

**Colham —
— Manor**
Primary School
Aspire, Achieve, Thrive

EYFS Early Reading Workshop

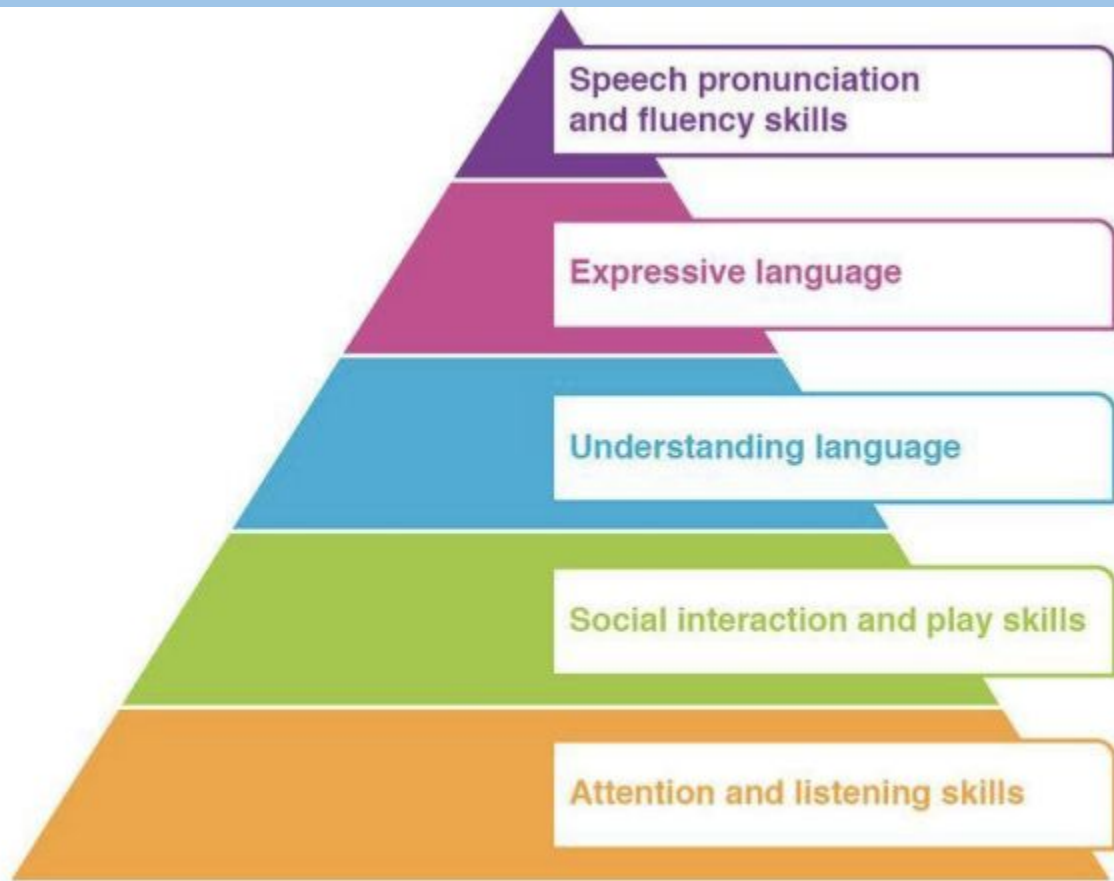
Tuesday 21st January 2025

Research tells us that by:

- ?? years – 75% of a child's brain growth has occurred.
- ?? years – a child's vocabulary can predict his/her educational success and outcomes at age 30.

Research tells us that by:

- 2 years – 75% of a child's brain growth has occurred.
- 5 years – a child's vocabulary can predict his/her educational success and outcomes at age 30.



Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding - Children at the expected level of development will:

• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking - Children at the expected level of development will:

• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

[Let's Communicate! | Colham Manor Primary School](#)

^^ Communication: Attention and Listening

Early Learning Goals

Literacy

ELG: Comprehension - Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading - Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

[Rhyme Time | Colham Manor Primary School](https://www.colhammanorprimary.com/eyfs-early-reading-phonics/)

^^ Rhyme Time

<https://www.colhammanorprimary.com/eyfs-early-reading-phonics/>

^^ EYFS Early Reading

What are we reading at school?

[EYFS Curriculum Plans | Colham
Manor Primary School](#)

The Power of Reading

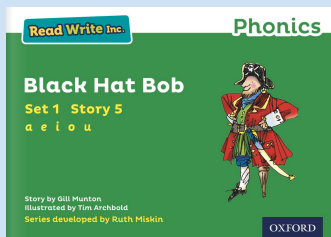
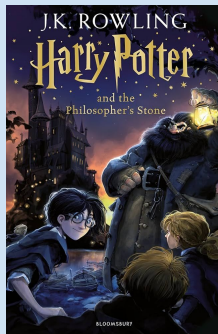
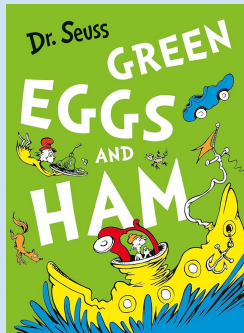
Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Reading

Reading is the broader process of understanding written language. It includes decoding words and comprehending their meaning.

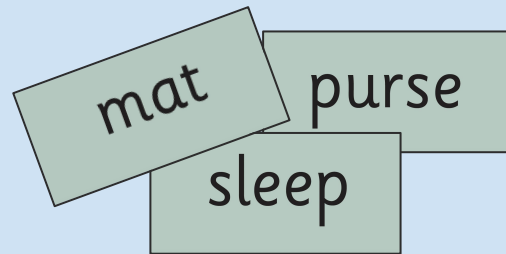
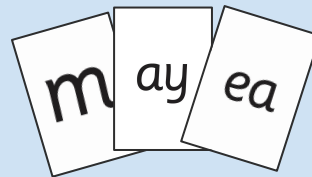
The ultimate goal of reading is to extract meaning from text, not just to recognize words.



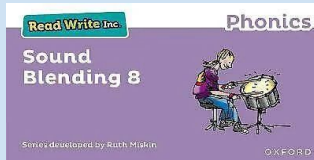
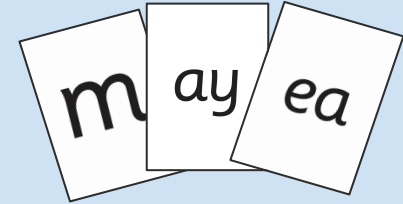
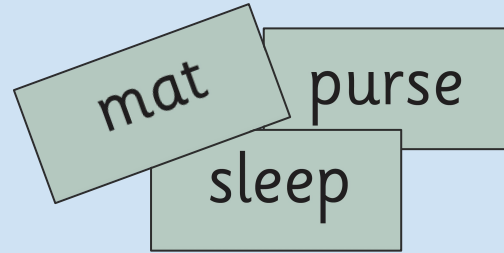
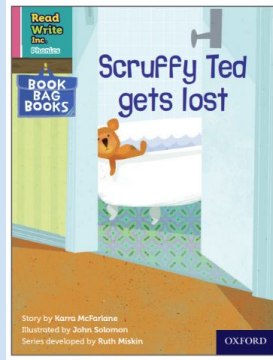
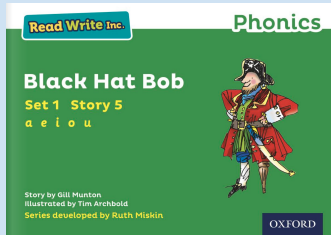
Phonics

Phonics is a method of teaching reading and spelling by focusing on the relationship between sounds (phonemes) and letters or groups of letters (graphemes).

It helps learners decode words by understanding how letters combine to produce sounds, enabling them to read unfamiliar words.



How do we teach phonics at Colham Manor?



Why should you read with your child?

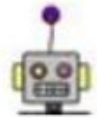


Experts in literacy are unanimous in their belief that parents should read with their children.

The power of the parent-child bond has a positive effect on a child's attitude towards reading and their ability to read.

The following suggestions that you will hear about today to help make reading both a pleasure and a learning experience!

Ways to promote a love of reading

- Introduce them to books at a young age. Create the right atmosphere. Find a comfortable and quiet place to look at books.
 - Read them a bedtime story every night.
- Let them pretend to read. If your child is familiar with books, they will get on better when they start school.
- Help your child to join in with reading. Let them turn the pages and guess what happens next.
 - Use funny voices, toys and actions to make the characters come alive.

LEVEL	LOOKS LIKE	WHAT NEXT?
Robot 	Sounds out most words which results in child not remembering/understanding what they've read	Help child develop confidence by asking to read the page another 2 or 3 times to build fluency, confidence and comprehension
Snail 	Reads slowly but accurately, sounding out unfamiliar words, ignoring punctuation and reads with no expression	Show child how to read aloud, considering punctuation (. , ! ?) and how this might make you pause, become louder or change tone. Also read in role (like the characters). Ask child to copy you
Superhero 	Reads accurately and with appropriate speed. These readers will speak like the characters	Fantastic! Listen to child read aloud/perform. Share their love of reading with them