

Nursery Reading family learning

St Mary's Primary School

Welcome Parents and Carers



Time to Read

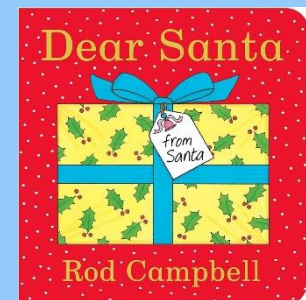
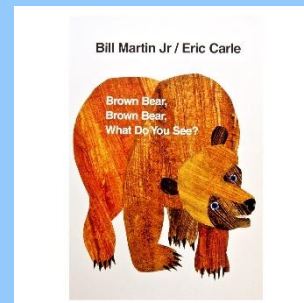
Sharing books and stories with your child is fun!

- It is a great way to build special memories and moments with your child.
- It helps children:
 - Understand the world around them
 - Develop vocabulary and learn new words that you would not use in everyday conversations



Reading at St Mary's

- We read with your children throughout the week. This can be individually or in a group.
- We read with your child every Friday before assigning them their reading book for the week.
- A comment or note in their reading record is always lovely for us and we write one to you.
- We read stories during carpet time at school – and throughout the day. We read all types of stories. We read stories over and over again.
- Our learning is always based around a text – this term our key texts have been *Brown bear*, *The colour monster*, *Nativity story*.



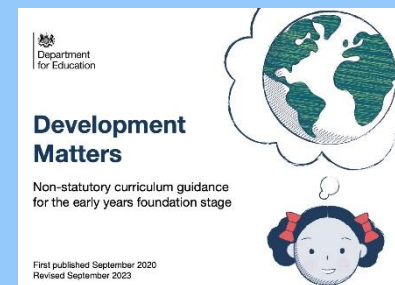
The Early Years Foundation Stage Development matters document states that 3- to 4-year-olds should:

Understand the 5 key concepts about Print (text)

- Print has meaning
- Print can have different purposes (menu, signs, logos)
- We read English text from left to right and from top to bottom
- The names of the different parts of a book (cover, author, illustrator, blurb, page number)

And that children should

- Engage in extended conversations about stories, learning new vocabulary.



Phonemic awareness is:

**being able to focus on and play around
with the sounds within words.**

- Once your child starts reception, they need to be able to match sounds to letters.
- For them to do this, they need to be able to identify the sounds in words.
- This is called phonemic awareness.



Listening games

In our setting, we:

- talk about different types of sounds
- play listening games, for example, **Voice sounds**.

At home, you can:

- draw your child's attention to different sounds around them, for example, 'Listen to the loud noise! It sounds like an engine.'





Songs and rhymes

In our setting, we:

- sing rhymes regularly
- leave gaps at the end of the line for children to complete the rhyme, for example, 'Hickory dickory dock, the mouse ran up the _____.'

At home, you can:

- read lots of rhymes and sing songs
- pause for your child to complete the rhyme
- make up silly rhymes, for example, 'Get your coat, you little goat! So we can leave the house, little mouse!'





Hearing syllables

In our setting, we:

- clap the number of syllables in different words
- highlight long and short words.

At home, you can:

- clap the syllables of words
- talk about long words, for example, 'Ooh, that's a long word! Let's clap it out.'
- work out how many syllables there are in your family names.



b-u-s

Oral blending

In our setting, we:

- play lots of oral blending games, for example, ‘Can you touch your ...?’
- oral blend words throughout the day, for example, ‘Everyone put on your c-oa-t.’

At home, you can:

- try sound-talking different words, for example, ‘Can you brush your t-ee-th?’



Foundation phonics session!

Foundations for Phonics

Getting ready for Reception

The Nursery years are the best time to lay the foundations for your child's future reading. By spending time talking with your child and focusing on the sounds of our language, you can help your child get ready for formal phonics teaching in Reception.

Research tells us that children will become better readers if they can recognise and play around with the following aspects of language:

- rhyming words
- syllables within words
- the first sound that words begin with
- the sounds within words (for example, knowing that the word 'cat' is made of the sounds c-a-t)

Little Wandle Foundations for Phonics supports Nursery practitioners to develop these skills with your child. Read on to find out how you can help at home!

Phonological skills and their role in learning to read: A meta-analytic review. (2012) Hilly-Lewis, M. et al.

