

# Beaufort Primary School - Supporting your Nursery child with Reading

At Beaufort we believe that children who come from a language rich environment and read regularly are much more likely to achieve academically.

## Tips to help you support your child:

- Sing Nursery Rhymes together. Nursery Rhymes are great because they familiarise children with the features of a story, e.g. characters, setting, plot and structure.
- Share books and talk together as speaking and listening are the foundations for children's early reading and writing.
- Bring your child's library book back to school every Thursday so they can change it for a different book.
- Creative and imaginative play helps your child because when children play at taking in the role of another person or character, they begin to re-enact real life scenarios or elements of a story.
- One of the first words your child will learn to read is their name: write their name often with them. When you bring your child into school, help them to find their name card and write their name with them.
- Most importantly enjoy reading together. What could be nicer than snuggling up together sharing a book?

Nursery children are expected to:	To support this, you could say/ask:
Has some favourite stories, rhymes, songs, poems or jingles.	Read stories every day. Sing Nursery rhymes together. Make reading books a special activity, e.g. at bedtime.
Fills in the missing word or phrase in a known rhyme, story or game.	You could pause to allow your child time to fill in the rest of the rhyme, e.g. Humpty Dumpty sat on a . . . Humpty Dumpty had a great . . .
Enjoys rhyming and rhythmic activities.	Reading poems or playing games like I know a girl whose name rhymes with Molly, Holly, Dolly – yes that's right Polly.
Shows awareness of alliteration.	Try saying tongue twisters together, e.g. she sells sea shells on the sea shore. This can be lots of fun and will emphasise the initial sound, e.g. s in this case.
Joins in with repeated refrains and anticipates key events and phrase in rhymes and stories.	Encourage your child to join in with phrases, e.g. I'm Stick Man. I'm Stick Man, I'm Stick Man that's me.
Beginning to be aware of the way stories are structured.	Talk about what happening in the beginning, the middle or the end of the story. Or you could use story phrases like: Once upon a time... they all lived happily ever after.
Suggests how a story might end.	Before turning the last page of the book ask your child what they think might happen in the end?
Listens to stories with increasing attention and recall.	After reading the story check how much your child remembers, e.g. what did the three bears do first?
Describes main story settings, events and principal characters.	Encourage your child to introduce the characters in the story, e.g. there were three billy goats, a big billy goat, a medium sized billy goat, a baby billy goat and a nasty troll.
Shows interest in illustrations and print in books and print in the environment.	Talk about the pictures, e.g. what is the rabbit doing? What time of day is it?
Recognises familiar words and signs such as own name and advertising logos.	Draw attention to signs, e.g. McDonalds, Costa and ask your child what it says. Remember to praise them, e.g. well done you read KFC!
Looks at books independently.	Praise your child for looking at a book by themselves this is a good opportunity to ask if you can look at the book together.
Handles books carefully. Holds books the correct way up and turns the pages.	It is important for children to learn how to look after books and turn the pages carefully.
Knows information can be relayed in the form of print.	Simply saying this book is called The Gruffalo. Or that says Little Red Riding Hood.
Knows that print carries meaning and in English is read from left to right and top to bottom.	Use your finger to point under the words so that your child can begin to understand you are pointing to the word being said.