

Foundation Stage Reading Guide

At Downsway Primary School we believe that it is crucial that we work together to support your child's reading development. Your child will be reading both at home and in school, so please write a comment in your child's reading record so that we can see the progress and areas to concentrate on in phonics sessions e.g. *Emma was able to remember lots of the phonemes (sounds) she has been learning in school. Jack was able to blend sounds together on his own but found some of the tricky words such as 'the' difficult to recognise.*

Your child will take home wordless reading books to begin with whilst they are beginning to learn how to blend words in school. Wordless reading books help children develop their reading comprehension skills. Once children are blending with more fluency in school they will then take books home with words.

How to support your child with wordless reading books:

- Begin by looking at the cover. What can you see? What clues to the story does the cover illustration show?
- Read the title. Does the title give you any ideas for what the story might be about? Make predictions about the story based on the cover and title.
- Take a picture walk. Look through the pages of the book with the sole purpose of enjoying the pictures. Talk about anything that captures your attention.
- "Read" the story. You might go first, inviting your child to add to your story as they see fit. Don't be afraid to tell your story with dramatic flair. Add sound effects and interesting voices that suit the characters of your tale.
- Encourage your child to take a turn telling their own version of the story.
- Ask questions about the book — which is your favourite illustration? Do you have a favourite part of the story or a favourite character? Can you tell about a time you have felt like the main character or found yourself in a similar situation?

Your child's reading record will be checked regularly and **reading books will be changed on a Tuesday and Friday** by either Teachers or Teaching Assistants. Please put a note in their reading record if you have not been able to read the current book or feel like your child need a little bit longer with a specific book. Your child will only be able to move up a book band level once their teacher has authorised it.

General tips to support reading:

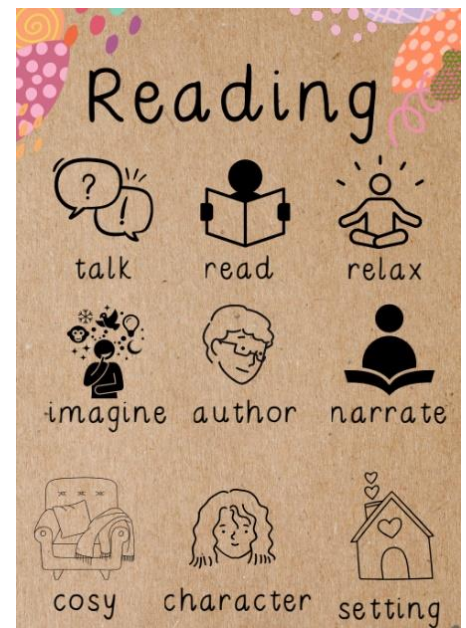
- **Once is never enough!** - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.
- **Dig deeper into the story** - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" as you could use the 'questions to get more from your child's reading book' for some varied ideas.
- **Be patient** - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind them to look closely at the first letter or letters of the word.
- **One more time with feeling** - When your child has sounded out an unfamiliar word, ask them to re-read that sentence. Often children are so busy working out a word they lose the meaning of what they have just read.
- **Pick books that are at the right level** - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences to build their self-esteem and confidence.
- **I read to you, you read to me** - Take turns reading aloud at bedtime as children enjoy this special time with their parents and other family members.

Examples of comprehension questions to ask before/during/after reading:

- What will happen next?
- Look at page _____. What do you think might happen?
- Have you ever...?
- What would you do?
- Read page _____. Why is the character behaving in such a way?
- Point/say the words that tell us the character's feelings.
- Do you know another story where the character is...?
- Who are the characters in the story? Tell me about ... character.
- What do you think the character was trying to do? Why?
- Can you tell me what happened at the beginning, middle and end of the story?
- Do you think the character should have done...?
- Who is the story mostly about?
- What did you like about the story?
- Does it remind you of anything in your life?

Non-fiction books:

- What did we find out about..... Why?
- Read the information about ... List 3 key points about it.
- Compare (object) to those of today. List key differences.
- How does this book look different to a fiction book? (eg captions, labels, diagrams, fact boxes)
- Look at index. Can you find information about...?
- Look at contents. Choose a section to read.



Games you can play with your child to support early reading

Sound effects- Read stories and encourage children to make sound effects with their body – stomping, knocking, clapping, scratching etc.

Rhyming books - When children are really familiar with a particular book, try pausing before the rhyming word. Encourage your child to fill in the missing word.

Clap it out- Encourage children to think about the rhythms in words. Say simple nursery rhymes and clap along with one clap for each syllable. Repeat with knee taps, head pats or foot stamps.

Talking about toys - Talk about your child's toys and say something about them that alliterates. It doesn't have to make much sense. E.g.
Thomas the train travels on the tracks.

Lion likes to lick lollies.

Hippo huddles and cuddles me with his hairy head.
 Can your child make suggestions? This is a tricky skill and it will take time. Praise them for trying and making suggestions even if they don't alliterate.

Quick draw - When drawing together, try drawing a snake and a sock. Point out that these things both begin with a's' sound. Make the hissing s

sound. Add some more's' pictures e.g. snail, spider etc. Your child may be able to suggest some ideas as well. You can do this with all letters of the alphabet.

Pulling faces - Play around with moving your mouth in different ways e.g waggling your tongue, opening as wide as possible, smiling wide, frowning, blowing lips etc. You may want to do this to music or it can be a fun bath time game. Make a range of sounds e.g 'oo', 'ee', 'sh', 'th'. Exaggerate your mouth shape while you are doing this to encourage your child to copy your mouth shape. It can be fun to do this while you are both looking in a mirror.

Oral Blending games

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.





























Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

I spy – Using the letter sounds say the rhyme ‘I spy with my little eye something beginning with _____’ allow your child plenty of opportunities to guess what you have chosen, for example, ‘something beginning with **t**’ could be a tree, toy, tent or train.

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 					

Tricky words

(words that cannot be sounded out)

Phase 2	Phase 3	Phase 4
I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what

My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	