

Literacy
Reading



Learning To Read At John Hampden School Wendover

Children's spoken language supports reading and writing. From a very early stage, children develop an awareness of the different sounds in our spoken language. They learn to use their voices to make contact and to let people know what they need and how they are feeling. Children need lots of opportunities to talk with others as they develop and practise their speaking and listening skills. This helps to build their confidence and improves their ability to communicate with other people. This is a really important aspect of learning to socialise and will help your child feel confident. In order to make a good start in reading and writing, children need an adult to talk to and listen to them. They hear the way language is put together into sentences for a purpose. Books are a rich source of new words for your child – words you would not use in everyday conversations appear in books. Children need to have a wide stock of words (vocabulary) to understand the meaning of books, so we prioritise reading aloud and sharing books. Not only do the children enjoy it, it is also useful to them when they come across these words in their own reading later on. From a very early age your child will have experienced a wide range of activities in their pre-school, kindergarten or nursery, for example, singing and saying rhymes, making and listening to music, listening to and joining in conversations, painting and pretend play, to develop their early reading and writing skills. It is really important this continues through the Foundation Stage and beyond.

Rhyming Books

Rhyming helps children to break words down and to hear the sounds that make up words. Sharing stories and books is a fabulous way to practice words and introduce new ones too.

Alliteration in Rhymes, Stories and Activities

Alliteration is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence. For example wiggly worm, bouncing baby, creepy crawly, Peppa Pig, Bob the Builder, Polly Pocket, Sid the snake, Harry the horse, Fred the frog. Alliteration activities help children to develop an ear for listening. To be successful in the early stages of reading, children need to learn to pay attention to the sounds of letters and words. In addition to supporting early literacy, alliteration can soothe, entertain and help children create a positive attitude towards reading.

At school, your child's coat peg hook will have their name and a picture that starts with the same sound. For example:

		
Evie	Reggie	Martha

Memory Games

Memory games can improve visual recognition and are also perfect for developing visual memory. A child's ability to store and retrieve memories, when the stimuli that first evoked them no longer exists, and without help is a critical aspect of reading, writing, spelling, including developing mathematical skills



Reading Signs, Symbols and Logos

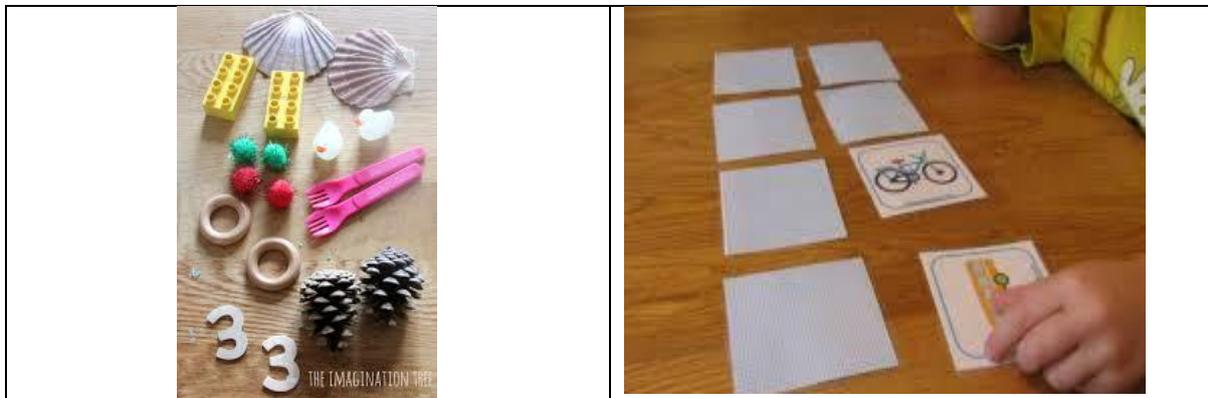
Young children can recognise signs and labels and nurseries and preschools build on this 'real life' reading that was started during family routines – going to the supermarket, popping to a coffee shop or a restaurant for example. As adults, throughout our day we will have read numerous sources of information: road signs, street names, train timetables, recipes. We read for information, as well as for pure enjoyment, and this purposeful reading should be an integral part of children's play in all areas of provision. At school the environment should mirror the 'real' world of reading and provide children with opportunities to develop their skills in a purposeful context.

Very early on in their lives, children learn to recognise signs and labels which are meaningful to them, many three-year-olds do not let a McDonalds sign pass without comment! It is often a simple shape or logo that first conveys meaning to a child although words such as 'post office' and 'fish and chips' soon become familiar and easily recognised when displayed above the actual shop to which they relate. This early use of context clues is important as children begin to develop strategies for making sense of the written word.

Each area of provision within an early years setting offers children a range of opportunities for purposeful reading and 'real life' provides an endless source of ideas. Additions could include local area maps, an atlas, car manuals, architects' plans, instruction cards, diaries, calendars, recipe books, menus, bus timetables, catalogues, price tags and holiday brochures. The use of directional and naming signs around the setting help to raise children's awareness of print and are part of the very fabric of early years provision. Storage baskets, boxes and shelves are clearly labelled and children encouraged to use the labels when looking for, or tidying up, equipment. They quickly understand the purpose of the sign and begin to recognise their own and other children's names.

Matching Games - Supporting Reading Development

Learning matching skills in pre-schools and nurseries support children to match letters and sounds at a later time. Being able to match items and explain why they go together is important for cognitive skills and ability. By matching objects to pictures children are practising visual discrimination, becoming familiar with one dimensional print and learning to connect real objects to print. All of which are important pre-reading skills. Matching games improve language, concentration and memory. Research has shown a link between dyslexia and working memory. To learn new words we have to remember each sound segment, put them together and remember what they look like for future use. To be able to do this, you need a good working memory. Matching skills are involved in visual discrimination. Children use matching skills to tell whether two words or letters are the same or different. Learning to match shapes and patterns helps children as they learn to recognise letters and then words.



pairs





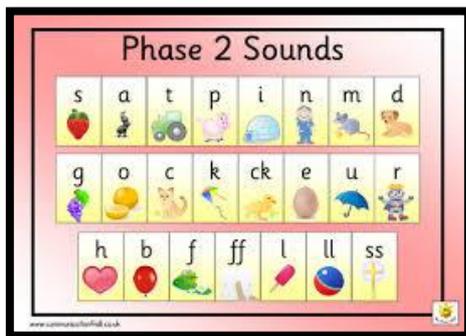
Phonics For Reading - Phase 2 Phonics

In this phase children will continue practising what they have learned from Phase 1. If they can orally blend (hear the word when an adult says individual sounds eg c-a-t cat,) they are ready for Phase 2.

First of all they will be taught the following sounds (phonemes):

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

The children will learn the sounds with a picture prompt (for example f for fish) and then learn to recall them rapidly without the picture prompt.



Blending

The next stage is for children to learn how to blend the sounds together to make a word. They will be shown how to make whole words by pushing magnetic or wooden letters together. Next, they will learn to read words by independently blend sounds together to make a word, for example to say c-a-t cat. They need to point to each sound as they say it and then say the word that they hear. Here is a short video demonstrating this.

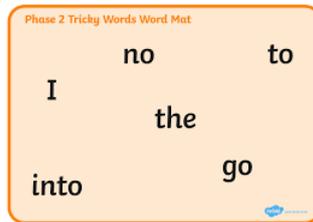
<https://www.youtube.com/watch?v=vsqEGq7VSF4>

Your child will be taught how to pronounce the sounds correctly to make blending easier. Sounds should be sustained where possible (e.g sss, fff, mmm) and, where this is not possible, 'uh' sounds should be reduced (e.g avoid saying 'buh'. Here is a video showing how to pronounce the sounds (articulation of phonemes.)

<https://www.youtube.com/watch?v=BqhXUW v-1s>

Tricky Words

There are some words – tricky words that cannot be sounded out/ blended – children need to learn them. In Phase 2 there are six tricky words:



Here is a tricky word song that is really popular with children:

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Please note that the words 'he', 'we' and 'she' feature in this video which are in fact Phase 3 tricky words.

Once children can blend and can recognise tricky words, they are able to read captions and short sentences.

It is vital that children continue to play Phase 1 games to support early reading.

Phonics For Writing - Phase 2

Segmenting

We segment words in order to write – we hear the sounds in the words and then we write them. In other words, splitting the word into the phonemes that make it, using knowledge to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling. Here is a video to demonstrate this.

<https://www.youtube.com/watch?v=YUVTirMXyNw>

Phonics

All schools are required to teach phonics through a systematic approach based on moving the children on when they are ready for the next step. It is recognised that when children are secure in the 30-50 Development Matters band they are ready to start Phase 2. The DFES first published Letters and Sounds in 2007 outlining a teaching programme, which John Hampden follow ensuring sessions are fun and interactive. However, you may find that schools teach phonics in different ways – some adopt particular schemes, for example. For this reason, we always urge local pre-schools and nurseries to liaise with us if there are children who are ready for Phase 2. This is because it can be difficult for children to learn phonics in one particular way and then adjust to a different technique.

Reading For Pleasure

Although phonics is the mechanism which teaches children how to read, at John Hampden School it is important for us for children to 'read for pleasure'. We promote reading for pleasure by sharing a range of books everyday with children so they experience and enjoy stories that they might not otherwise meet. By reading well-chosen books aloud, teachers help classes to become communities of readers – ensuring that they can share in experiences of a wide repertoire of books they enjoy and get to know well.

Outside the school office, there is a Book Swap where children can borrow a book and then 'swap' it again. We have created a 'Borrowing Book Nook' for local pre-schools to come and borrow reading books. Not only is this an opportunity to share a range of stories, it also part of the transition process to school.



Book Swap



Borrowing Book Nook

At school there are information books widely available and Learn Pads to enable children access child friendly and child safety ICT website to find out information. There are always a range of books both inside and outside including comics, stories, rhyming stories and poems.



Our role play and small world areas enable children to make up their own stories.

Making Up Stories

Stories help to develop an appreciation of the rest of the world and different cultures. Storytelling has been proven to help develop a sense of empathy as children are encouraged to put themselves in the position of the story's protagonist; to consider their actions and reactions and why they may have made them.

Helicopter Stories

Helicopter Stories let children dictate their stories which are written down, exactly as they are told by a child. The children then gather round a taped out stage and the stories are acted out. This holistic approach develops key areas such as creativity, communication and language, personal, social and emotional skills in the Early Years, giving children's stories a voice.



Please, please, please - Never Stop Reading

We urge you to keep reading to your children even when they learn to read themselves.

