

# Supporting Early Reading



Tuesday 24<sup>th</sup> February Charlotte Ashworth and Claire Rolfe

The purpose of this session is to give some strategies to support the development of early reading.

# Session overview (approximately 15 minutes)

Today we will be talking about:

- Preparing your child to read a text
- Strategies to support children with reading simple words and sentences
- Developing comprehension and vocabulary

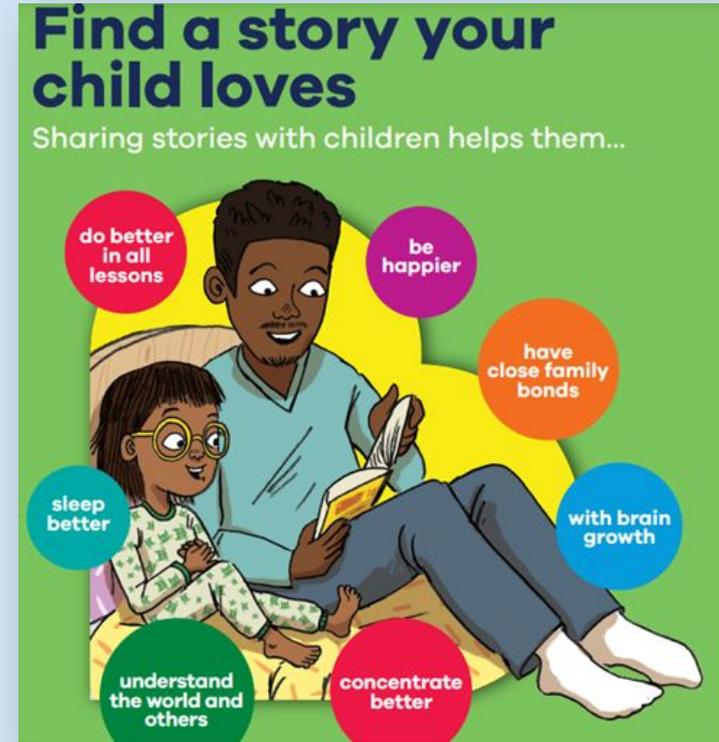
There will be an opportunity to ask questions after the session.

# Preparing to read a text with your child

- Quiet, comfortable spot where you won't be disturbed.
- Before attempting to read the text, look at the cover and discuss what the story could be about and why.
- Look through the book and discuss what is happening in the pictures, introduce any vocabulary that they might hear in the text when reading – this means they are familiar with the words before beginning to read.
- Remember, children see reading as an opportunity to connect with adults and have time with them, so aim to create a positive and supportive atmosphere.



Trinity CE  
Primary School



# Strategies to support children with reading simple words and sentences

- In EYFS, before reading a sentence, you could ask your child to spot tricky words, spot some sounds in the sentence, and spot words that you sound out e.g. 'can you point to the tricky word 'the'? 'Can you point to any digraphs in the sentence? Can you point to the word b-u-g?'
- When reading simple, short words – point to each individual sound and then sweep finger under the word. With longer words chunk into smaller parts and decode sounds.
- In Year 1, look for digraphs and trigraphs in words before blending individual sounds – use 'sounds, blend, read' approach.
- Remind children that they do not have to sound out a word if they know what it says. Also remind them if they've just sounded out the same word and see if they can remember what it says.

Mum Bug has a red bag.  
The bag has a zip.



# Strategies to support children with reading simple words and sentences

- If children are really stuck on a word, even though they have sounded it out, you could encourage them to think about what might make sense or use the pictures to check what would make sense.
- If they are still really stuck on a word, tell them what it says to support fluency.
- If they have had to decode every word in the sentence, get them then to have a go at re reading the sentence for fluency. You could also try 'echo reading' where you read the sentence and then the child reads it after you.
- Point out punctuation such as full stops and exclamation marks and talk about why they are there and how they might change how we read the words – model this to the children.

## Before reading the book

What can you see on the front cover?



What might this book be about?



Where do we start reading this book?



## After reading the book

What happened in this book?

What was your favourite part?

Did you like this book? Why?



# Developing comprehension and vocabulary

- Vocabulary can be developed with even the simplest of text e.g. can you think of any other words that mean 'big'? What word means the opposite of 'big'?
- Ask questions as you are reading such as 'What has happened? What do you think might happen next? Why do you think this?'
- Encourage children to make connections with what they have read, for example 'What other books have you read with dragons in?'



Trinity CE  
Primary School

# Challenging comprehension further as fluency increases.

- **Prediction** – what might happen next? Why do you think this? What’s happened so far to make you think this?
- **Summarising** – what has happened so far in the story? How would you describe this story in one sentence/one word?
- **Inference** – How does this character feel? What words have been used that make you think that?
- **Author’s use of language** – what mood has the author created? What words help create this mood?



# How Parents Can Support?

You can support your child at home by:

- Reading with your child **every day** – a maximum of 10 minutes with younger children. Reading every day is **fundamental** to their reading progression.
- Ensuring you understand how to correctly identify and say sounds to support with sounding out. Please visit the Little Wandle website if you are unsure of how to say the sounds  
<https://www.littlewandle.org.uk/resources/for-parents/>
- Praise effort, not attainment – if you need more support with this, please attend the Growth Mindset presentation held on Tuesday 17th March.
- Children need to read the same text around 3 to 4 times to build fluency.
- A child should be able to read about **95-100% of the words correctly**. This helps them to read fluently (not word-by-word struggling) and allows them to understand what they're reading
- Give reading a high profile in the home environment – plenty of different text types, visits to the library, modelling reading for enjoyment.



If you have any questions, please stay behind to talk to the teachers or email us below:

[cashworth@trinityprimaryschool.org](mailto:cashworth@trinityprimaryschool.org)



[crolfe@trinityprimaryschool.org](mailto:crolfe@trinityprimaryschool.org)