**Reception**

Reading with your Child

Parent Advice Booklet

Children’s neurological pathways multiply and develop faster in the first five years than at any other time in their life. The early years are critical for developing a lifelong love of reading. It’s never too early to begin reading to your child! The more you read to your child the larger their vocabulary will become.

**National Curriculum Expectations**

In the Foundation Stage, children will view, listen to and enjoy texts like picture books and rhymes. They begin to learn to read and create texts.

Children will communicate with others in familiar situations. They recognise rhyming words, syllables and sounds. They recognise letters and the most common sounds the letters make and begin sounding out words.

Children listen to and read stories, poetry and information books with pictures and familiar vocabulary that contain one or more sentences. They start to create their own texts orally, by presenting pictures or in writing.

**What you can do as a parent**

Read together every day

Read to your child every day. Make a routine, for example, read after a bath or before bed. Allow your child to read a book to you (either reading the words or tell the story using the pictures), then you can read the story back to them.

Involve the family

The more people that read to your child, the more literacy experiences they will be exposed to. Everyone tells a story in a different way (e.g. character voices). Have siblings, grandparents, aunties or uncles read to your child.

Read a range of texts

Recipe books, nursery rhymes, leaflets from the post or classic stories. The possibilities are endless.

Use audiobooks

Your local library offers a loan facility for you to borrow children’s books that contain a CD. Put this on while going on long drives in the car or make a cubby out of sheets where you and your child can sit quietly and listen to the audiobook.

Model your reading enjoyment

Tell your child how much you enjoy reading with them. Talk about story time as the favourite part of your day. Read books for enjoyment in view of your child.

Give your child a wide variety to choose from

Use the library and allow your child to pick out books that interest them. Make sure they have many texts types and genres to choose from.

Read it again and again

Go ahead and read your child’s favourite book for the 100th time!

**Phonological Awareness**

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| **At the end of the Foundation Stage, children should be able to:** | **To support these skills, you could do the following activities with your child:** |
| Identify and use rhyme, letter patterns and sounds in words. | Tell nursery rhymes and sing songs  Teach initial sounds and exaggerate sounds, such as mmmmmm.  Play games with rhyming words  Write stories together, gradually letting children write more and more as they become more confident with sounding out words and spelling tricky words. |
| Show evidence of sound and letter knowledge in their writing. |
| Start breaking words up into onset and rime e.g. s/at |
| Begin building familiar words that rhyme using onset and rhyme e.g. c/at |

**Tips when reading with your child**

Make it fun

Find a space where your child feels safe and cosy, snuggle up together. Put lots of expression in your voice while reading and laugh at pictures, stories and nursery rhymes. Role play the story. Dress up!

Chat

Discussing the content and meaning of books is an important part of reading. Chat about the book before, during and after reading. Encourage your child to share their ideas and ask questions about the book.

Track printing

Whilst reading, use your finger to track the words as you say them. Point out words in everyday life, for example places you visit and logos.