



Reading in Foundation Stage



Your child will have two types of books to read. One is a phonically decodable book for your child to read to you. It has been carefully chosen so that they can work out all the words and matches the phonemes they have been taught. It may also be an online book. Your child should read this book to you at least 3 times, developing fluency and accuracy as they become more familiar with the text. Re-reading a text gradually increases the number of words in it that they can read 'at a glance'. Explain the meaning of new words to your child to increase their vocabulary and accelerate their reading of words 'at a glance'. The other book, from the library, has words your child may not be able to read yet. Your child has chosen it as a "Reading for Pleasure" book. It is for you to read to your child and talk about together.

Reading for Fluency

First read – Enjoy talking about the pictures and what is happening on each page.

Encourage your child to notice and say any phonemes which you know they have learned. Check Tapestry/Class dojo to see which ones we've taught. Your child should be able to segment and blend the phonemes in some short words with a little help and encouragement. Help your child to re-read the whole sentence so they can understand the meaning of the words.

Second read – your child may now recognise some phonemes without prompting, and may remember some of the words by sight, especially repetition or names. Your child may be able to segment and blend a little faster or with less help.

Third read – your child may be able to remember and read most words without segmenting and blending and the reading of the sentence will be much more fluent. Encourage them to point to the words so they are linking the sound of words and their written form. When children gain fluency they are able to gain more enjoyment and understanding of the story and you can ask them questions and discuss the story in more detail (see comprehension guidance below).

Some children may need to practice more than three times to gain some fluency depending on factors such as the number of words in the book, concentration, and how quickly they are able to recognise and memorise letter and word shapes and link them to the sounds they make.

It is helpful to comment about your child's reading e.g. did they recognise a phoneme we have been learning, could they blend a word, did they know any words by sight? Please complete the tick sheet even if you don't wish to comment. Remember little and often is key - you do not need to read a whole book each time but if you return to a book after reading one or two pages, recap by talking about what has happened so far.

Reading for pleasure

If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child. On the first reading:

- Make reading aloud feel like a treat. Make it a special quiet time and cuddle up so you can both see the book.
 - Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
 - Read through the whole story the first time without stopping too much. Let the story weave its own magic.
 - Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again.
- On later readings:
- Let your child pause, think about and comment on the pictures.
 - If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
 - Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
 - Link the stories to your own family experiences: 'This reminds me of when ...'
 - Link stories to others that your child knows: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
 - Encourage your child to join in with the bits they know.
 - Avoid asking questions to test what your child remembers.
 - Avoid telling children that reading stories is good for them.

You can find more ideas at:

[10 top tips for parents to support children to read - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Word Knowledge

This is the vocabulary taught during reading comprehension sessions and practiced when any text is shared with the class.



Decoding

- I can recognise and point to phonemes.
- I can say them aloud.
- I can segment and blend some of the phonemes.



Predicting

- I can say what will happen next.
- I can talk about how the story will end.
- I can think about what the main character will do.



Clarifying

- I can talk about a word I have never heard before.
- I can think about what it means.
- I can replace it with a more familiar word.



**Reading for
pleasure**

- I can draw or explain the picture I get in my head when I listen to this story.
- I can talk about other books or characters that this story reminds me of.

