

Promoting a love of books and reading with younger children

# Why is reading to children important?

Supporting cognitive development – remembering, problem solving and decision making

Improved language skills - introduces children to a wealth of vocabulary that they would not be able to access themselves

Developing a bond

Increased concentration – they are able to focus for the duration of short stories which can be increased as appropriate

Improved imagination and creativity

Cultivating a life long love of reading

CHILDREN ARE  
MADE READERS  
ON THE LAPS  
OF THEIR PARENTS.

- EMILIE BUCHWALD



*Reading*  
SHOULD NOT BE  
*Presented*  
TO  
*Children* AS A  
**CHORE OR DUTY.**  
IT SHOULD BE  
*Offered*  
AS A  
*Precious*  
**Gift.**



- KATE DICAMILLO



# How do we promote an enjoyment of reading in school?

Daily stories read to the children- trialling voting

Using a range of texts to inspire Literacy Lessons

Investment in new and more engaging books for reading sessions

World Book Day/Week

Well resourced reading areas

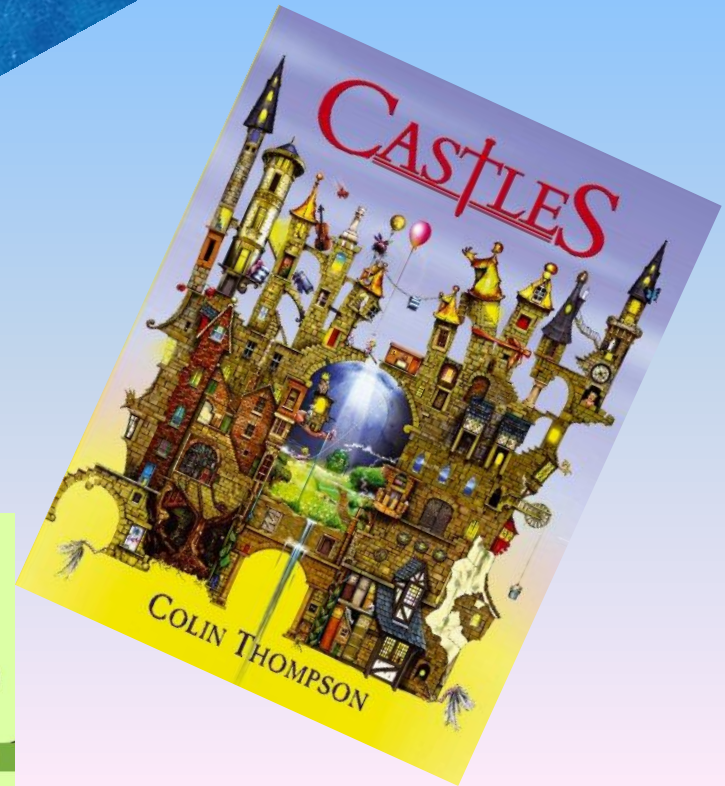
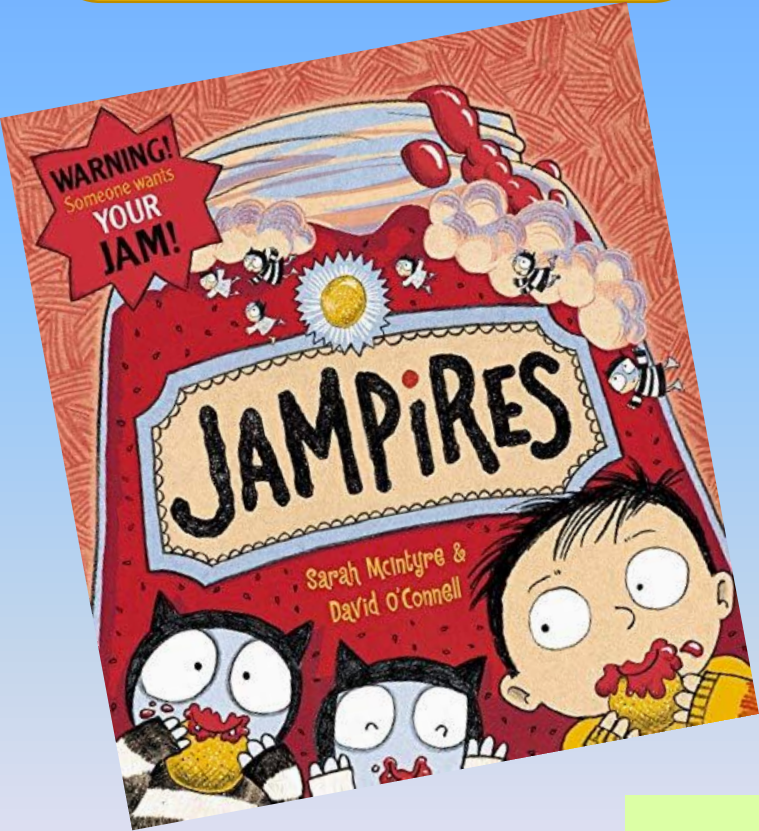
Inspirational author visits

The book bus

Book to share boxes



Class Copies of a range of texts in Year 2 for their transition to whole class guided reading



# Ideas for Promoting a love of reading at home

Sharing picture books with your children

Make sure that reading is part of your daily routine

Don't forget to share a range of texts

Change up where you read

Show them that you like to read too!

Use the books as ideas for fun activities

- The tiger who came to tea
- The three little pigs

Audiobooks for the car

# Ideas for Promoting a love of reading at home

## Trips to the library to create a themed bookshelf

Spring	Summer	Autumn	Winter
Valentines Day (love, friendship), St Patricks Day, Earth Day, St George's Day	Sports	Back to School, celebrating differences	Arctic Animals
Easter	Holidays, countries, transport	Harvest, Fire safety, bonfire night, Diwali , Remembrance	Snow and Ice stories
Life Cycles	Beach and sea animals	Hibernation	Christmas, New year, new beginnings, Chinese New Year



# Create Reading dens and nooks

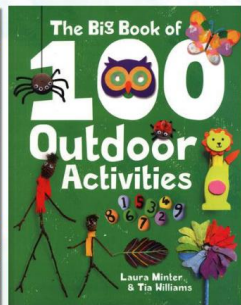
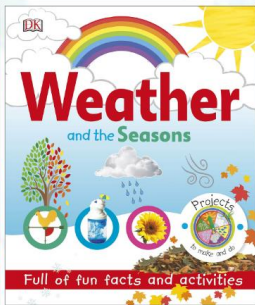
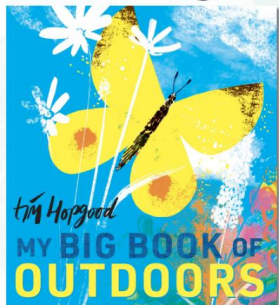


Follow your local library on social media to keep updated with upcoming events

Surrey Culture Explorer Passport  
Challenge 14

# NATURE

Challenge



THESE AND MORE ON OUR CATALOGUE

READY FOR AN ADVENTURE?



# FUN PALACES

**FREE EVENT!**

**Saturday 1 October**

**At Chertsey Library**

*In partnership with Runnymede Council and Home Instead*

10:15—10:45 : **Pebble Rhymetime**

11.00—12.30 : **Face-painting, Nail bar and Craft events**

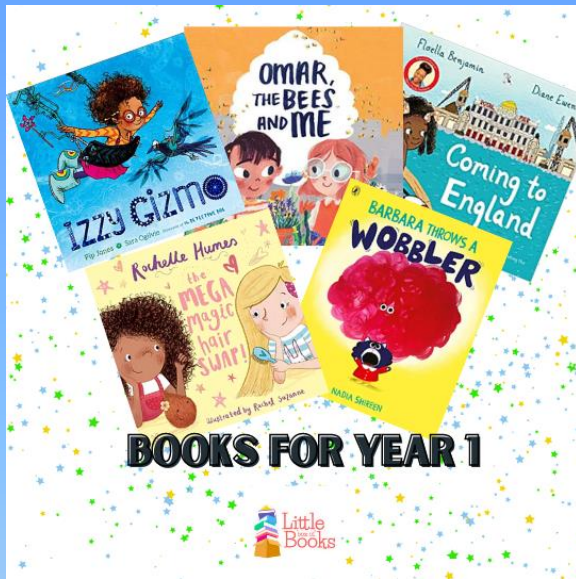
12.45—13.45 : **Science experiments**

*And more...*

*With special appearance from Surrey Fire and Rescue with their fire engine!*



# Subscriptions and gift ideas



The Little Box of Books  
Use for ideas or gift boxes

<https://littleboxofbooks.co.uk/>

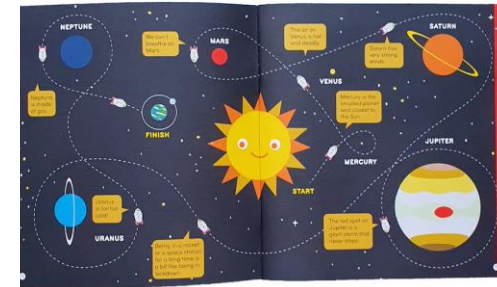


<https://love-myread.com>



Okido Science based magazine  
for 3 to 7 year olds

No plastic



<https://store.okido.com/pages/shop>

## 4 GIFT CHRISTMAS CHALLENGE

SOMETHING THEY  
**WANT**  
SOMETHING THEY  
**NEED**  
SOMETHING TO  
**WEAR**  
SOMETHING TO  
**READ**



gracefaithcompassion.com

Brilliant  
Brainz  
Magazine  
for 6 to 12  
year olds



<https://www.brilliantbrainz.com/>

# Upcoming Events

## National Poetry Day Competition

Thursday 6<sup>th</sup> October

Theme – The environment

**Teachers** will be sharing their favourite poems in collective worship daily.

**Children** will be challenged to write a poem about the environment for their home learning this week.

5 poems will be chosen to read their poems in a celebration assembly (their parents/family will be invited) . Children will receive a small prize and the 5 poems will be put onto the website and shared in a newsletter.



<https://childrens.poetryarchive.org/explore/>

<https://www.youtube.com/c/MichaelRosenOfficial>

# Upcoming Events

## October Half Term Reading Challenge Adopt a Reading Bear

We need your help!

-Children to donate a washed teddy bear (or two) to the school (date to be communicated)

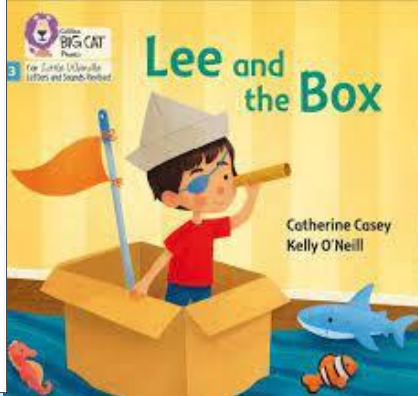
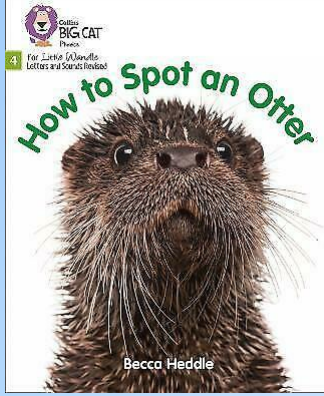
-We will then line them up in the library and each KS1 class with the help of our library leaders will child will adopt a brand new bear and tag it on the last week of the term

-Their challenge is to read and share books with the bear over half term

We'd love to see photos



Before you go...



# Phonics and Early Reading



## Contents

[New validation process](#)

[List of validated systematic synthetic phonics \(SSP\) programmes](#)

[Information for schools](#)

[Support for schools](#)

[Previous SSP programme validation routes](#)

## New validation process

By ensuring high-quality phonics teaching the government wants to improve literacy levels to:

- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

## Why Little Wandle?

Training for all staff to ensure consistency

Every aspect of phonics and reading is planned using a detailed and systematic approach - focus on avoiding cognitativ

Engaging resources for children








Repetition for practise

Comprehensive system for identifying and supporting children who require additional help

Free support and resources for parents

# Weekly grid Reception phase 2

# Autumn 1 week 5

Lesson focus	 Revisit and review	 Teach and practise								 Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Spelling	Oral blending game
h helicopter	s t p d g o c k c k u e r	Open your mouth and breathe out sharply <b>h h h</b>	hat hammer house helicopter	h helicopter 	Down, up and over the helicopter.	<b>Review:</b> r-a-n d-u-ck t-e-n <b>New:</b> h-a-t h-u-g h-o-t	ran duck ten red hat <b>Independent:</b> dog cup	<b>New:</b> the* <b>Review:</b> I is	dog	<b>Can you touch your ... ?</b> l-e-g a-r-m h-ea-d ch-i-n f-oo-t
b bear	s t p d g o c k c k u e r h	Put your lips together and say <b>b</b> as you open them <b>b b b b</b>	ball bus bird bear	b bear 	Down bear's back, up and round his big tummy.	<b>Review:</b> h-i-t s-a-d g-o-t <b>New:</b> b-i-g b-e-d r-u-b	hit sad got hug big <b>Independent:</b> ten pet	<b>New:</b> the* <b>Review:</b> I is	ten	<b>Blend from the box</b> l-o-ck n-e-ck g-l-ue e-gg
f flamingo	g o c k c k u e r h b	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffffff</b>	fish frog flower flamingo	f flamingo 	Down the flamingo's neck, all the way to its foot, then across its wings.	<b>Review:</b> b-i-g m-u-ck c-a-p <b>New:</b> f-a-t f-i-t f-i-n	big muck cap bat fit <b>Independent:</b> red get	<b>New:</b> the* <b>Review:</b> I is	red	<b>Can you do the actions?</b> r-e-a-ch up high stand on one l-e-g m-a-r-ch like the Grand Old Duke of York h-o-p
l lollipop	g o c k c k u e r h b f	Open your mouth a little; put your tongue up to the top of your mouth behind your teeth and press <b>llll llll llll</b>	leaf lips lemon lollipop	l lollipop 	All the way down the lollipop.	<b>Review:</b> f-a-t r-u-b h-o-t <b>New:</b> l-o-g l-u-ck l-i-p	fat rub hot pick log <b>Independent:</b> mum nod	<b>New:</b> the* <b>Review:</b> I is	mum	<b>What's that noise?</b> What sound does: a s-n-ai-k (snake) make? a f-r-o-g make? a d-u-ck make? a c-a-t make?
Review	g o c k c k u r h b f l	<b>Graphemes to display:</b> h b f l		<b>Match initial sound of object to grapheme:</b> hammer house ball bear frog flamingo lollipop lemon		<b>Review:</b> h-u-g b-i-g f-a-t l-u-ck	hug big fat luck bed <b>Independent:</b> duck kid <b>Play Change it:</b> cat can man map mop hop hot hat cat	<b>Review:</b> the* I is	kid	<b>Blend from the box</b> h-a-t b-u-s f-i-sh l-ea-f



## How do we teach phonics with Little Wandle Letters and Sounds?

Daily sessions

Whole class learning

Specific order of teaching that is repeated daily to manage cognitive load

Using specific vocabulary  
Grapheme - letter shape  
Phoneme - Sound of the grapheme

Segmenting and blending practise

Regular keep up sessions for children who need additional support

Use the recommended resources throughout the day

Avoiding schwaring



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



*Practice makes permanent*



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soap that goat



sheep in a jeep



zoom to the moon



hook a book

R Au1 extra

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R Au1 extra

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R Au1 extra

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R Sp1 wk1

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• — •

R Sp1 wk1

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sheep

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R Au1

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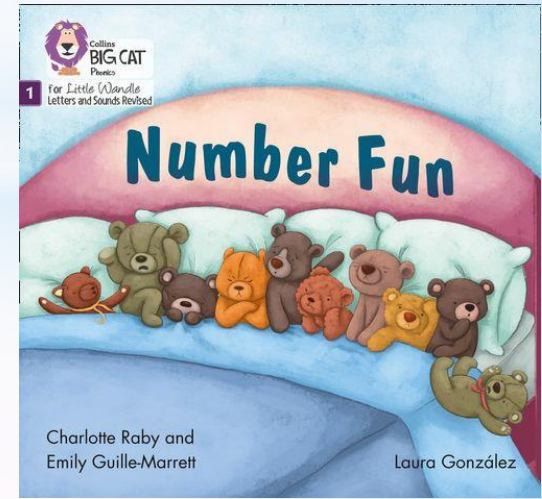
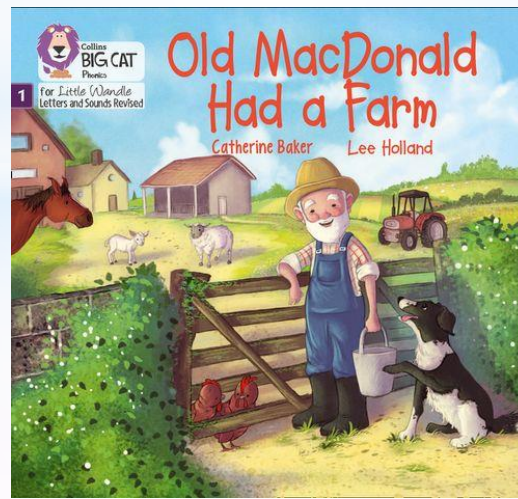
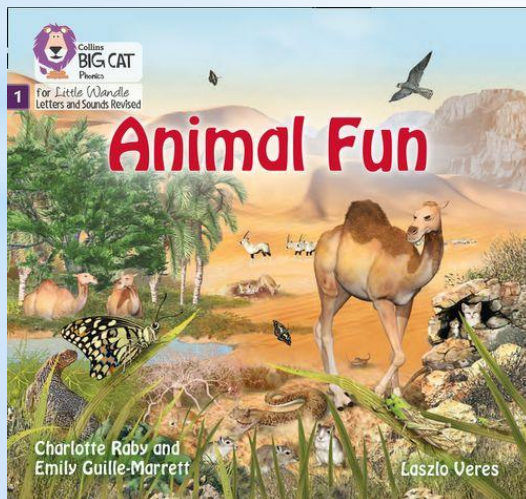
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Once children have a secure knowledge of a number of GPC's (Grapheme Phoneme Correspondences) and are confidently blending, they will be ready for reading books.

The aim is for children to be blending my Christmas.

Prior to this they will have been using wordless books which develop great language skills and teach children the layout of books and how to handle books



# READING



GIVES US  
A PLACE TO GO  
WHEN WE  
STAY  
WHERE WE ARE

# Reading

Reading should be enjoyable

Learning to read should be a positive experience

We want children to love reading and be confident readers

We want children to read for pleasure

Reading underpins children's access to the curriculum and can impact on their achievement

*There is no such thing*  
**AS A CHILD WHO HATES**

**TO READ,**  
*there are only children*  
**WHO HAVE NOT FOUND**  
**THE RIGHT BOOK.**

*-Frank Serafini*





# How we teach reading

## The biggest change...

Reading is...	Books are...
Timetabled as small group reads two times a week	Matched to children's secure phonic knowledge and word reading
Taught by a teacher and/or teaching assistant	Read two times a week in school with physical books
Focussed on 3 skills -Decoding -Prosody & Comprehension	Available as e-books for parents to read weekly Children should feel really confident with the book by the time it is released for home.
	Read with at least 90% accuracy

### 'Decodable' books and texts

Experienced readers can decode the specialist words in a book about advanced physics, even if they cannot understand them. However, most texts are not decodable for children who are beginning to learn to read.

The national curriculum says that pupils should be taught to:

... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.<sup>65</sup>

This is why schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1000986/Reading\\_framework\\_Teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_July-2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)

## How will this work?

Children are assessed daily during teaching to identify gaps and formally every 6 weeks. The LW assessment tool then matches which books should be allocated for their child's secure phonic knowledge

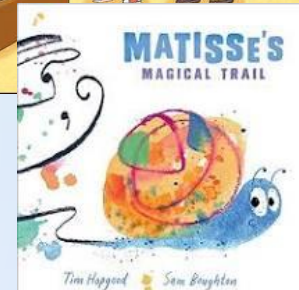
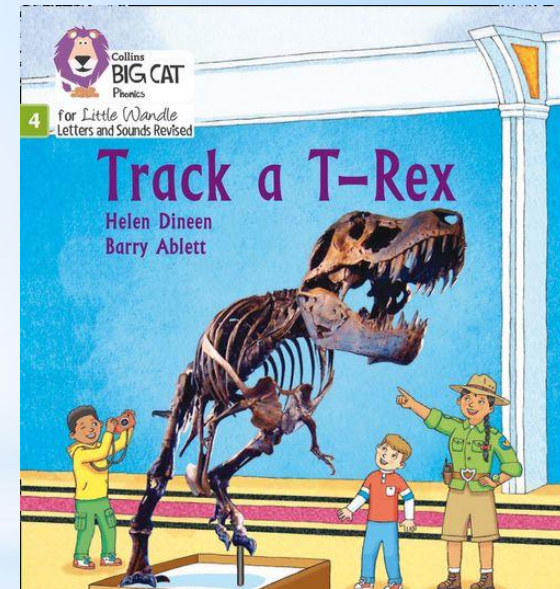
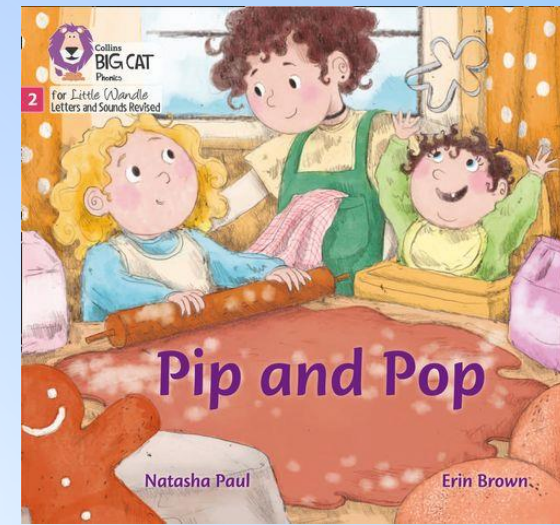
Children will read their book 2 times in school and then will have access to the eBook to read at home

You can then share and discuss the books using the helpful prompts at the front and back and celebrate your child's successes

Teachers will make a star and next step comment and would love to know how you got on with the third read at home

A 'book to share' will be sent home weekly for your child to enjoy to develop their reading for pleasure.

Children will not be able to read this book independently but these books offer a wealth of opportunities for talking about the pictures and enjoying the story or information text.



	Our timetable for reading (in Reception)			
	Monday	Wednesday	Friday	The Weekend
School	-All children will read and focus on the first skill: Decoding	All children will read and focus on the second and third skill: Prosody & Comprehension	All children will Feedback in the yellow diary will be given as... -One star comment -One next step	The eBook that the children have read during the week will be released to read at home for a third time.
Parents/Home	Book to share box outside Rabbits to choose  Access to eBooks released to date	Please make sure yellow diaries are handed in with the home learning.  Access to eBooks released to date		Read the book released with your child between Friday and Wednesday am -Let us know how your child got on in the yellow diary.

## What can parents do to help at home?

Read the ebooks and celebrate your child's successes

Share books for pleasure, visit the library or a book shop

Watch the videos and supporting resources on the Little Wandle website

Familiarise yourself with the pronunciation of sounds

Check the weekly homework and sheets for information linking to the sounds taught that week



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### For parents



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

# Questions?