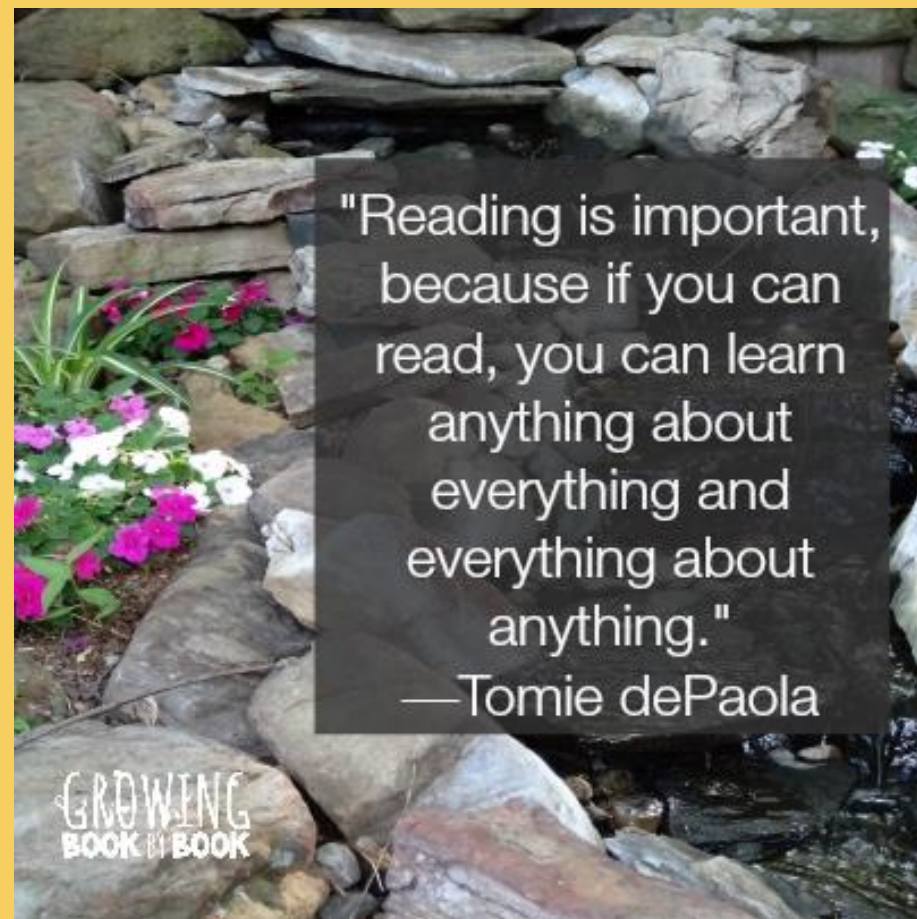


Foundation Stage 2
Reading

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
—Dr. Seuss



"Reading is important,
because if you can
read, you can learn
anything about
everything and
everything about
anything."
—Tomie dePaola

GROWING
BOOK BY BOOK

Strategies when learning to read.

- Children need to enjoy
 - Looking at books
 - being read to
- The children will need to
 - Know how to handle books
 - Knowing where to start
 - Follow a story from left to right/ top to bottom
 - Be able to describe a picture and then a sequence of pictures, extending the vocabulary they use.

Task 1

Look at the picture and make up a story. Can you see anything else in the picture that you could add to your story?



Make sure your child has an understanding of what the story is about. Give time for him/her to study the pictures.

When starting to look at print, they will use different strategies.

- Phonics
- Whole word
- Inference and deduction

Inference: is an interpretation that goes beyond the literal information given.

Deduction: is an understanding based on the evidence given in the text.

- Prior knowledge

Phonics

Children need to be able to;

- Discriminate sounds
 - Hear sounds in words
 - Hear sounds blended to make words.
-
- If they can't hear the sounds and blend them orally, they will find it difficult to blend them from the written word.

Task 2

Place the pictures out of the task 2 pack and sound one of them out. Ask your child to find the correct picture.

This can also be played by sounding out words of actions you want your child to do. S-i-t etc

Children need to know;

- the phoneme (sound a letter makes)
- the grapheme (the visual representation of the letter)

A grapheme can consist of 1, 2 or more letters.

A phoneme can be represented in more than one way (cat, kennel, duck)

The same grapheme may represent more than one phoneme (me, met)

Task 3

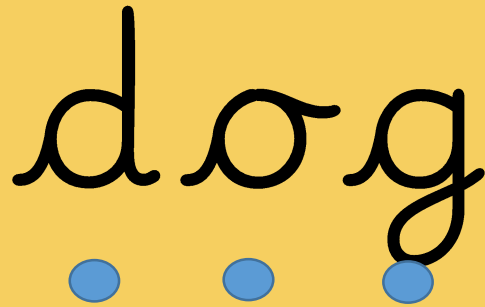
Using the cards from task 2, also take out the letters from the task 3 pack. Show a card and ask them to find the appropriate picture.

This activity can be reversed with the letters set out and for them to look for the correct picture.

Phonics

Blending sounds to make words.

We use sound buttons under each word and say the sound as the button is touched. We then go back to the beginning of the word and run our finger along to hear the whole word.



Task 4 – Take out the road track and place three of the letters to make a word. Using a toy car or figure, move it along the road, saying the sounds as they pass them. Then go back to the beginning and this time go quicker. Ask them to say the word they hear.

Digraphs = 2 letters that make one sound- ee, ai, sh, ch

Trigraphs = 3 letters make one sound igh, ear, air

When reading will need to recall that they are not individual sounds.

chick

The word 'chick' is written in a cursive font. Below the letters, there are three blue sound buttons: a horizontal oval under 'ch', a small circle under 'i', and another horizontal oval under 'ck'.

light

The word 'light' is written in a cursive font. Below the letters, there are three blue sound buttons: a small circle under 'l', a horizontal oval under 'igh', and another small circle under 't'.

Sound buttons can show how the word needs to be segmented, so the whole word can be heard correctly.

Whole words

Some words are known as tricky words (I might also refer to them as Action words, as we learn an action for each word), these are based around the keywords the children will learn.

These are words that the children need to learn by sight and recall straight off without blending them. Some of the words cannot be blended, eg was

Task 5

I've provided a sheet with the actions and words on and also some cut up individually. Show your child the action and the word. Once they have looked at all five words show an action and ask for them to find the word. You may want to start this activity with only 2/3 words and build it up, as they become familiar with them.

Reading in school.

- Your child will have a guided reading session weekly, as well as daily phonic sessions.

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Reading at home.

Children will be given a book and booklet

Please

sign the booklet

return the book and booklet to school everyday

Action words/ Key words

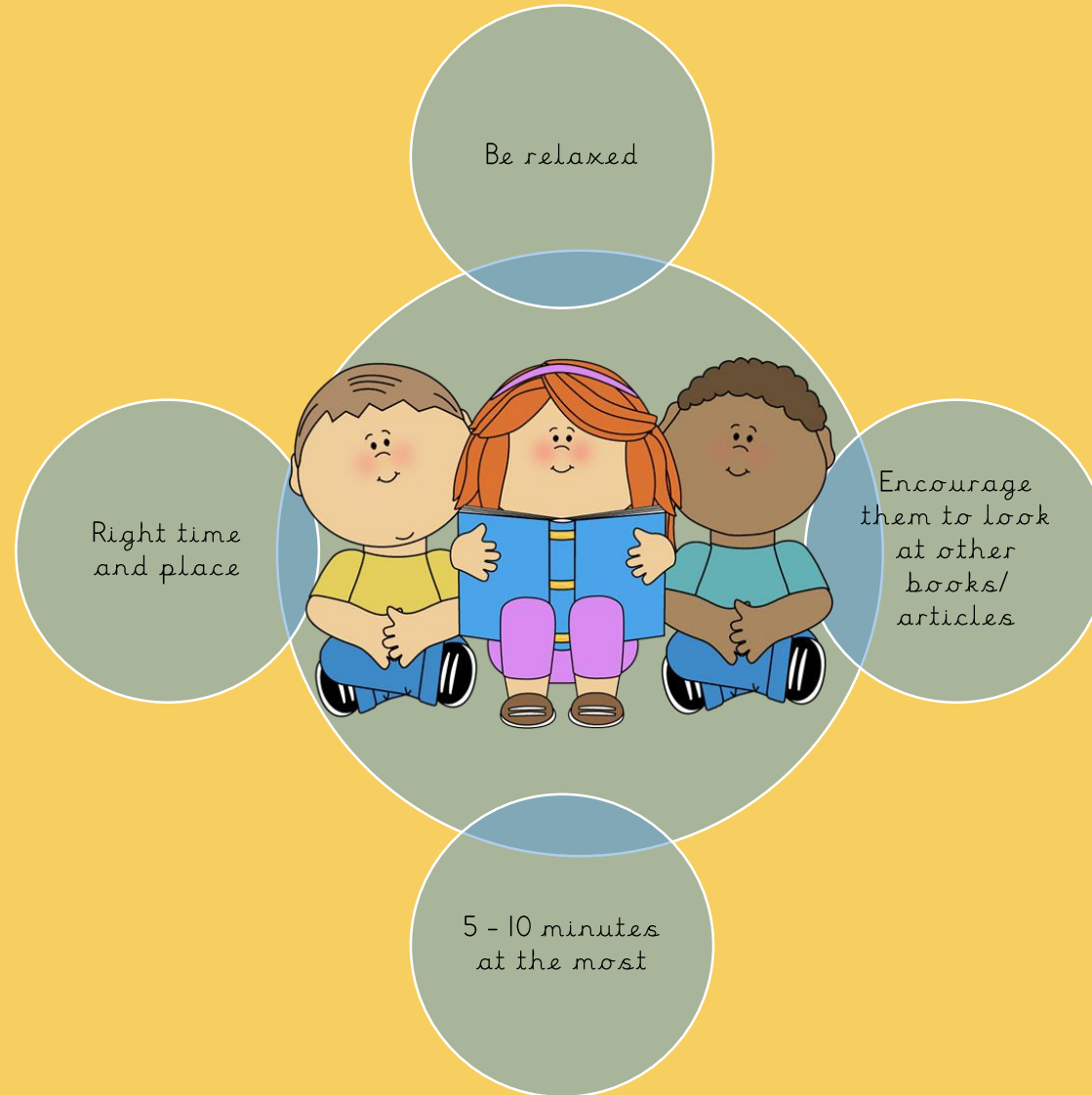
Fun games to learn key words

Sounds

Please practise the sound and names

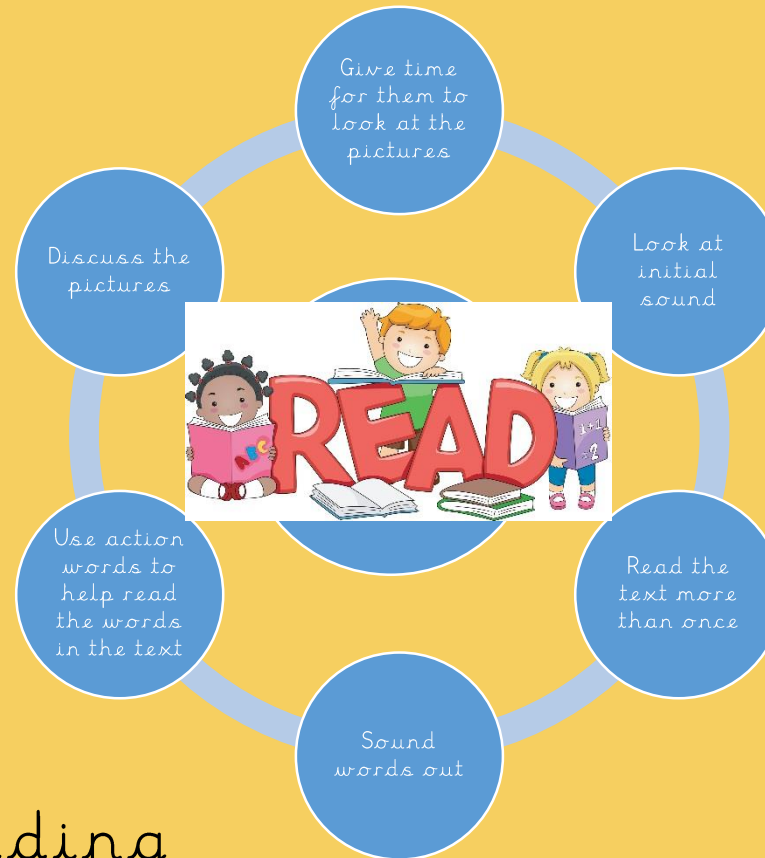
Blending practise cards

Reading at Home



Reading at Home.

- When hearing your child read



- Shared reading
- Tell them words they are unsure of.

Strategy Check

These are the strategies that we encourage the children to use.

F2 strategies are weighted towards decoding and include:

- Using pictures as prompts
- Sounding out new words
- Splitting up longer words (chunk it)
- Missing out the word and reading to the end of the sentence and then returning to it.

Points to remember

- All children progress at different rates
- Try not to compare your child with others in his/her peer group or siblings
- Let the reading experience be one of awe and wonder, excitement and enjoyment.
- Any difficulties , please ask

How can I help at home?

- By reading lots of books with your child.
- Praise your child for trying.
- Sing an alphabet song together.
- Play 'I spy'...This will help them to hear the initial sound in words.
- Continue to read rhyming books and sing nursery rhymes.
- Play phonics games on www.letters-and-sounds.com
- Play rhyming games.
- Watch Jolly Phonics phase 2 on You Tube:
<http://www.youtube.com/jollyphonics>
- Watch Letterland (megamix) on You Tube:
<https://www.youtube.com/letterland>

“Parents must remember it’s not their job to teach kids to read, it is to encourage them to love books.”



j.t. lowery

Our Reading Journey

Fifteen minutes a day is all that I ask,
To spend with you on my special task.
I'm excited but nervous as it's strange to
me,
To make sense of the pictures and marks
that we'll see.
I ask for your patience on my reading quest,
And in return I will try my best.
Tell me you're proud of how hard I have
tried,
And I'll glow with pride as I sit by your side.
As time passes by I'll be reading alone,
And you'll look at me thinking how much I
have grown.
And when I'm an adult I'll look back and
treasure,
The happy memories I have of us reading
together.

