# Reading and Phonics EYFS/KS1

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# Reading/Phonics information communicated during the Autumn/Spring Term:

**Letters sent regarding reading/phonics:**

- Reading at home – information on the 4-cycle reading approach (sharing information on the launch of Little Wandle (new phonics scheme)

- Collins eBooks launch and information

- Collins eBooks logging usage

# Information in this pack includes:

Hamsey's 4 cycle reading approach

Reding from an early age and securing phonics

Information on fluency

Information on comprehension

Reading for pleasure

Little Wandle launch

# Hamsey's EYFS/KS1
# 4-cycle Reading approach:

❏Decoding

❏Prosody

❏Comprehension

❏Celebratory

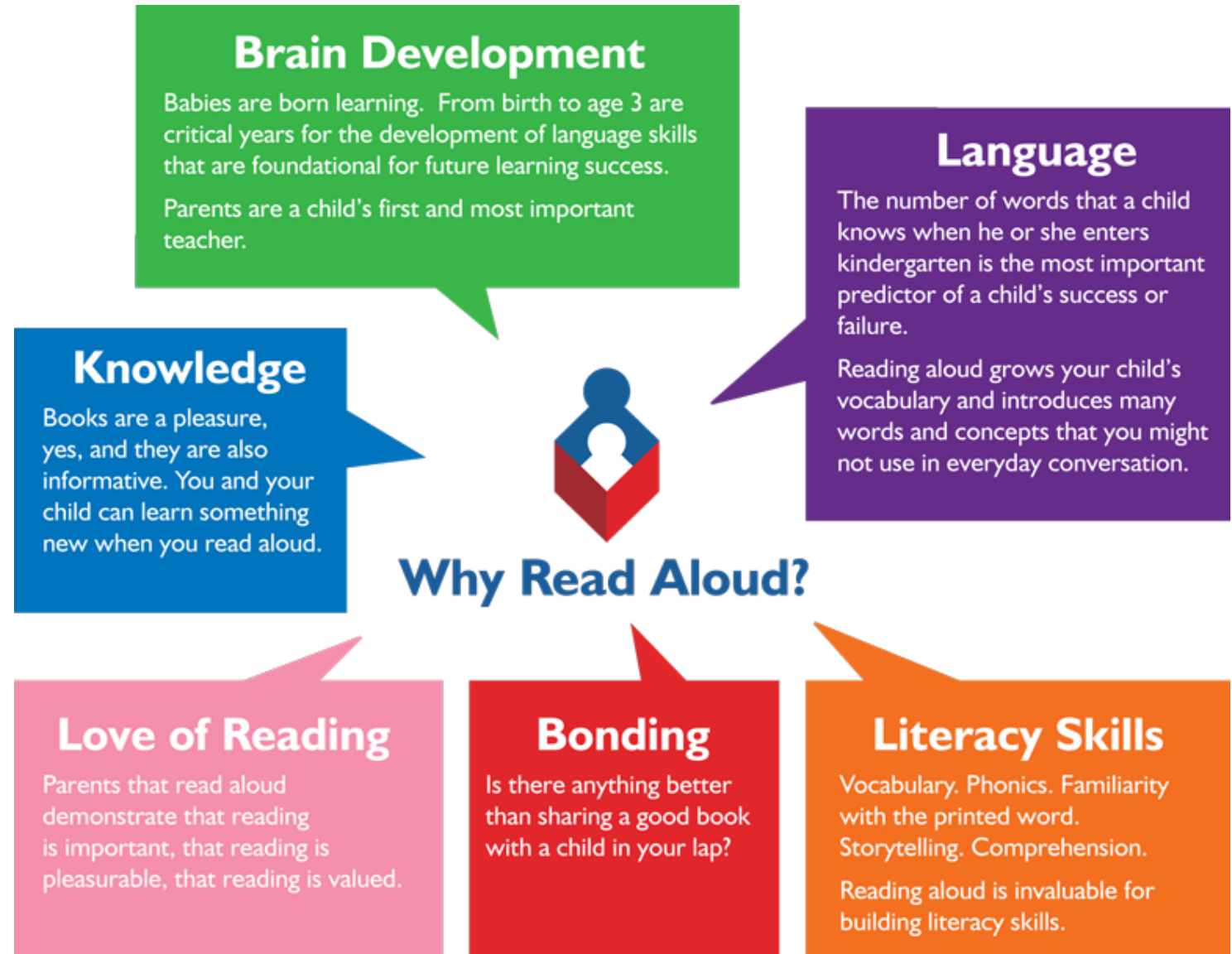- Using phonics to sound out words

- Reading aloud skills/ expression/fluency

- Answering questions about the text

- Sharing a book at home that has been read at school/reading for pleasure

# Reading from an early age and securing phonics

- Reading from an early age is important as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.

- In order to get children fluent in reading, their phonic knowledge needs to be embedded within EYFS and KS1.

**Brain Development**

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

**Language**

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.

**Knowledge**

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.

**Why Read Aloud?**

**Love of Reading**

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

**Bonding**

Is there anything better than sharing a good book with a child in your lap?

**Literacy Skills**

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension.

Reading aloud is invaluable for building literacy skills.

# What is fluency and why is it important?

- Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

- Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.

## What is Fluency?

### Oral reading fluency includes 3 parts.
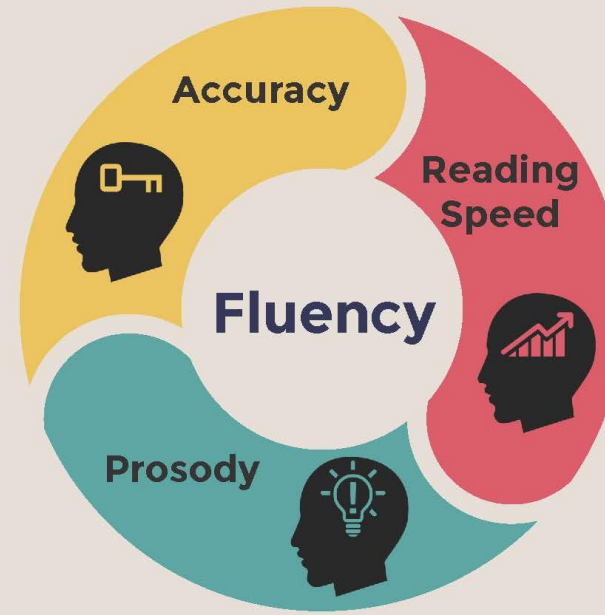
**Accuracy**
Reading with few errors.

**Reading Speed**
The rate at which a student reads.

**Prosody**
The skill of reading aloud with proper intonation, phrasing, and expression.

**Why should we focus on Fluency?**
Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

# What is fluency and why is it important?

- For a child to be fluent, phonic knowledge is important.

- When a child is fluent, we can focus on understanding and comprehension.

- When comprehension is secure, the child will enjoy what they read.

- Secure phonics and fluency all reduce cognitive load.

## The Comprehension Bottleneck

The liquid inside the bottle represents cognitive load required for decoding. Where there is too much decoding, there will be a bottleneck in comprehension.
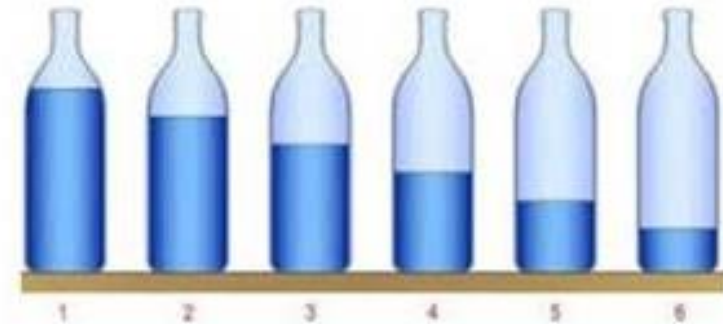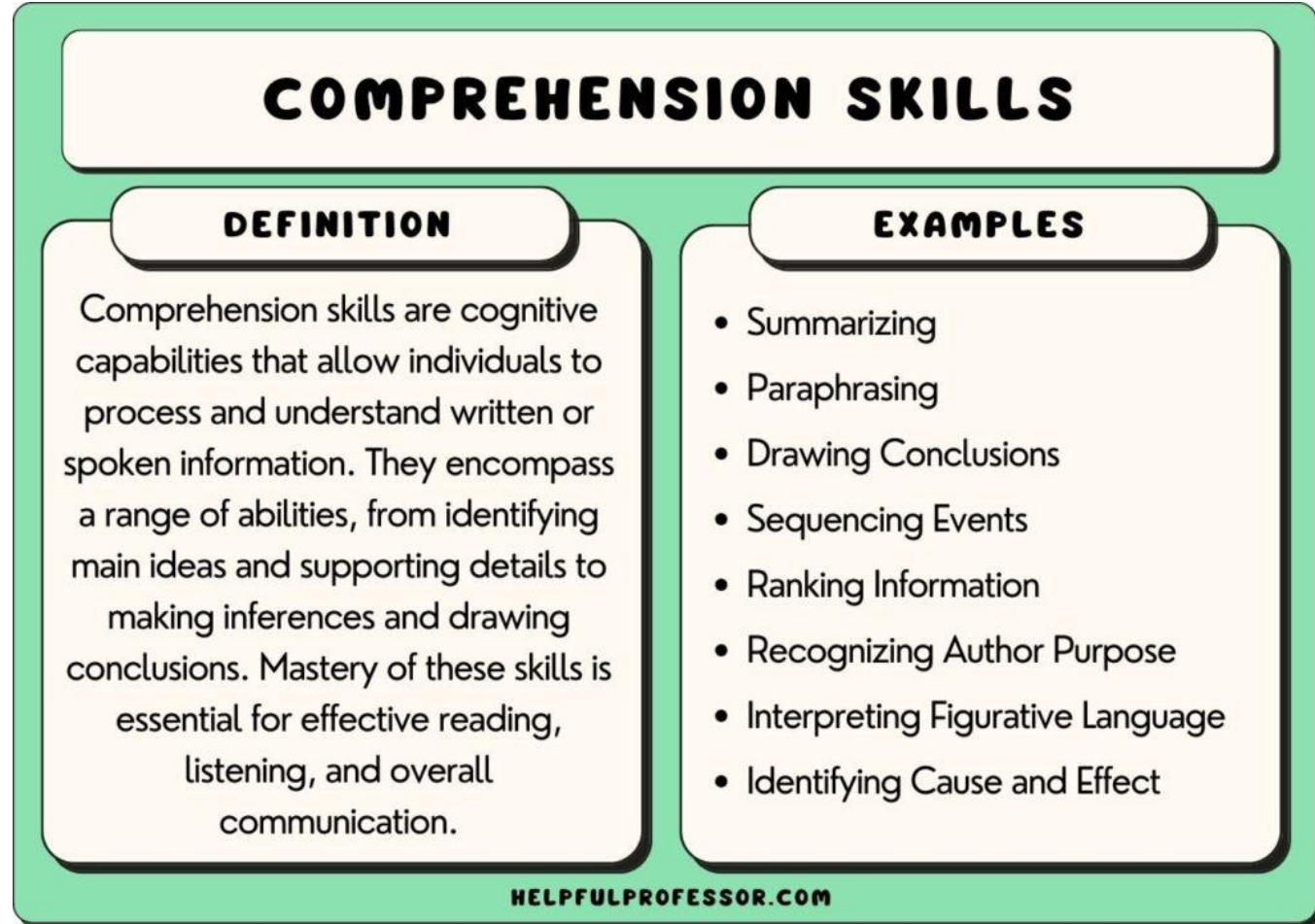
# Three ways you can help build fluency at home…

1.  **Read and follow** – the adult reads the text, and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.

2.  **My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.

3.  **Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.

# What is comprehension?

- This refers to the understanding of a text.

- There are cases of where children are able to read thanks to secure phonics knowledge and the ability to decode but do not understand what they have read.



## COMPREHENSION SKILLS

### DEFINITION

Comprehension skills are cognitive capabilities that allow individuals to process and understand written or spoken information. They encompass a range of abilities, from identifying main ideas and supporting details to making inferences and drawing conclusions. Mastery of these skills is essential for effective reading, listening, and overall communication.

### EXAMPLES

- Summarizing
- Paraphrasing
- Drawing Conclusions
- Sequencing Events
- Ranking Information
- Recognizing Author Purpose
- Interpreting Figurative Language
- Identifying Cause and Effect

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# Questions you can ask at home…

## Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words …… and …… suggest about the character, setting and mood?
- Which word tells you that….?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means……
- Find and highlight the word that is closest in meaning to…….
- Find a word or phrase which shows/suggests that……..

## Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that…
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of …… show that they are ……..
- How can you tell that……
- What impression of …… do you get from these paragraphs?
- What voice might these characters use?
- What was …. thinking when…..
- Who is telling the story?

## Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text.

## Explain

➢ Explain how content is related and contributes to the meaning as a whole.
➢ Explain how meaning is enhanced through choice of language.
➢ Explain the themes and patterns that develop across the text.
➢ Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ….. effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ….. have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ….. effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did…?
- How often…?
- Who had…? Who is…? Who did….?
- What happened to…?
- What does…. do?
- How ….. is ……..?
- What can you learn from …… from this section?
- Give one example of……
- The story is told from whose perspective?

## Summarise
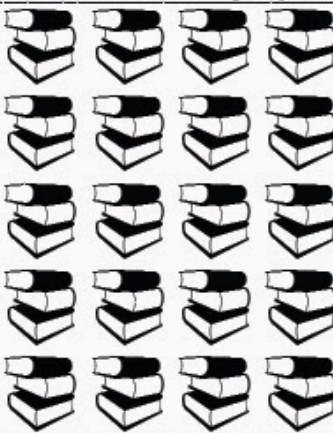
Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after …….?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

# Why is reading for pleasure vital?

## WHY READ 20 MINUTES AT HOME?

| Student A Reads | Student B Reads | Student C Reads |
|---|---|---|
| ❖ 20 minutes per day. | ❖ 5 minutes per day. | ❖ 1 minute per day |
| ❖ 3,600 minutes per school year. | ❖ 900 minutes per school year. | ❖ 180 minutes per school year. |
| ❖ 1,800,000 words per year. | ❖ 282,000 words per year. | ❖ 8,000 words per year. |
| ❖ Scores in the 90th percentile on standardized tests. | ❖ Scores in the 50th percentile on standardized tests. | ❖ Scores in the 10th percentile on standardized tests. |

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

| James | | Travis |
|---|---|---|
| reads 20 minutes per night, 5 times per week | | reads only 4 minutes per night ...or not at all |

**In one week:**

| 100 minutes of reading | | 20 minutes of reading |
|---|---|---|

**In one month:**
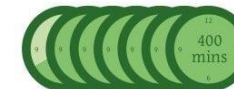
| 400 minutes of reading | | 80 minutes of reading |
|---|---|---|

**In one school year (9 months):**

| 3600 minutes of reading | | 720 minutes of reading |
|---|---|---|

**By the end of eighth grade:**

| 28,800 minutes of reading | | 5760 minutes of reading |
|---|---|---|

Which student would you expect to read better?
Which student would you expect to know more?
Which student would you expect to write better?
Which student would you expect to have a better vocabulary?
Which student would you expect to be more successful in school and life?
How do you think each student will feel about himself as a learner?

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## Benefits of reading for pleasure:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).

- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).

- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).

- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).

- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).

- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;

- Text comprehension and grammar;

- Breadth of vocabulary;

- Positive reading attitudes;

- Greater self-confidence as a reader;

- Pleasure in reading in later life;

- General knowledge;

- A better understanding of other cultures;

- Community participation; and

- A greater insight into human nature and decision-making.

# Impact of reading

| Amount of reading | 20 mins | 5 mins | 1 min |
|---|---|---|---|
| Number of minutes per year | 3600 | 900 | 180 |
| Number of words per year | 1.8 Million | 282,000 | 8000 |
| Hours read by the end of primary school | 851 | 212 | 42 |
| Performance on tests | 90% | 50% | 10% |

# During the Summer Term/Autumn Term:

Information regarding Little Wandle (Phonics scheme)