

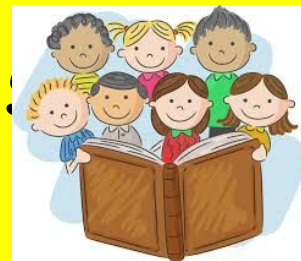
Reading with 2-4 year olds

Parent Workshop with Mrs Davies

Thursday 6th May 10am

How to help your child love books,
understand
books and build early reading skills

Zoom Meeting



Why sharing a book is important

- It's fun!
- It strengthens the bond between parent and child.
- It helps develop social and emotional skills.
- It helps children build vocabulary and learn to talk.
- It helps children find out about the world.
- It helps children develop their imagination.
- It helps children become confident and happy learners



We love reading in our Nursery



- **Reading for Pleasure**

- Independent reading - there are baskets and shelves of books all around, inside and outside for children to look at and use to support their play. Adults read one to one or with small groups of children spontaneously.
- Reading time - at the end of every session children choose a book to read independently.
- Storytime - an adult reads a story at the end of each session.

- **Reading for Learning**

- Power of Reading - we choose key texts to support the curriculum and plan creative activities based on them.
- 'What the Ladybird Heard' by Julia Donaldson helps us learn animal names, animal sounds, what maps are for, rhyming words. based on our learning. We do creative activities based on the book.
- 'Errol's Garden' helps us learn about gardening, making plans, working together, helping our friends.
- 'Beware of the Crocodile' by Martin Jenkins introduces children to information books and how we can learn facts from them.

How we learn to read words in our Nursery

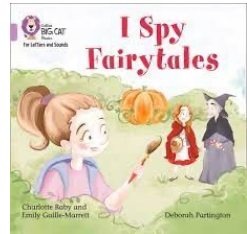
- Phonics - building early reading skills through Phase 1 Phonics
 - Environmental sounds (e.g. listening walks)
 - Instrumental sounds (e.g. music and different instruments)
 - Body percussion (e.g. clapping and stamping)
 - Rhythm and rhyme (e.g. songs, poems and rhyming books)
 - Alliteration (matching first sound to a word (e.g. b - bee, biscuit, banana))
 - Voice sounds (how does your voice make the wheeeeeee or boing sound?)
 - Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')
- Phonics - introduction to Phase 2 Phonics if and when children are ready.
 - Recognising written letters and their sounds in set order (e.g. s,a,t,p,i,n,m,d)
 - It is important to say the sounds correctly (e.g. m is 'm' as in mit, not 'mu')
 - Try segmenting and blending when reading three letter words (e.g. c-a-t blends to make cat)



Reading partnership between Nursery and Home

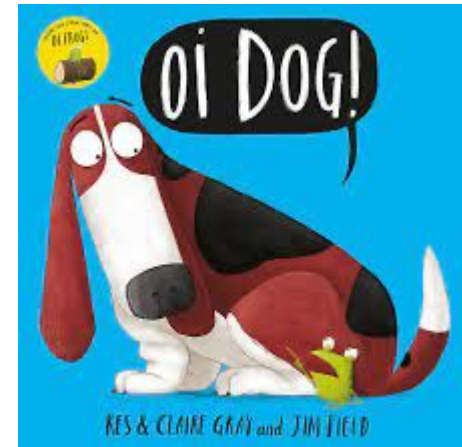


- Self-chosen books
 - Children can take home books from Nursery if they bring in a blue book bag and change it at least once a week.
- Bug Club
 - All Nursery children have been given an individual login and password for Bug Club. Here your child can read books allocated by your teacher. Clicking on the bugs introduces children to answering questions about books.
- Reading scheme books
 - From the end of the Summer term 1 all children start to bring a Reading scheme book and Reading record home in a special folder.
 - We use the Big Cat Collins reading scheme.
 - We start with Lilac books that have no words!



Reading picture books

- When and where to read
 - Find a quiet place away from noise, TV and phones. Read together for at least 10 minutes per day at a time they are not tired.
 - Read your child a story at bedtime.
- Make books fun and come alive!
 - Make animal noises, use expression, make funny faces, use character voices and encourage your child to join in.
- Look at the pictures
 - Talk about them
 - Ask questions
 - Help your child learn new words.
- Reread books
 - Read the same books over and over
 - This builds confidence and is comforting for children.



Cheer Up, Donkey!



Adapted by Benjamin Hulme-Cross

How to read Wordless Books

Look at the front cover and title.

Who is in the picture? How do you think they are feeling?

What does 'cheer up' mean?

Vocabulary

Donkey

Girl

Sad



Types of Questions

Retrieval questions

What is the girl doing?

Inference questions

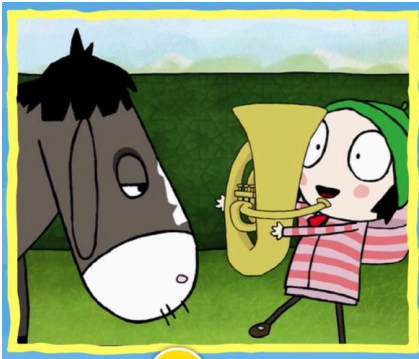
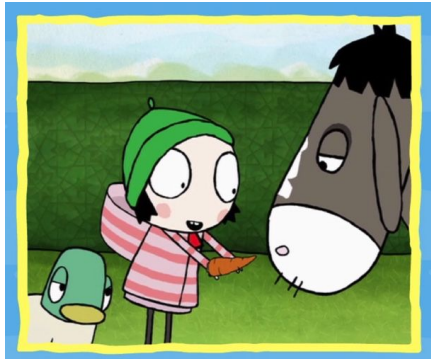
Why is the girl hugging the donkey?

Can you describe her character? (e.g.kind)

Relate to your child's experiences.

Have you ever seen a donkey?

Would you like to hug a donkey?



Vocabulary - point at the pictures of the *girl*, *donkey*, *duck*, *tuba*, *book*, *bench*

Sequencing a story

Retell the story together using the pictures from the book in order.

First,Then,Next,Finally,

Prediction - what do you think will happen next?

Phonics - Sound spotting - can you find anything that starts with the 'd' sound?

The Reading Record

When you have read the book together please send your key worker a message in the Reading Record.

Ideas of what to write:

Response - Sam really enjoyed the story and couldn't stop talking about it.

Sequencing - Sam retold the story in his own words.

Vocabulary - Sam thought it was a trumpet but we looked it up and found out a new word - tuba.

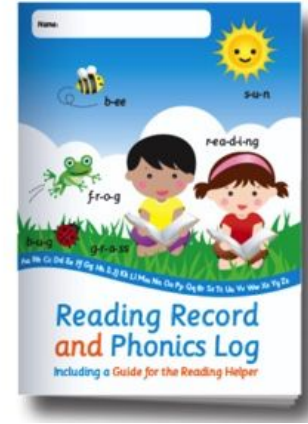
Inference - Sam described the character of the girl, he said she was very kind and caring.

Relating to own experiences - Sam said he likes to have a hug when he feels sad too.

Prediction - Sam said he thought the donkey would cheer up in the end.

Sound spotting - Sam said that duck and donkey start with the 'd' sound.

Activities - After reading the book we



Storm Friends



Story by Alison Hawes
Illustrated by Colin Jack

Bug Notes



Phonics Consultant: Jennifer Chew

Comics for Phonics is designed to be fun and motivating. This wordless comic will help children to develop an awareness of sounds, rhythms and rhymes through the process of creating and telling stories.

Storyteller

This is a simple story of two children who meet up and become friends when a storm brings down the fence between their homes. When the fence is repaired, the children can no longer see each other – until one parent is persuaded to cut a door in the fence.

Music Makers

As you look through the pictures, encourage the children to tell the story in their own words. Then encourage them to retell it using musical instruments to accompany the storyline. They could tap a tin to make the sound of the rain or bang a drum to make the sound of the tools that mend the fence. Encourage use of appropriate words to describe these sounds, e.g. loud, hard, soft, rough, high or low.



Bug Time fun is on the back page!

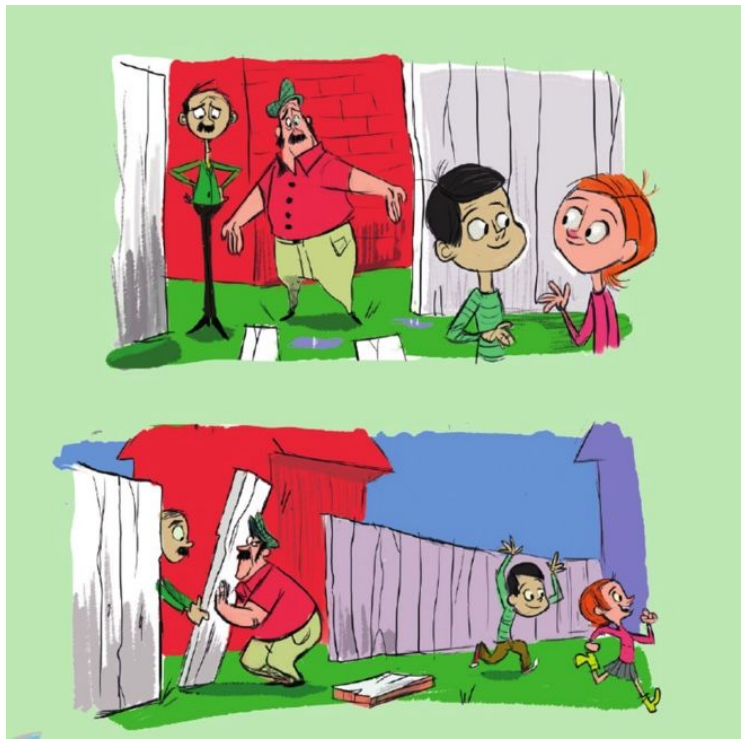
The Big Cat books give parents hints and tips for how to read the book, questions, ideas and activities.



What would you do with your child on this page?

Point at objects to check they have the **vocabulary** they need e.g. fence, girl, boy, Dad, swing, tyre, storm.

Retell the story in **sequence**. **Phonics - instrumental sounds** - making the noises of the storm.



What questions could you ask your child on this page?

Retrieval? What are the Dad's doing? What are the children doing?

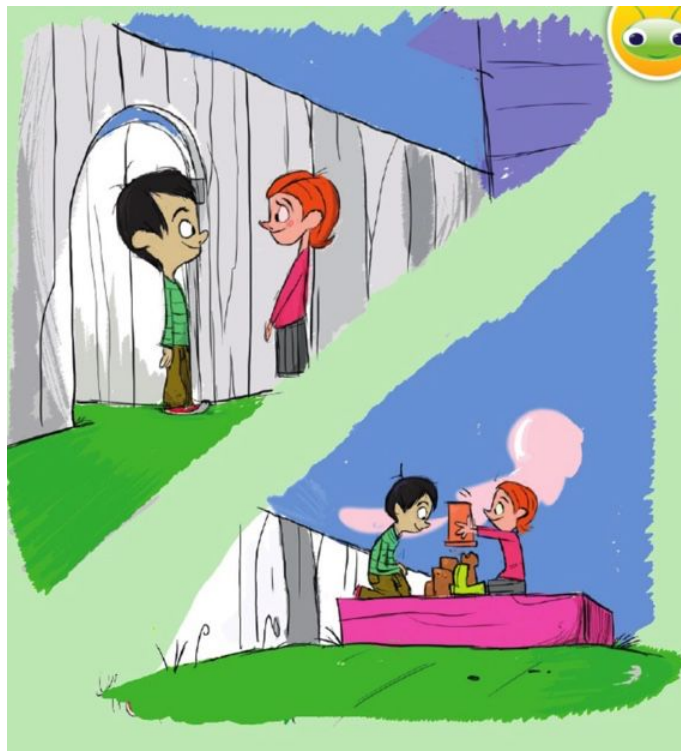
Inference? Are the Dad's good at helping each other? How do you know?

Prediction? How do you think the children will feel when the fence is built?



What activities could you do or questions or could you ask your child on this page?

Work out what the boy is saying? Act it out together?



What questions or could you ask your child on this last page?

Relating to the story - Do you have a good friend? What do you like to do with them?

Response to the book - Did you like the story? How did you feel at the end?

Further help

The Book Trust has a wealth of information, help, videos of authors reading stories, book recommendations etc.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/hometime-for-your-child>

Oxford Owl has a brilliant guide to reading with Nursery age children

<https://home.oxfordowl.co.uk/reading/early-reading-skills-age-3-4/>

How to say the phonemes (sounds) correctly.

<https://home.oxfordowl.co.uk/phonics-videos/>

Impact of Lockdown on the speech and language of young children - Top Tips for how to remedy it and develop vocabulary.

<https://www.bbc.co.uk/news/education-56889035>



1. Chat 2. Read 3. Experiences 4. Question 5. Sing