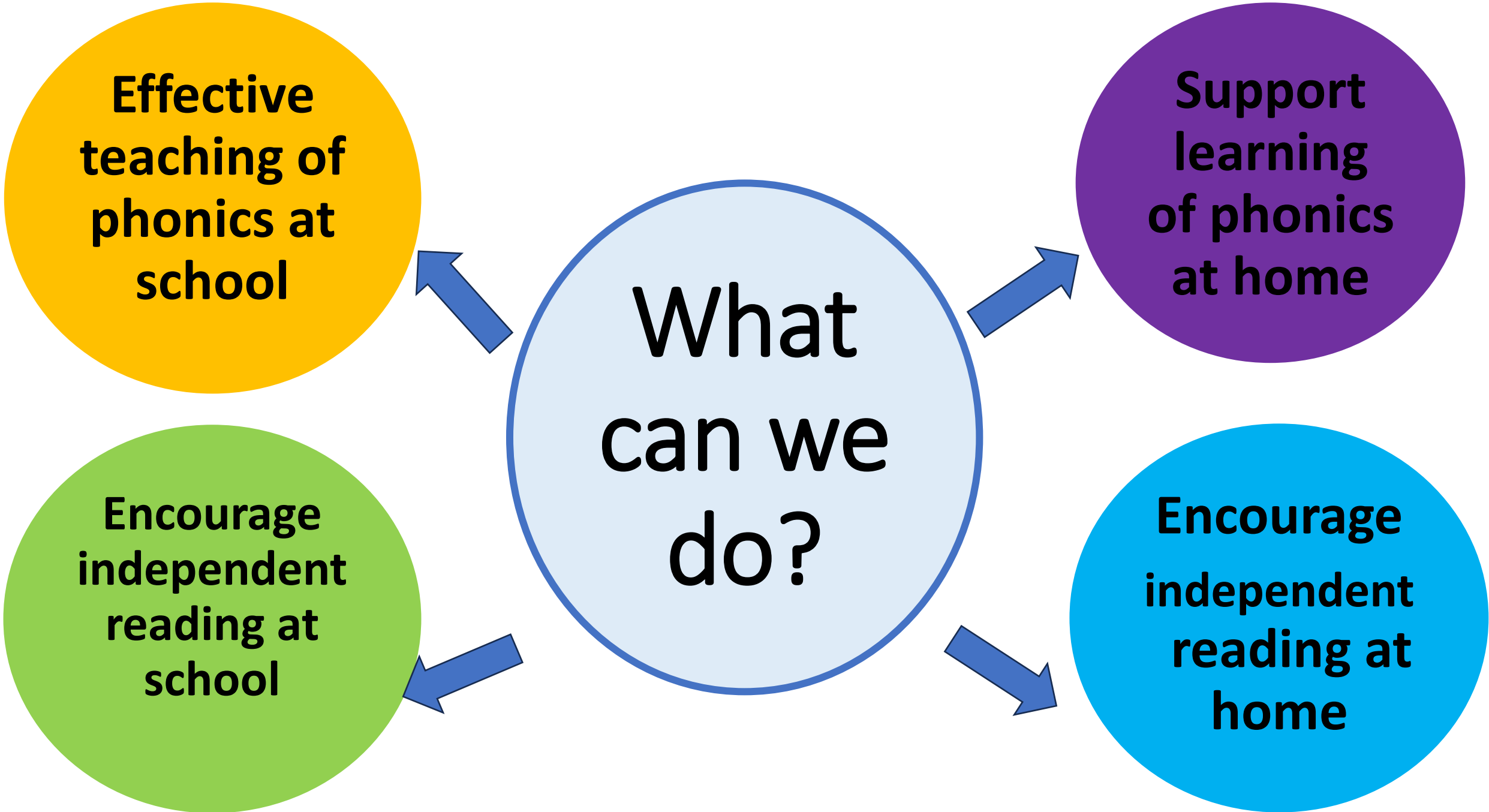
Student A Reads	Student B Reads	Student C Reads
★ 20 minutes per day.	★ 5 minutes per day.	★ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
★ Scores in the 90 th percentile on standardized tests.	★ Scores in the 50 th percentile on standardized tests.	★ Scores in the 10 th percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

Why is there a decline in reading for pleasure?

- Games and online distractions
- Rise in social media
- Find books boring
- Lack of time
- **Not being read to from an early age by adults (at home and school)**
- Seeing reading as a process for learning rather a pleasure activity
 - **'Reading for pleasure' is being confused with 'literacy'** by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.

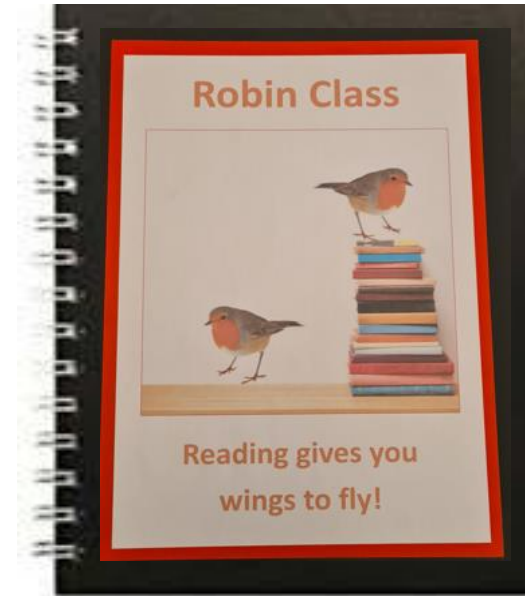




How we encourage independent reading at school

High quality books

Inspiring texts



Using a book to hook activities (drama, mystery, small world, creative play)

Re-reading of texts (VIPERS)

Appealing book areas

Shared love of stories/reading

Having books that the child owns

Using the library to help build variety

Effective teaching of phonics at school

Your child is learning to read with **Read Write Inc. Phonics**, a very popular and successful literacy programme.

He or she will learn to:

1. Read **letters** by their 'sounds'.
2. Blend these sounds into **words**.
3. Read the words in a **story**.

- **Children are grouped according to the STAGE they are at, not the AGE that they are.**
- **RWI session every day: phonics (sound lesson) and reading (word or story book reading).**

The logo for Read Write Inc. Phonics is displayed on a teal, rounded rectangular background. The words "Read Write Inc." are written in a bold, yellow, sans-serif font with a thick blue outline. Below this, the word "Phonics" is written in a white, sans-serif font with a blue outline.

How will my child learn to read?



Firstly, your child will learn to read:

- **Set 1 Speed Sounds:** these are sounds written with one letter: **m a s d t i n p g o c k u b f e l h r j v y w z x** and sounds written with two letters (your child will call these 'special friends'): **sh th ch qu ng nk ck**
- Words containing these sounds, by sound-blending, e.g., m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.
- Ditty sheets, Blending Books and Red, Green and Purple Storybooks.

Secondly, he or she will learn to read:

- **Set 2 Speed Sounds:** **ay ee igh ow oo oo ar or air ir ou oy**
- Words containing these sounds.
- Pink, Orange and Yellow Storybooks.

When your child is ready, they will be given an appropriate book.

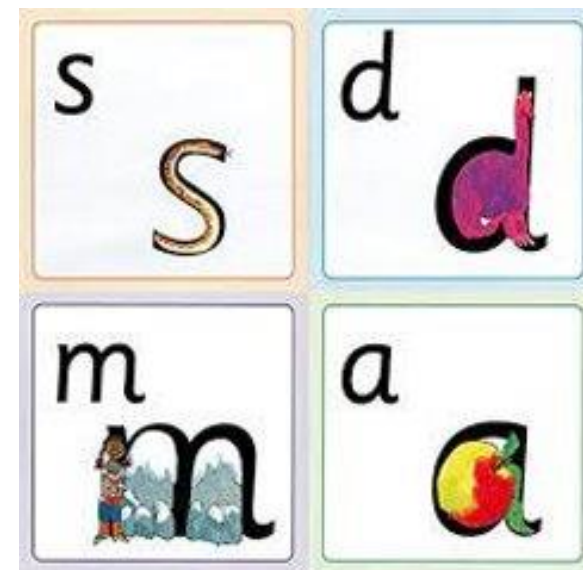
Reading little and often is always best.

Support learning of phonics at home



Helping your child to read Set 1 Speed Sounds

- Your child will bring home the Set 1 Speed Sounds practice sheets.
- You'll see that each sound is drawn in the shape of a picture. For example:
 - 's' is in the shape of a snake
 - 'd' is in the shape of a dinosaur
 - 'a' is in the shape of an apple
 - 'm' is in the shape of two mountains.



Important: We say 'mmmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds (soft sounds). This really helps children when they learn to blend sounds together to read words. [Phonics: How to pronounce pure sounds | Oxford Owl](#)

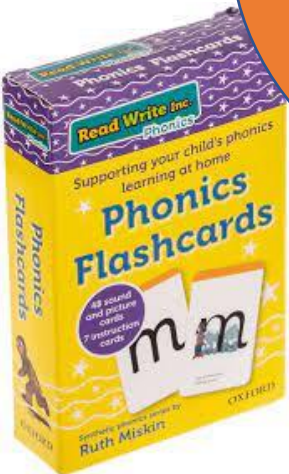
Support learning of phonics at home



Fred Frog says the sounds and children work out the word.



Helping your child to read words



You can help your child to read words by following these steps:

- 1. Assisted sound blending:** make up a word with three cards that your child can read quickly, e.g., c-a-t. Point to and say the sounds, and then say the word. Ask your child to copy you. Muddle up the cards. Ask your child to make the word again, and then point to and say the sounds. Repeat with more 3-sound words, including some containing sounds made up of more than one letter, e.g., ch-a-t, sh-i-p, th-i-s.
- 2. Independent sound blending:** put out three cards. This time, ask your child to say the sounds. Help him or her to blend the sounds into the words, until your child can do it without your help.
- 3. Practise the 'Word Time' sheets** that come home with your child.

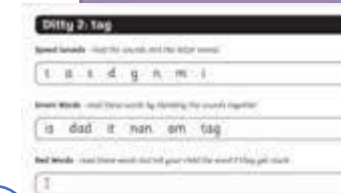
Support learning of phonics at home

Help your child to read the books

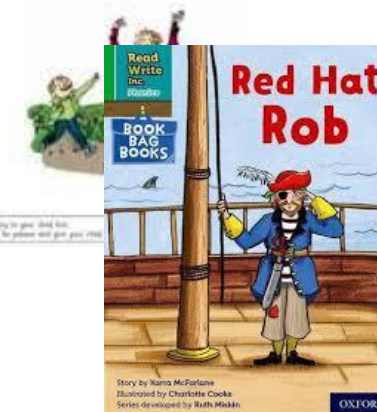
Sound Blending Books Ask your child to read each word in sounds (Fred Talk) and then say the word. Then, he or she can turn over and check if they're right.

Short Ditty Stories Ask your child to read the sounds, Fred-talk and read the green words and then read the short story.

Book Bag Books Your child may also bring home a Book Bag Book . This book builds upon the ideas and many of the words in the Storybook he or she has read at school. Your child will need more support in reading this book. Again, explanations of how to use the activities are included in the books.



tag
dad is it
tag
nan is it
tag
I am it



Green words can be Fred-talked and read.



Red words have a tricky letter, so have to be learnt as a whole word.

CROSSDALE

Roots to Reading Book



We love reading

Support learning of phonics at home

Crossdale Roots to Reading Book

- Reading with your child tips
- Single letter picture and writing rhymes
- Word time 1-6
- Set 2 sounds
- Set 3 sounds (most likely taught in year 1)
- Fred Frog's Fantastic 5 (reading tips)
- Reading record - fill in with the stories you share together and your child's own reading. When a record is full, show the headteacher for a shiny sticker!

RWI End of Reception Expectations in Reading

- **End of Autumn 1:** Read single-letter Set 1 sounds.
- **End of Autumn term:** Read all Set 1 sounds; blend sounds into words orally.
- **End of Spring 1:** Blend sounds to read words; read short Ditty stories.
- **End of Spring term:** Read Red Storybooks.
- **End of Summer 1:** Read Green Storybooks; read some Set 2 sounds.
- **End of Summer term:** Read Green or Purple Storybooks.



How to encourage independent reading at home

- Having books that the child owns
- Using the library to help build variety
- Exposing children to texts beyond novel. E.g. comics, magazines, non-fiction books
- Taking control of screens – reading first and then screentime
- Show that you love reading... even if you have to fake it
- Give children books that matter to/ interest/ inspire them (intrinsic motivation)
- Reward reading through reward charts (extrinsic motivation)



Tips for reading **to** your child

- 1 Make reading to your child feel like a treat. Introduce each new book with excitement.**
- 2 Make it a special quiet time and cuddle up so both of you can see the book.**
- 3 Show curiosity in what you're going to read: Oh no! I think Arthur is going to get even angrier now.**
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation: Oh, I think what's happening here is that...**
- 5 Chat about the story: I wonder why he did that? Oh no, I hope she's not going to... I wouldn't have done that, would you?**
- 6 Avoid asking questions to test what your child remembers.**
- 7 Link stories to your own experiences (e.g., This reminds me of...)**
- 8 Read favourite stories over and over again. Get your child to join in with the bits they know.**
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.**
- 10 Read with enjoyment. If you're not enjoying it, your child won't.**



We have a story time every day at school, so children develop a love of stories. We hope that you will do the same by reading a bedtime story to your child every night. We have wonderful books in school (**swap books**) for you to borrow.



Thank you for coming to our meeting tonight.

If you have any questions, please just ask.

