

Beaufort Primary School - Supporting your Reception child with Reading

Early Years Foundation Stage (EYFS) expectations – note at the end of Reception children are assessed against the Early Learning Goals.

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

Tips to help you support your child:

- Talk about what is happening in the pictures before you read a text.
- Discuss the meaning of words. Support your child with using a dictionary to explore words and their meanings.
- After reading a text, pretend that you have learnt a new fact and explain it.

Reception children are expected to:	To support this, you could say/ask:
Continue a rhyming string.	Read poems or play games like I know a girl whose name rhymes with Molly, Holly, Dolly – yes that’s right Polly.
Hear and say the initial sounds in words.	Ask your child what sound does dog begin with – yes that’s right – it begins with ‘d’.
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Say a sound and ask your child to pick it out from a selection of displayed flashcards. Use the cards to build words (you can make duplicate sets of flashcards to build words where phonemes are repeated) and encourage your child to segment and blend the sounds to read the words.
Links sounds to letters, naming and sounding the letters of the alphabet.	Sing an alphabet song. Keep practising this until your child is confident; then tell them that each letter has a sound and play a game, e.g. which letter has the sound ‘j’ (as in juh)...yes that’s right it’s the ‘j’ (as in jay).
Begins to read words and simple sentences.	Regularly practise reading their school reading book with your child and write simple captions for them to read, e.g. the cat sat on the mat.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Talk about a story – make predictions before reading and discuss what happened afterwards. Can your child retell the story in their own words? Can they remember information from a non-fiction book?
Enjoys and increasing range of books.	Praise your child for looking at a book by themselves. This is a good chance to ask if you can look at the book together. Read as many as you can together and often.
Knows that information can be retrieved from books and computers.	Look at a non-fiction book together, e.g. on mini-beasts. Ask your child, ‘Can you find out how many legs a butterfly has?’ Once they have found the picture and answered, use a computer with them and find out more information on butterflies.
Early Learning Goals for reading	
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.	Regularly do all of the steps above and practise their reading using their school reading book. Write simple captions for them to read daily, e.g. the cat sat on the mat; the dog is on the log; run to the den. Practise all of the ‘tricky words’ with your child, e.g. you, the, go, no, they, are, all, she, he, me, my, her. Children need to know these ‘tricky words’ by sight so you could play a quick fire game with them. After reading any book ask your child some questions about what happened in the story and see if they can answer you correctly.