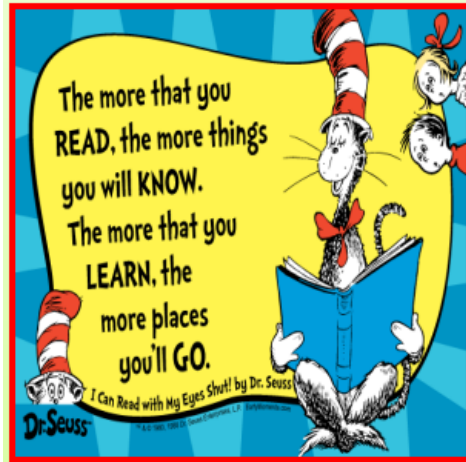


# Reception Reading Workshop

Autumn 2022

# A Life Long Love of Reading

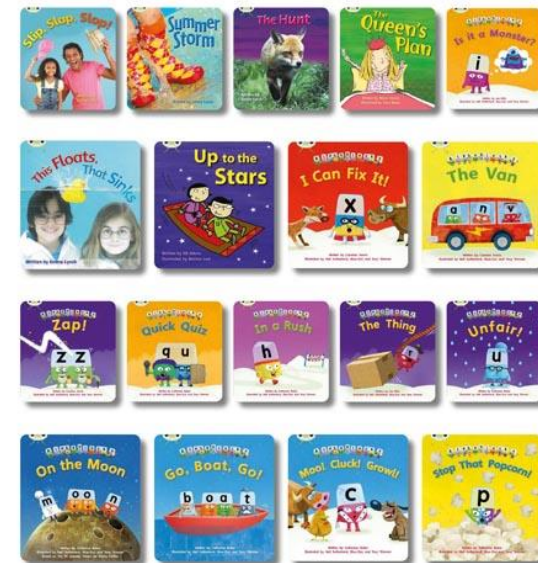
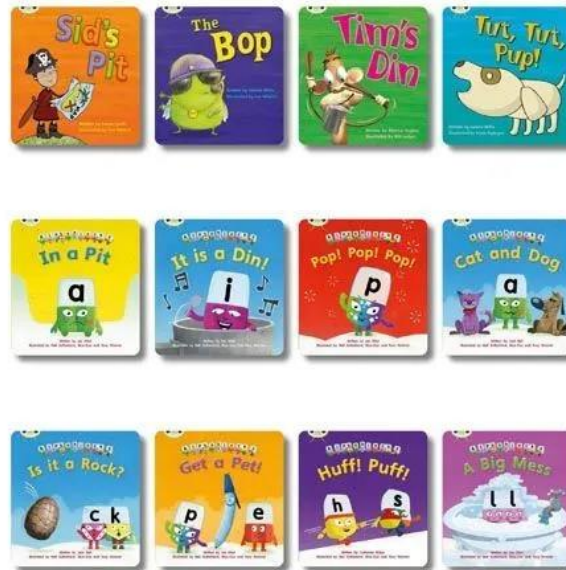
- We want your children to become confident readers and develop a life long love of reading.



- All of our classrooms have book corners.
- The children also visit our library weekly, to share books.
- We have daily story and nursery rhyme sessions.
- Your children will bring home a book every week to share with you. This will have been chosen by your child.

# Guided Reading

- Guided reading takes place every week using Bug Club books, this is a finely levelled reading scheme.
- These books are phonically decodable and linked to the different phonic phases.
- Your child will bring a guided reading book home each week to read with you. There are homework tasks linked to each book.



# A Guide for Parents



- [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)

### Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like “Can you h-o-p?” I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



## 4 & 5-year-olds: Literacy

- I can read simple phrases and sentences that are made up of words with familiar letter-sound correspondences. I can read a few exception words where needed.
- I re-read these books at home and in school. I am building up my confidence in word reading, my fluency. I am understanding and enjoying these books.

# At Home

- Read with your child every day.

Taking an active interest in your child's learning is one of the best ways you can help your child to do better in school and in life. Learning is not just about what happens in school. Children are learning all the time through what they see, hear and do.

*A little reading goes a long way!*

- Remember: a good 10 minutes is better than a difficult half hour!
- Plan a quality, quiet time to read together.
- Ask your child to choose the book. Sharing books that they have chosen means they are more likely to engage with a book.

*...and most importantly...*

- Encourage your child to talk about their books. Reading is not simply sounding out words on a page, it is also about understanding what has been read.

- This is a suggested reading list of 100 books to read before you are 5 <https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/> You could borrow the books from the library.

## How to further support your child's reading at home.

- Read more difficult books aloud to children of all ages - it helps to keep them interested and develop their story language and vocabulary.
- Talk about the text as much as possible.
- Discuss the language used
- Read with expression.
- Make reading fun
- Expose your children to a wide range of subjects, authors, genres and themes
- Read a wide variety of texts; stories, poems, information books, magazines, comics.
- Relate books to your children's life experiences & interests
- 'Tell' your children stories – you don't always have to 'read' them

# Active Learn

- You will have received a letter with your child's login details.
- Go to [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) and enter the login details.
- Your child will have a unique homepage.
- Books will have been allocated to your child and can be found in the 'My Stuff' area.
- Please read the books with your child.
- You can click on the speaker icon to listen to the book.



- Click on the green bugs for interactive questions.





# Using Active Learn

- **Inside front cover:** for younger children, these notes identify sounds and words with which children may need help. They give ideas and strategies to help you feel confident that you know how best to help.

**Before and during reading**

**1 Say the sounds**

s a t p i n m d

**2 Blend the sounds**

at	tip	pans
tins	mats	taps
in	it	is
din		

*Blend? Say the sounds, then the word, e.g. t-i-p > tip!*


**Comprehension**  
Ask children to read the title and look at the cover.

- Ask children if they know what a tip is. What things might go to the tip? Talk about this together before reading.

**Vocabulary check**  
Check that children understand the meaning of the word 'din'. Turn to page 8 and talk together about what a 'din' is. What is making a 'din' in this picture?

**Reading the book**

- Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2-3, point out that a 'tip' is a place. When children read page 7, explain that 'tip' can also be a doing word. The lorry is 'tipping' the recycling in this picture.
- Point out the commas on page 4. Model reading the list with a short pause between each item.



- **Inside back cover:** these notes suggest puzzles and challenges that help children think about their reading. These include 'Find it!' activities that encourage children to revisit the text, 'Share it!' tasks that may involve making or writing something.

**After reading**

**Comprehension**

- What items went to the tip?
- What vehicles did you see at the tip?
- What sounds do you think you would hear at the tip?
- Do you put your rubbish into different recycling bins at home?


*Remember to prompt and praise!*

**Follow up**

**Speedy reading**  
Return to the words on the inside front cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

**Segmenting for spelling**  
Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.



# What to do if your child gets stuck with a word.

- Use phonics first. What sound does the word begin with?
- Can you say the sounds in the word?
- Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

## Useful Websites

- 10 Tips on Hearing Your Child Read:  
[www.topmarks.co.uk/parents/readingtips.aspx](http://www.topmarks.co.uk/parents/readingtips.aspx)
- Mr Thorne's Top 10 Tips For Improving Your Child's Reading at Home:  
<https://www.youtube.com/watch?v=Idbc6fSBUhw>
- Michael Rosen's Tips for Reading BedtimeStories:  
<https://www.youtube.com/watch?v=azRDNDQUjSk>

# Brent Libraries



## Join the library

When you join a Brent library, you will get free access to thousands of books, newspapers, audiobooks, DVDs, research resources, and computers that you can use in the library. Membership also gives you access to our collections of e-books, e-audio and online research tools, available free 24 hours a day.

It is free to register and you don't need to provide any proof of ID to join. Under 16's will need a parent or guardian to sign the membership form.

[Register to join a library online](#) 

You can also register by visiting [your local library](#). You don't need to bring any documents.

<https://www.brent.gov.uk/libraries-arts-and-heritage/libraries/join-the-library>