

Early Reading

The most important thing you can do to support your child's early reading development is to share a book with your child every day.

Books contain new words that will help to build your child's language and understanding. Children who are familiar with books and stories before they start school are better prepared to cope with the demands of formal literacy.

Choose a book from nursery each week to read with your child. Though we ask you to teach your child to look after books, don't worry too much if they get damaged. If you lose your book or book bag, please ask your child's teacher for another.

Make reading fun. Encourage them to look at books by showing that you value this special time.

Talk to your child about the cover, the illustrations, the text, the spine of the book, the title, the author.

Join the local library. There are so many books to choose from!



What do we teach at Goodway Nursery School?

We teach children the skills that underpin later phonics work. This is early or pre-reading.

We encourage children to listen very carefully to sounds in the environment.

We offer opportunities for them to listen to the sounds that they can make with their bodies, such as clapping and stamping.

We listen to the sounds made by instruments and by their voices.

We learn about sounds that are the same and about rhyming words.

Above all, we encourage children to learn to love books, stories and rhymes and to play with language.

How you can help at home?

This leaflet aims to give you some ideas that will help you to share early reading activities at home. If you would like further information please ask any member of staff who will be happy to answer any questions.

Let your child see you reading

This can be a newspaper, magazine, anything you like. This is a powerful message to send to your child so take a break and have a read!

Read something with your child

It doesn't need to be a book!

The secret is to find something that your child really wants to read - comics, magazines, football programmes, newspapers, internet, texts, e-mails, catalogues etc.



Alliteration (Repeated sounds)

Make up your own silly sentences that repeat the same sound such as;

'Baby Billy blows bubbles', or 'Chatty chimps chew chips'
The sillier, the better!

This can be tricky, especially at first.

Make sure you offer lots of praise even if the child doesn't manage the alliteration.

Research has shown that reading improves if children are praised and believe they are doing well!

Voice play

Encourage your child to use their voice to make a wide range of sounds. For example, a trip to the park could offer plenty of opportunities for making sounds.

In the park:

Going up a slide- clunk, clunk, clunk

Coming down a slide - whoosh

On a roundabout - wheee

Digging in the sand - ch ch ch

Bouncing a ball - boing, boing

Going on a train:

The doors opening - schush

Getting on - clunk, clunk

The train moving- chuch-e-cut, chuch-e-cut

The horn - de-der

Slowing down- schhhhhhh (long sound)

Rhyming books

There are many books that have a rhyming text. When you read to your child, it gives you the chance to become a performer! Exaggerate the emotions, pretend to be horrified, pretend to cry or laugh.

Encourage your child to join in. When the story has been read a few times, pause before the rhyming word to allow your child to fill the gap.

Don't worry too much about having lots of different books, children love to hear the same story over and over!

There are lots of rhyming books for young children - The Gruffalo, Giraffes Can't Dance, Dear Zoo, Hairy Maclary or Duck in a Truck.

Nursery rhymes are great for rhyming too and you can sing them even if you don't have a book with you!

Remember that you can borrow books from nursery each week for your child – your child's key person will be able to help you find rhyming books!



Play Big Ears!

Cup your hands around your ears and listen to sounds all around you. Talk about what sounds you can hear. Try doing this in the house, in the street, on a bus (if you don't feel too silly), in the park, on the beach or anywhere.

Talk about the sounds: Are they loud or quiet? Are they short or long? Can you make a similar sound with your voice?

Playing with Sounds

Beginning to break up words is the start of phonics work that your child will do in Reception.

Start stressing the sounds in words by breaking words up, for example...

'Pass the j-a-m.'

'Where's the b-a-g?'

'Look at the d-o-g.'

'Watch the c-a-t.'

You can start to talk about the sounds in your child's name. Look at the shape of the letters, especially the initial letter. Talk about the names of other members of the family, too.

Saying the sounds

It is important that the sounds are made correctly so that your child hears them and copies them accurately.

If you would like any information about how we make each sound please ask a member of staff.

If your child starts to show a real interest in wanting to read words before starting school then you could introduce the first few letter sounds - s/a/t/p/i/n

Come and talk to us and we can offer you some support with this

Toy sounds

When your child is playing with their toys encourage them to make the sounds, such as 'brrrr' as the car moves along and 'moo' when playing with a toy cow. Farm animals, train sets and vehicles are great for this.

Help your child to notice these sounds around and about. Point out the sound that cars, trucks and fire engines make in the street. Practices making these noises then use them when playing together with car, truck and fire engine toys.

Singing together

Sing some songs you remember from your childhood and clap or tap along together. There are lots of clips on YouTube & Music Streaming available with a range of children's songs and rhymes that you can listen to.

Use clapping, tapping, stamping, clicking fingers, as well as vocal sounds to accompany songs and rhymes.

We sing lots of songs and rhymes at nursery, so you might learn some new ones - ask your child to teach them to you!

Beating out a rhythm

Look in your kitchen cupboards and find old or unused kitchen utensils (such as wooden or metal spoons) and pots and pans. Use the utensils to bang the pans.

Talk about the sounds, they make. Drum along to songs and rhymes.

Tap out a beat and ask your child to tap out the same beat or continue it.

Tap out the pattern of your child's name, eg: ls-a-belle.

Encourage your child to tap it back or tap out the pattern of a brother or sister's name.

Shakers

Save plastic bottles and help your child to fill them with small objects such as marbles, pebbles, rice, pasta, beads, beans, lentils, etc. Screw the lids on very tightly.

Shake them and talk about the sounds that they make. Hide one behind your back and see if your child can identify the contents of the bottle by listening to the sound.

Shake them along to songs and rhymes.