

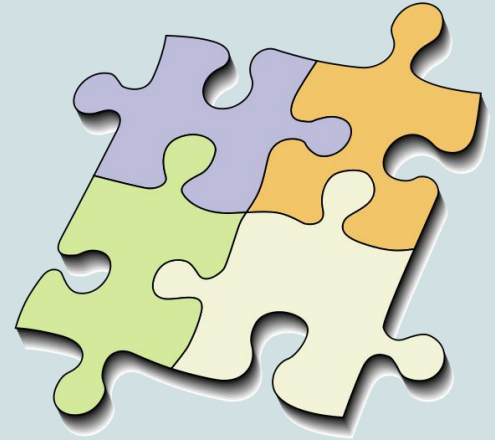
# Early Reading Skills



## Pre-reading skills

Puzzles and shape sorters so they are looking at the shape and order of pieces that fit together.

Run your finger along the words from left to right when you are reading so your child knows which way the writing goes. Spot letters they know e.g. in their name.



# Birth to 1

Imitates spoken sounds and responds with sounds.

Reaches for pages, turns them, touches them.

Responds to stories and looks at pictures.

Play games such as 'peek-a-boo'.

## Age 1-3

Identifies known books and requests them.

Turns pages of a book in correct order.

Points to objects and pictures corresponding to words.

Pretends to read.

Listens to stories and talks about characters.

Scribbles on paper as drawing or writing.

## Age 3-4

Listens to and talks about more complex books.

Choose and looks through books independently.

Recites/sings the alphabet and plays rhyming games.

Makes symbols that look like writing.

Recognises signs and logos as whole words.

Identifies some letters and letter sounds.

## 1. Oral language

With excellent communication skills, your child has a better chance of excelling at reading, including comprehension. Your child is also more likely to enjoy the task, relate to the characters in the stories, and build listening and attention skills,

2 - **Phonological awareness.** Play with language. Hear the sounds in words. Read stories and sing nursery rhymes to learn them e.g. Make up words of your own, create word riddles, sing, read nursery rhymes, or task your child with changing the beginning or the ending of words like top, pop, hop or hit, him, hill.

## 3. Print awareness

You can't expect your child to be motivated to read if you don't put the written word in front of them. If they have absolutely no awareness of books, they won't have any interest in them at all. Shopping lists, signs on roads etc, welcome to Wales signs etc.

4 **Narrative skills** - retelling a story with a silly ending. Reading same story over and over again until your child knows it by heart. Boring for you but vital for them to learn the language of stories.

In School



## How we teach it:

In Nursery - those who are ready or who are moving to Reception in September will start to work in small 'sounds' groups to play games, have a sound of the week, hear the sound in words and practise forming it in sand, paint, salt, shaving foam etc. Very holistic.

In Reception - All children are introduced to the first sounds at the start of Reception. They are then assessed and grouped into one of four groups so that they work at their own pace, building on the skills they have already acquired.

Children will then be regularly assessed so that they can move between groups and always maintain the right balance of support and challenge for them.



# Read Write Inc scheme

Details of the letter formation and  
sounds on the website and sent  
home

[www.ruthmiskin.com](http://www.ruthmiskin.com)





Up we go... round the apple and  
down the leaf.... And off we go!



Please use lower case  
letters and sounds  
except for a name.



Isora butterfly

Isora tree

Isora mushroom

Isora pink flower

Isora feel and Isora ~~tree~~ <sup>tree</sup> here

Isora yellow ~~tree~~ and Isora ~~tree~~ here

~~Isora~~ Isora ~~tree~~ here

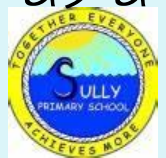
and Isora ~~tree~~ here

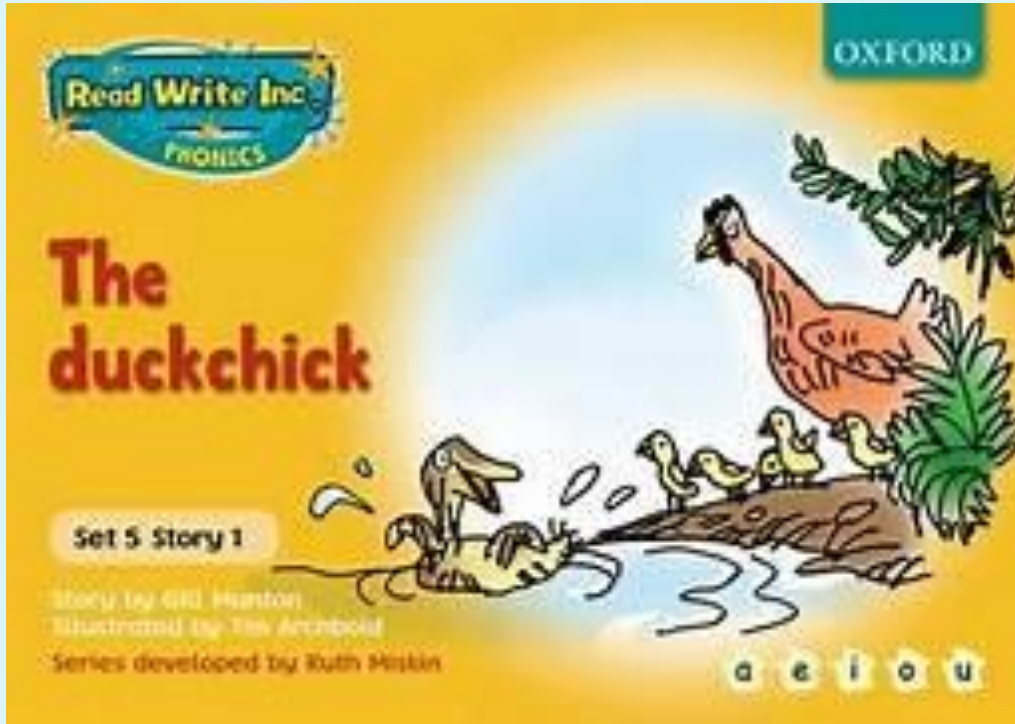
Let children spell phonetically if it is a word they are just starting to write. Help if the phonic sound is wrong. Only need to start correcting spelling when they are confident reading the tricky words and can have a go.





As soon as they know some sounds they are ready to blend and read some simple words. Maybe just a few but they will start to see themselves as a reader.

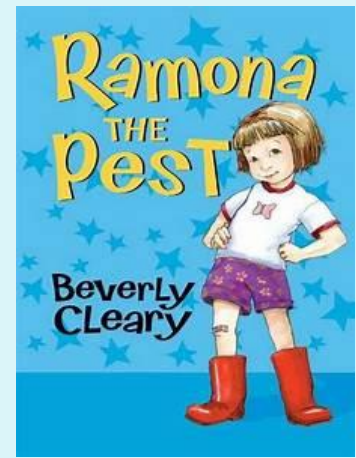
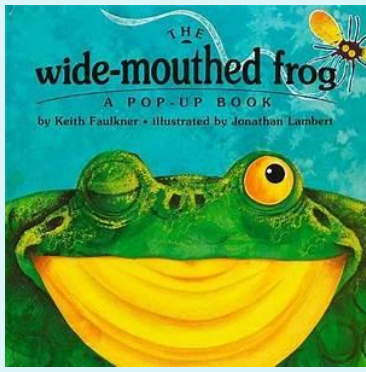




Break tricky words down into shorter parts. Give them time to sound it out, lots of encouragement and praise. Use the pictures for clues.







Read stories!

