

30-50 months - Key objectives

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Listens to stories with increasing attention and recall.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Recognises rhythm in spoken words.
- Shows awareness of rhyme and alliteration.

How you can help at home

- Read lots of familiar and repetitive stories with your child. Encourage them to join in with the repeated phrases.
- Encourage your child to hold the book as you/they read. Can they find the front? Which is the top? Where do we start reading from? Let them turn the pages.
- Ask your child to point to the pictures and the text/writing. Where do we start reading from? Help them to point to each word as you read/follow the text with their finger.
- Talk about the title and type of book – what do they think it will be about?
- Ask questions after the story about the characters, settings and events i.e. Who found the shell? Where did the boys hide? What happened to the frog?
- Stop before the end of the book – what do they think will happen?
- After the story can your child remember what happened at the beginning, in the middle and at the end?
- Show your child familiar logos – for example shop signs, food packaging in the supermarket, adverts on TV etc. Do they recognise them? You could have a quiz!
- Help your child to clap the syllables in different words i.e. pear, app-le, ba-na-na, etc.
- Read rhyming books and poems. Point out the rhyming words (they sound almost the same!) Ask your child to listen out for the words and shout them out when they hear them.
- Play the odd one out game – which word doesn't rhyme?
- Play alliteration games i.e. a packing list of things that start with the same letter i.e. I went to Blackpool with a bat, a ball, a bucket, bread, biscuits etc.

40-60 months - Key objectives

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

How you can help at home

- Say 2 rhyming words – can your child add a further item to the list? Make a game – who can think of the most rhyming words. Silly words are fine i.e. jam, ham, nam, zam, tam.
- Play 'I spy' to help to identify the first sound in a word.
- Play 'I spy' saying all sounds in the word and ask your child to blend them i.e. 'I spy a c-a-t'.
- Play a matching game where children have CVC (consonant-vowel-consonant) images and words – can they say each sound, blend to make a word and then find the picture to match – hen, pin, sat, etc.
- Practise reading key words and tricky words by turning them over as a pairs game, having a treasure hunt for the words or writing them on Jenga bricks.
- Match capital and lowercase letters as a pairs game.
- Choose a tricky or key word and look for it in their favourite book.
- Sing the alphabet song – remember to sing slowly for 'LMNOP'!
- Look at the book cover – do they think it is a story book or an information book? Can they give a reason why?
- When your child asks a question say you will research the answer together. Encourage them to think about where they could find the answer i.e. books, iPad, computer etc.
- Your child should aim to read their book band book for 10 mins a day. Continue to read them lots of other lovely stories!
- Look for opportunities for reading anywhere – car registration plates, street names, supermarket shelves etc.

Early Learning Goal - Key objectives

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

How you can help at home

- Encourage your child to read their reading book regularly. Your child should aim to read their book band book for 10 mins a day. Continue to read them lots of other lovely stories!
- Play lots of games with keywords and tricky words – hide them to find around the house on post it notes or play snap saying the words as you put them down. You could make a flipbook and time them to see how long it takes for them to read them all. Can they beat their previous time?
- Ask your child to begin to write the words as this will help them to recognise them. They could write them with pencils, make them with playdough, paint them with water on the floor outside with a paintbrush, or make them with alphabet spaghetti!
- At this stage your child should be able to confidently answer questions about books that you have read to them. They should now be beginning to think about what they are reading themselves. Ask them questions after every couple of pages to see if they are taking in what they are reading themselves.
- Children should now also be reading with more fluency. Encourage them to say common words on sight (without needing to sound them out and blend).

22-36 months - Key objectives

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

How you can help at home

- Sing nursery rhymes with your child.
- Begin to miss out words and see if they can say which word is missing.
- Ask them about their favourite songs or rhymes – can they choose the one to sing next?
- Read lots of repetitive stories such as 'Room on the Broom', 'The Gruffalo', 'The Gingerbread Man', 'The Three Little Pigs' etc. Encourage children to join in with the phrases that are repeated throughout the story.
- Read lots of different story books. Ask your child to choose their favourite for you to read.

Dear Parents/Carers,

Reading is a fundamental skill that your child will learn at school but should also practise at home to become confident.

Books are a rich source of new words for your child. Words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can.

The development of reading happens in stages and these stages will overlap. Every child will reach these stages at different times but age bands are given to help to give you a guide.

It is also important for children to be able to talk about the stories they have read to them as well as ones they read themselves. Talking about characters, settings and events help them to understand what they have read.

It is important not to correct errors too quickly! If your child makes an error suggest having another go, searching the pictures for a clue or looking for smaller words within a larger word. If they are still struggling then tell them the word.

We look forward to working with you to help your child become 'a reader'!

The Foundation Stage Team

Exceeding – Key objectives

- Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words.
- They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- They can describe the main events in the simple stories they have read.

How you can help at home

- Your child should now be able to have a good try at reading books from the library or from home that are not book banded. This will give them a challenge and help to extend their vocabulary.
- Ask more in depth questions about what they have read – things that need inferring, where the answer is not in the book i.e. how might that make the character feel?
- Encourage your child to begin to use other strategies to work out unknown words beyond using phonic knowledge. They could look for smaller words within a larger word. They could miss the word out and read the rest of the sentence to see if this helps them to work out the word.
- Challenge your child to read a range of genres and media i.e. newspapers, magazines, leaflets, information books, stories, poems, websites etc.

Cheadle Primary School

"We aim to be outstanding in all we do"



Supporting your child with

Reading

in

Foundation Stage