



**Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork**

## **EYFS Reading- Guide for parents.**

At New Delaval, children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. Children read in school independently, with peers and as a shared class session. They listen to adults and other children read, taking part in shared reading and discussions with their class.

During the Early Years, many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. As children gain phonic knowledge they start the process of decoding. Initially, as children learn to read, they are given a picture book without words, with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually, as the child's knowledge of letters and sounds develop they begin to phonetically decode words.

Children are taught key comprehension skills using the **ERIC approach**:

**Explain-** Explain preferences, thoughts and opinions about a text. Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

**Retrieve-** Retrieve and record key information/details from fiction and non-fiction texts.

**Interpret-** Make and justify interpretations about characters and events using evidence from the text. Predict what might happen from the details given and implied in a text.

**Choice-** Discuss authorial choices within the text and the impact on the reader.

### **Reading books**

Children are assessed regularly and move onto the next book band when their fluency **and** comprehension show that they are ready.

### **How you can help your child with reading at home:**



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Daily reading practise will help develop children's decoding and comprehension skills although it is not expected that they will read a whole book every night. Children may only read 3 or 4 pages of their book but will spend longer discussing their understanding of what they have read in order to progress in developing their comprehension skills. Children do not need to change their books more than once a week as they need opportunities to revise/revisit vocabulary and text features.

### **TOP TIPS FOR READING WITH YOUR CHILD**

#### **1) CHOOSE A QUIET TIME**

Set aside a quiet time with no distractions. 10 to 15 minutes is usually long enough.

#### **2) MAKE READING ENJOYABLE**

Make reading an enjoyable experience. Sit with your child, somewhere cosy and comfortable. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

#### **3) MAINTAIN THE FLOW**

If your child mispronounces a word do not interrupt immediately. Allow your child to self-correct using their phonics skills. You can always discuss mispronounced words at the end of your reading time.

#### **4) SUCCESS IS THE KEY**

Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless because the flow is lost, the text cannot be understood, and children can easily become reluctant readers.

#### **5) VISIT THE LIBRARY**

Encourage your child to use the public library regularly.

#### **6) REGULAR PRACTICE**

Try to read with your child every day. Little and often is best.

#### **7) COMMUNICATE WITH THE SCHOOL**

Your child has a reading record book. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and



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that you value reading. We would love to hear the children's opinions of the texts they read and their progress.

#### 8) TALK ABOUT THE BOOKS

There is more to being a good reader than just being able to read the words accurately. Being able to understand what has been read is just as important. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, and their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

#### 9) VARIETY IS IMPORTANT

Remember that children need to experience a variety of reading materials e.g. picture books, hardbacks, comics, magazines, poems, recipes, instructions and information books.

Here are some question stems, in the **ERIC** style we use in school, which you can use to question your child when reading together at home.

#### **Explain:**

- Explain a new word...what does it mean?
- Find out about it together.
- Use the new word in a different sentence
- How does this story begin? (long ago, once upon a time)

#### **Retrieve:**

- Who are the characters?
- What happens at the beginning/middle/end?
- Where does the story take place?
- When do you think this story took place? (Long ago/in the present?)

#### **Interpret:**

- Do you like this story/ can you say why?
- How did it make you feel?
- How did....feel?



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- What do you think will happen next?

**Choice:**

- What kind of story is this? (traditional tale/fairy story/non-fiction book etc)
- Does it rhyme? How do you know?
- Do we know any other stories by this author?

If you have any questions about your child's reading, please contact your class teacher or Mrs Sawyer.