

## Reading in Early Years

Aspect	Developmental Matters Statements Birth to Exceeding	What can you do?
Handling books	<p>Enjoys looking at books, magazines, leaflets, lists etc. with familiar people.</p> <p>Handles books, magazines, leaflets, lists etc. with interest.</p> <p>Handles books carefully turning the pages one by one, holding it the right way up.</p> <p>Knows that print carries meaning and is read from left to right and top to bottom.</p> <p>Looks at books independently.</p>	<p>Read in a cosy and comfortable area. Collect books, magazines, leaflets that are interesting to the child and encourage them to hold them. Model handling books carefully. Encourage child to 'read' the story after you have.</p>
Unique Child	<p>Interested in books and rhymes and may have favourites.</p> <p>Has some favourite stories, rhymes, poems or jingles from a television show.</p> <p>Joins in with familiar stories.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p>	<p>Read lots of repetitive stories with rhyming that the child is interested in. Point out the pictures in the story to talk about. Children using the pictures to aid their reading is fantastic and should always be encouraged. Use different voices in the stories and use story sacks to add interest.</p>
Rhyme and Alliteration	<p>Fills in the missing word or phrase in a well-known rhyme, story or game e.g. Humpty Dumpty sat on a ....?</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Continues a rhyming string.</p>	<p>Leave a pause before finishing a sentence. Use puppets to say the missing word. Use rhyming books. Point to the words as you read and encourage children to do this.</p> <p>Alliteration is saying a sentence with everything (or almost everything) starting with the same sound i.e. She sells sea shells on the sea shore.</p>
Story Structure	<p>Anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p>	<p>Ask; what do you think is going to happen before turning the page, what would you like to happen at the end? Use the words; beginning, middle and end during conversation about the story. Compare with fact books. Use a visual story mountain to aid retelling the story.</p>
Comprehension	<p>Recognises familiar words and signs such as own names and advertising logos.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and key characters.</p> <p>They demonstrate understanding when talking with others about what they have read, talking about the main events.</p>	<p>Ask open questions such as; What is happening here? Have you seen this before? What might happen next? Why did you like this book? Which was your favourite character? Why do you think that happened? Use puppets to act out the story. Scribe an alternative story created by the child and make it into a book.</p>
Phonics	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>They use phonic knowledge to decode regular words and read them out loud accurately.</p> <p>They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>Initially focus on games to support children hearing the sounds in words. Have a selection of toys. Ask the children to pick up a toy that starts with a 'c' sound. What other sounds can they hear in the word?</p> <p>Using the toys ask the children to pick up the d-o-g if they pick up the cat ask them to listen again carefully and give them an option e.g. Did I say dog or mouse?</p> <p>Play a game of Simon says; 'Simon says put your finger on your l - i -p'</p> <p>Play I spy using the sounds of the letters rather than the letter names.</p>
Sight Words	<p>They read common irregular words.</p>	<p>These are words that cannot be sounded out. The sight words are broken down into different phases and will be given to you by the teachers to practice at home.</p> <p>Go sight word spotting; When looking at books ask the children if they can spot a given sight word on a particular page. Hide the sight words around the house and ask your child to go and find a particular word etc.</p>