



## **Developing a Reading Community**

At Canon Burrows we aim to develop a reading community where children become confident and enthusiastic readers. For us to achieve this we need to take reading beyond the classroom. We want to create a rich reading environment where reading is encouraged by everyone and everywhere.

Everywhere we go there are things to look at and read. This can be done at any time; while you are shopping, visiting the dentist or the doctor, travelling in the car or on a bus. There are lots of fun and interesting ways we can help children to read without them even realising they are learning.

## **Reading with your child**

Reading with children in EYFS can mean sharing books, stories, rhymes, or any other writing.

You can:

- Read books together.
- Tell each other stories.
- Chat about the things that you have read and talk about pictures in books.
- Share stories even when you don't have a book in front of you or re-tell your favourite stories?

## **Why read?**

Sharing books and stories with your child is fun! It is a great way to build special memories and moments with your child, and can easily become a favourite part of the day. It also helps children:

- Understand the world around them.
- Develop social and emotional skills.
- Build confidence with communication.
- Strengthen their bond with you and other family members.

## **When should we read?**

### **Share stories whenever you can find the time.**

Reading for just ten minutes a day with your child makes a huge difference.

- Take books with you so you always have a story to share. You can read on the train or bus, or even if you are waiting in a queue together.
- When you are outside, take time to notice what is going on around you. Make up stories about what you see with your child.
- Bedtime is the perfect time to read together. It helps create a routine and can make going to bed something your child looks forward to. It is a special time for a parent and child to share.

## **How?**

### **Find a quiet place with no distractions.**

Turn off televisions, radios, computers and tablets. Take time to look at each page.

You don't need to make sure your child gets every word right. It is ok for both of you to make mistakes! Let them talk to you about the pictures. This helps them look for

meaning and to think about what they see happening on the page.

Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices – these always make children giggle.

Have fun! There's no right or wrong way to share a story – as long as you and your child are having fun.

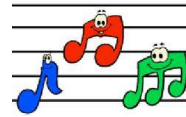
## Ideas to engage children who are learning to read

- Encourage your children to spot letters that they recognise on posters, signs etc.
- Point out various signs that are all around us. Children from a very early age recognise (and read) McDonalds, Tesco, Asda etc.
- Read words together on food packets and tins when shopping, can they find the baked beans? Tomato sauce?
- Spend time reading together talk about the pictures or better still, make up stories. Bed time is the perfect time for doing this.
- Create your own book, include photographs of the family, trips out, children taking part in clubs out of school,



favourite pages from magazines, even include children's drawings etc.

- Encourage children to create their own play or show and perform it for the family.
- Sing nursery rhymes and songs. Play with the songs and add your own words and rhymes.



- Let the children choose their own books or magazines; these can be about hobbies, sports or TV programmes. The more enthusiastic they are about a topic, the better!



- Read pop up, or lift the flap books.
- Make cakes and biscuits, read the recipe together. You could try to make biscuits in the shape of letters!



- Echo reading – you read a short part of the book and the child repeats it back to you.
- Model reading – you read the book, talking though what you are doing and thinking as you read.

On the following pages you will find the first 100 high frequency words. These are the words that your child is likely to come across most often when reading. Learning to read these words, a

few at a time, will help your child to develop fluency when reading.

<b>'Letters and Sounds' First 100 High Frequency Words</b>				
1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an

## Letters and Sounds' List 2 - Next 200 High Frequency Words.

water	other	let	sleep	fast	air	use
away	food	girl	feet	only	trees	along
good	fox	which	still	many	had	plants
want	through	inside	found	laughed	tea	dragon
over	way	run	stopped	let's	top	pulled
how	been	any	ever	much	eyes	we're
did	stop	under	morning	suddenly	fell	fly
man	must	hat	queen	told	friends	grow
going	red	snow	two	another	box	wind
where	door	car	has	great	dark	wish
would	right	couldn't	everyone	why	grandad	eggs
or	sea	three	our	cried	there's	once
took	these	head	new	keep	looking	please
school	began	king	after	room	end	thing
think	boy	town	wanted	last	than	across
home	animals	I've	window	jumped	best	gone
who	never	around	mouse	because	better	hard
didn't	next	every	something	even	hot	floppy
ran	first	garden	bed	am	sun	really
know	work	well	mother	before	baby	key
bear	lots	find	sat	gran	fish	fun
can't	need	more	boat	clothes	gave	place
eat	may	I'll	live	miss	soon	each
yes	book	round	park	cold	say	most
play	narrator	tree	green	lived	thought	its
take	small	magic	different	birds	dog	duck
night	he's	shouted	white	coming	rabbit	horse
tell	things	long	giant	looks	liked	river
again	that's	us	cat			

## Possible questions for book discussion...

Can you point to certain words or letter sounds in the book?

Can you read any unknown words by putting (blending) the sounds together?

Can you describe where the story takes place?

Can you tell me the names of the main characters?

Do you know the relationships between the characters in the story?

Can you describe what the characters in the story are like?

How do you think the story might end, make a prediction?

What do you think might happen next in the story?

What is happening at this point in the book?

Which is your favourite part of the book?

Can you use the picture to help you to read certain words?





## Example comments you may want to use

- I was really impressed at the way you turned one page at a time from the front of the book.
- Thank you for describing what happened in the story.
- Brilliant, you are showing interest in the words and pictures.
- Well done for remembering that we read from left to right.
- I liked the way you used your finger to point at each word as you read.
- Fantastic you could pick out the tricky word 'the' on each page
- Good, thank- you for using your phonics to segment your words.
- Super for using your finger to help guide you along each word.
- Amazing, your blending is really improving.
- Wow, you are beginning to read simple sentences!
- Fantastic, you are pausing when you see a full stop.
- Excellent for recognising many of your high frequency words.
- Wonderful, you answered some simple questions about the book.
- Well done for predicting what the book was going to be about from looking at the cover.
- Amazing, you were able to work out the meaning of new words.

## What reading books will EYFS children bring home?

All children will bring home a library book that they will choose themselves. This will be swapped weekly. Please share this book as many times as you can and do not worry if they bring the same book home again. This must mean it is a book that they have really enjoyed and want to share again with you.

The children will begin to bring home a reading book in addition to their reading book, when it is felt that the child is ready. This will mean that they can recognise and hear the sounds in the key words that they will meet in their phonic based reading book. The other book will help them to tell and read the story using the pictures as well as helping them access a wider variety of books such as rhymes and information. The more times you read these books the better especially when they are first learning to read.

This table shows the books that children will bring home depending on their phonic knowledge:

<b>Phase 1/beginning of phase 2</b>	Library book for pleasure	
<b>Secure phase 2</b>	Library book for pleasure	2 phonic reading books
<b>Phase 3, 4 and 5 and onwards</b>	Library book for pleasure	2 phonics reading books (one from previous phase)

Our aim is to develop a love of reading, reading fluency and understanding within each child.

Happy reading!