

Ready for reading

Where words come from and how this helps reading

Working with 3-5 year olds



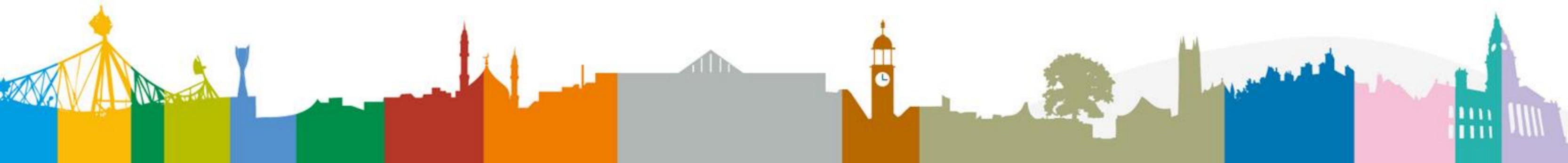
What is reading in the EYFS?



To be able to read, children need to be able to do 2 things:

- Read the words on the page
- Understand and talk about what they are reading

Our EYFS Provision needs to prepare our children for both



Understanding The Words

Children need to be able to

- Use book behaviours (**know how a book works**)
- Understand word meaning (**vocabulary**)
- Gain meaning from the pictures (**link to what they already know**)
- Know that words have different meanings (**expression**)



Book Behaviours

- Listening and attention from beginning to end
- Understand how books are organised
- Turn the pages to find out what happens next
- Flick through to find a favourite page



Introducing Vocabulary

- Understand everyday words
- Begin to understand new words
- Understand that words work together



Talk About Reading



Use language to talk about the pictures

Link what they see to their own experiences or other stories

Retell a story or facts from a book, without the presence of pictures

Use expression to bring meaning to the words



Reading the words

- All schools use Phonics to teach word reading
- A step-by-step method that prepares the children for is essential



Half of our reading provision

Should prepare.....

- Ears for hearing and remembering sounds
- Eyes for seeing and remembering letter shapes
- Mouths for saying sounds, words and sentences



Terrific Takeaways

- What 3 things will you take away to work on from each of the reflection points
- Which three games are you going to take away and use?



Children need to understand and talk about what they are reading

What you'll learn

- How preschoolers learn to transfer what they know to understanding and retelling stories.
- Why building better vocabularies prepares preschoolers to be amazing readers.
- How to create an environment where your children talk about reading all day, every day!





Building Banks of Words

To understand what they read....

Children aged 6 need to understand and use 14, 000 words.

From 18 months, children need to be learning 8 new words every day!

It's our job to help them get there.



The process of learning a new word

1	2	3	4	5
I've never heard it before	I've heard it, but I don't know	I recognise it in context, it has something to do with...	I know it.	I use it



How 3-5 year olds build words

- Looking
- Hearing and Listening
- Concentrating

Leads to.....

- Understanding more Words
- Remembering more Words
- Understanding longer sentences
- Using new words in more complex sentences



Understanding and using words

Starting with 2-3 word utterances

Jaden Juice, Me want drink

Communicating meaning through a series of sentences

I am really thirsty. Can I have some water please?

We are developing....

More words matched to concepts through sensory experiences.

Longer sentences to express ourselves more clearly.



Understanding and using words

- Words in books help children to build words in real life.
- Books provide exposure to words we don't use everyday.
- We need to hear these words at least 6 times before it becomes embedded, so rereading books is essential .



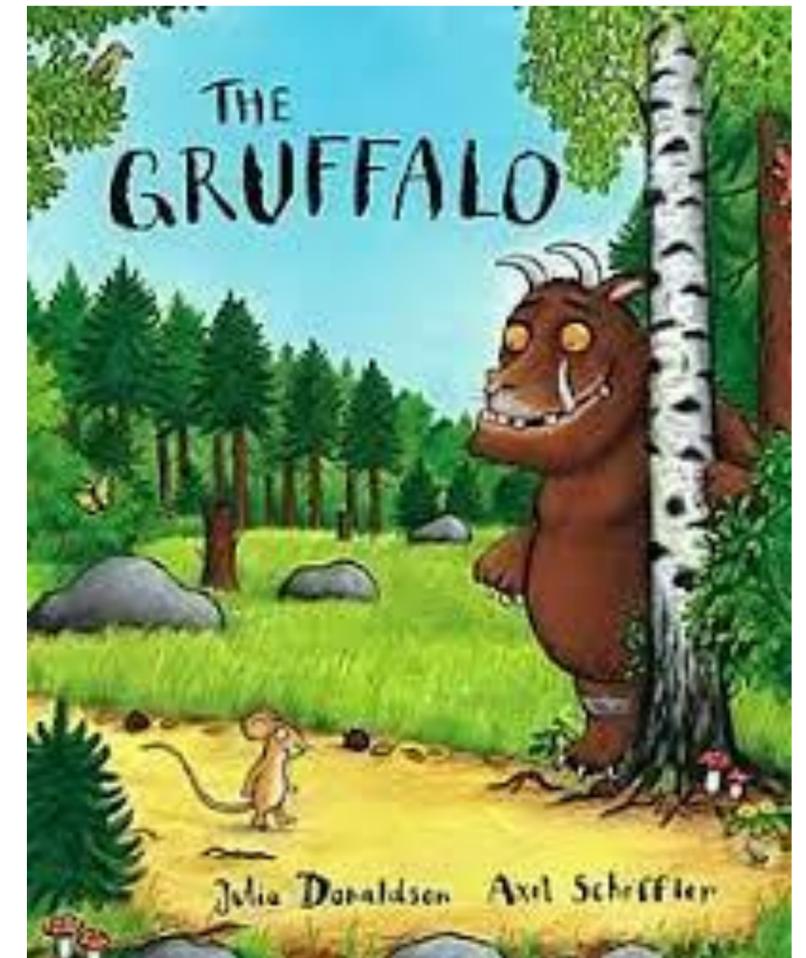
The key to understanding what we read

Start Well Stories!

“The mouse took a **stroll through** the deep dark **wood**.”

“He has **terrible tusks**.”

“A **poisonous wart** at the **end** of his nose.”



Multiple multisensory encounters

Understanding new words needs to build on words we already know.

**Remember the 5 Golden
Rules:**
Model and Extend





Experience and Exposure

The Button Box

large
small
tiny
middle sized
holes
shiny
sparkly
metal
plastic
material / fabric
shape

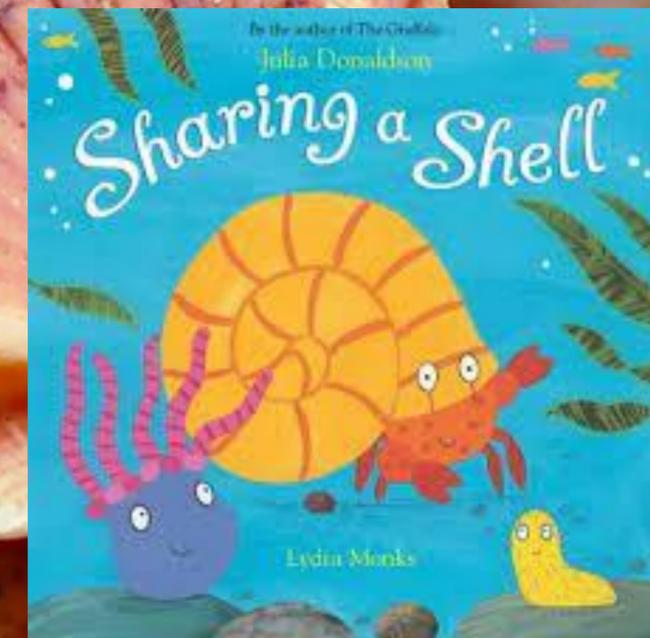


**Remember the 5 Golden
Rules:**
Model and Extend





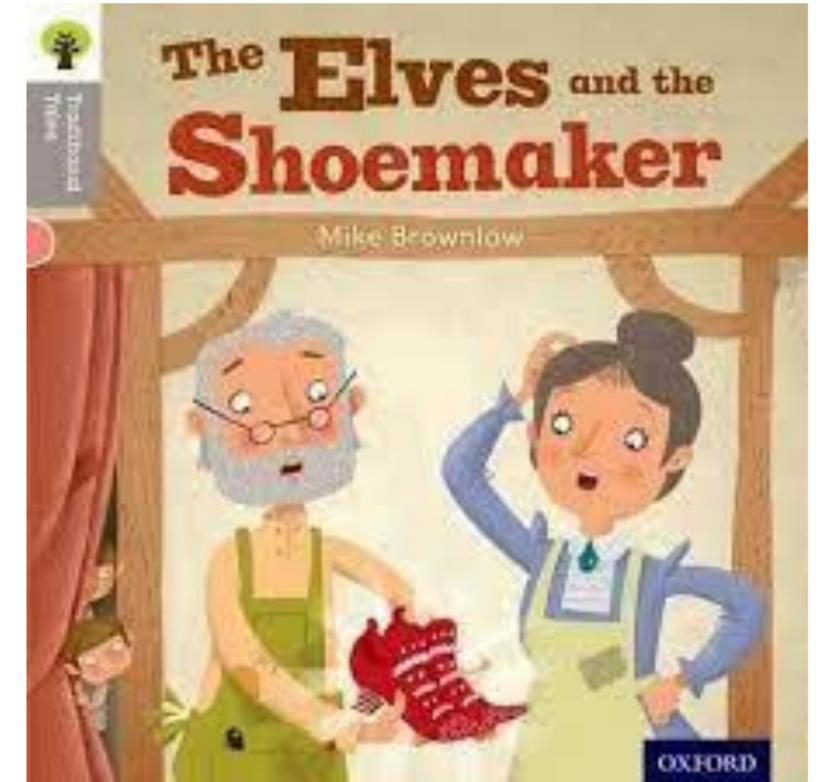
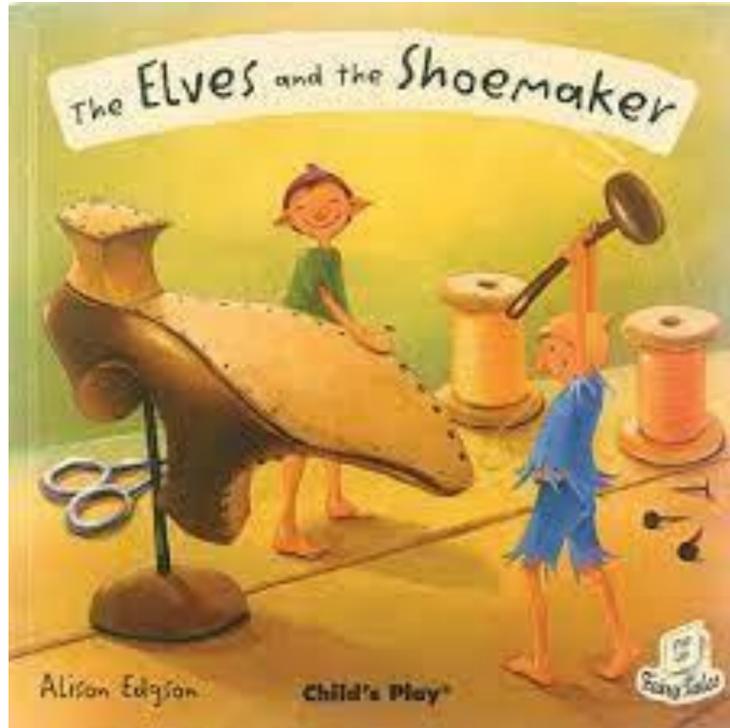
Experience and Exposure





Building categories of words

Remember the 5 Golden Rules:
Model and Extend



Organising Words

As we learn to understand banks of words, we need to categorise and organise them in the brain.

This helps us to find them in the right place, and at the right time, later.



What's in your filing cabinet?

Fruit



We only recall what we know

Strawberry

Banana

Apple

Grapes

Melon

Pear

Pineapple

Papaya

Guava

Dragon Fruit

Passionfruit

Pomegranate

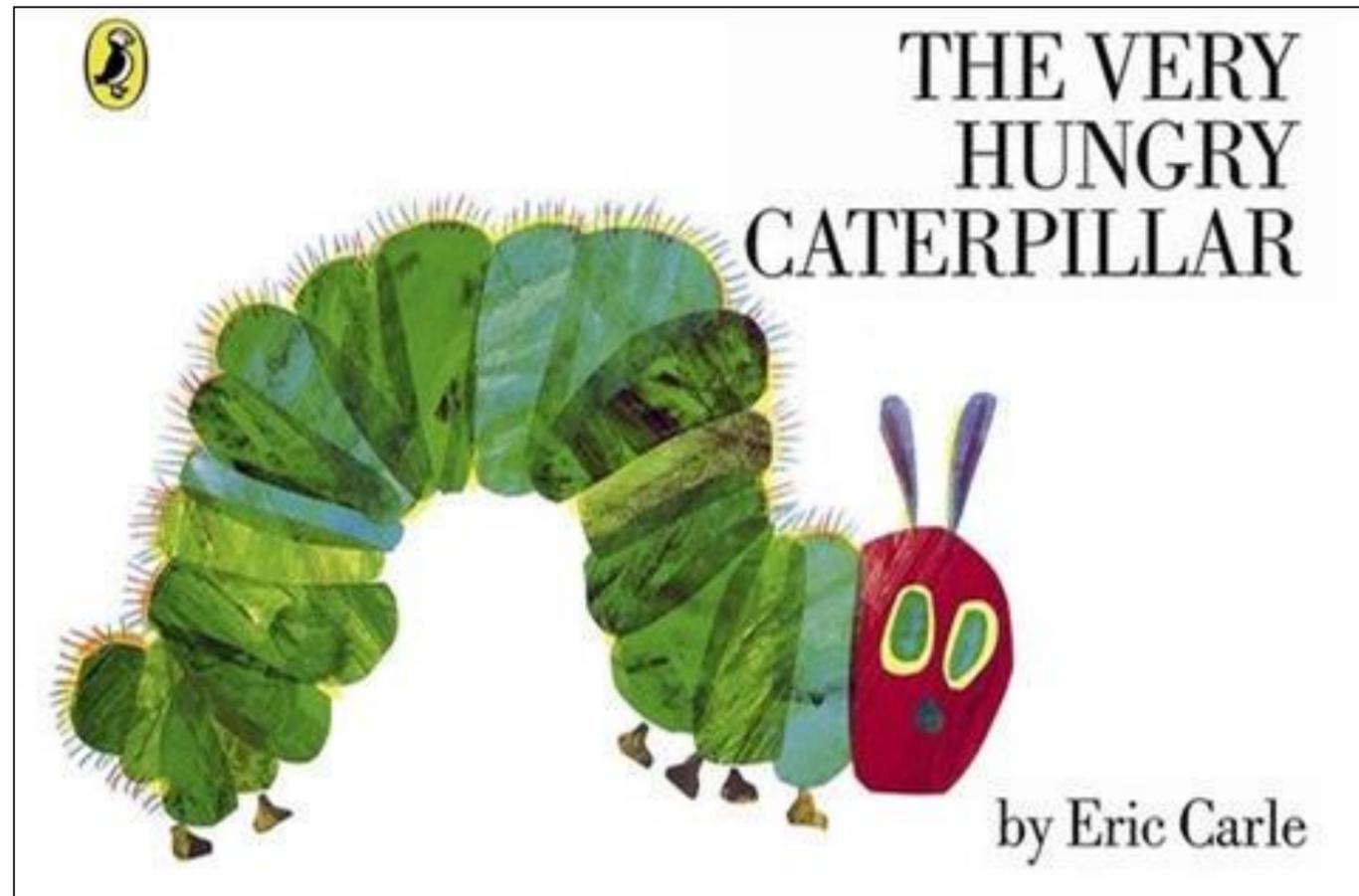
Lychee

1	2	3	4	5
I've never heard it before	I've heard it, but I don't know	I recognise it in context, it has something to do with...	I know it.	I use it

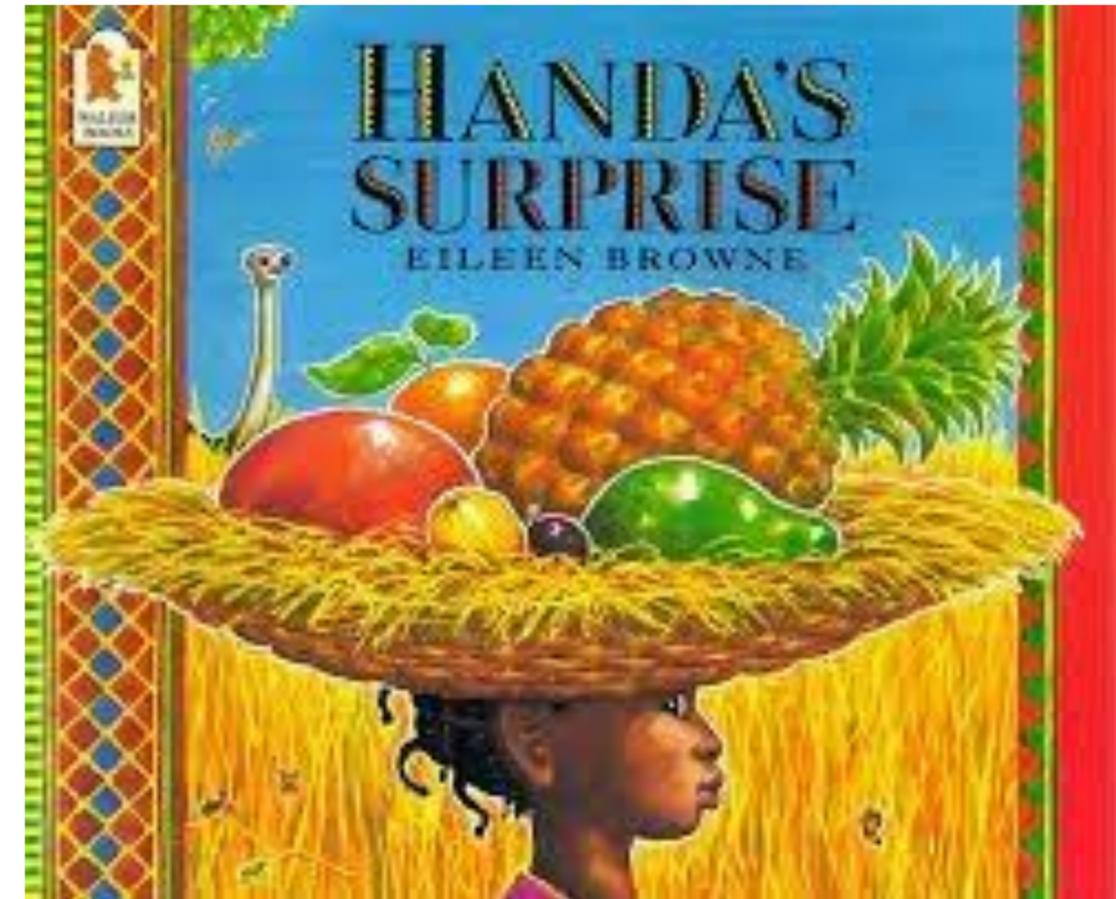


Choice of stories is critical!

Start Well Stories!



0-3 year olds



3-5 year olds



Learning new words



Multiple multisensory encounters

See the real fruit

Taste the fruit

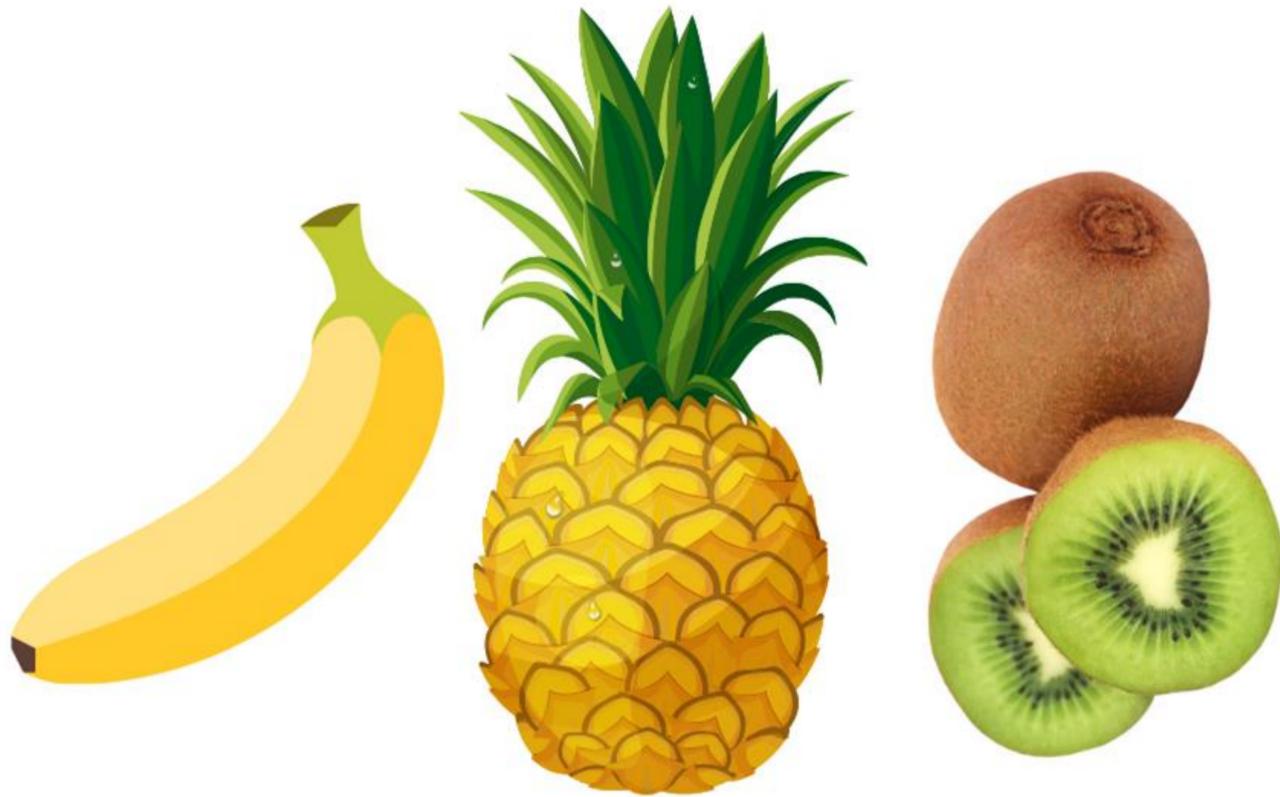
Touch the fruit

Smell the fruit



Building Word Memory

We need to hear these words at least 6 times before they become embedded.



Kim's Game

Matching Pairs

Lotto





How would you describe these owls?





heart shaped face

snowy

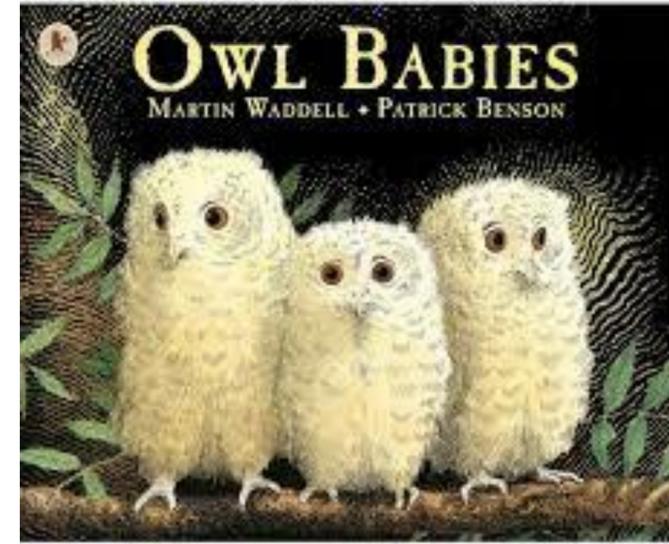
speckled

long-eared

chick

fluffy





Start Well Stories!

1	2	3	4	5
I've never heard it before	I've heard it, but I don't know	I recognise it in context, it has something to do with...	I know it.	I use it

Sometimes we have to do the research!



How we build words

We can't expect children to understand and use more words if we don't show them through:

The books we share

The resources we provide

The conversations we have



Our word choices need to be intentional

From 18 months, children need to be learning 8 new words every day!

These will depend on the starting points of your children.

- Naming objects or actions
- Describing experiences, feelings or where something is

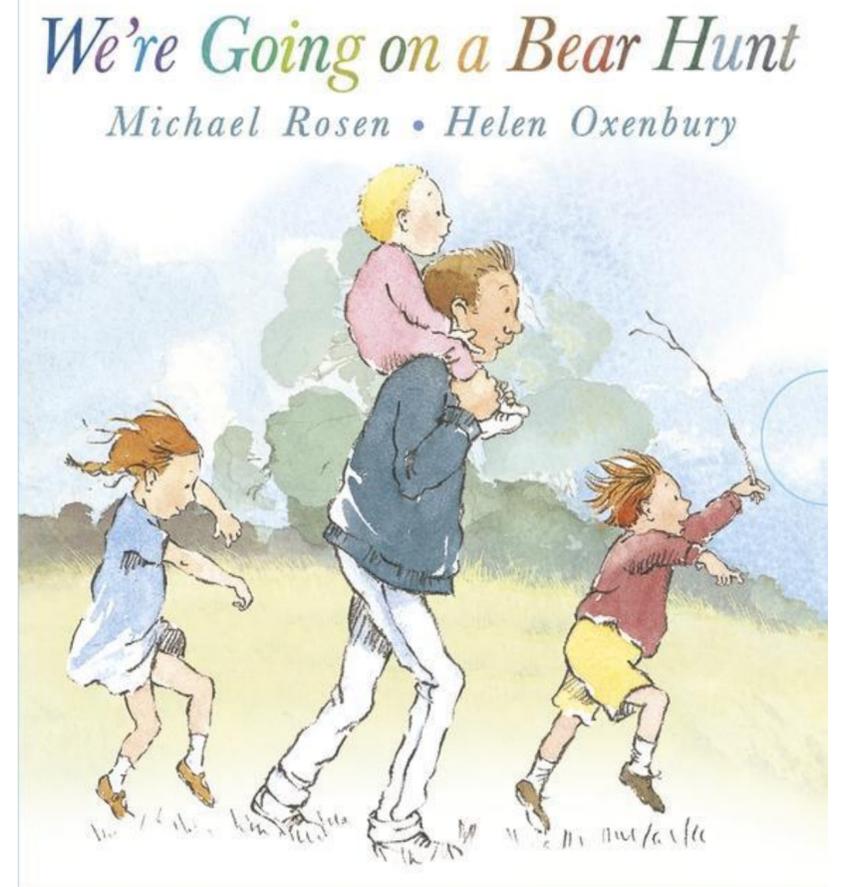


Plan with your children in mind

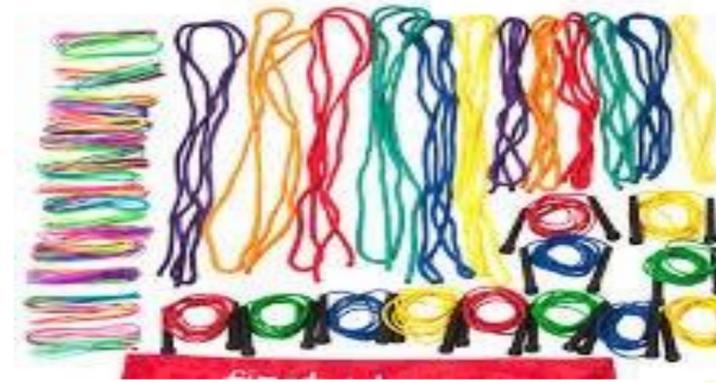
Mud
Grass
Snow
Sticks

Oozy
Swishy
Swirling
Stumble

Start Well Stories!



light and dark



long, longer, longest



up & down



golden



long & short

curly, straight



Embedding words in different ways

Creative resources

Small world /
construction

Swirling Whirling

Outdoors

Stories, songs and
rhymes

Sand, water or
malleable play



A filing cabinet of words!

Food

Healthy

Snacks

Takeaways

Italian

Potatoes

Favourites



Drawing out understanding

When we think about helping children understand what they've been hearing or reading, it can be easy to slip into too much questioning.

We need to remember some golden rules

- Follow the hand rule 1 question to every 4 comments
- Allow 10 seconds of processing time
- Only ask appropriate questions



Blanks Questions

Break questions down into achievable steps to match verbal reasoning and levels of language.

This helps you to pitch questions accurately when you're reading with children.

60% of 3 year olds understand level 1 and 2 questions

Level 1 : Naming

Level 2 : Describing

60% of 5 year olds understand level 1 and 2 questions

Level 3: Retelling

Level 4: Justifying

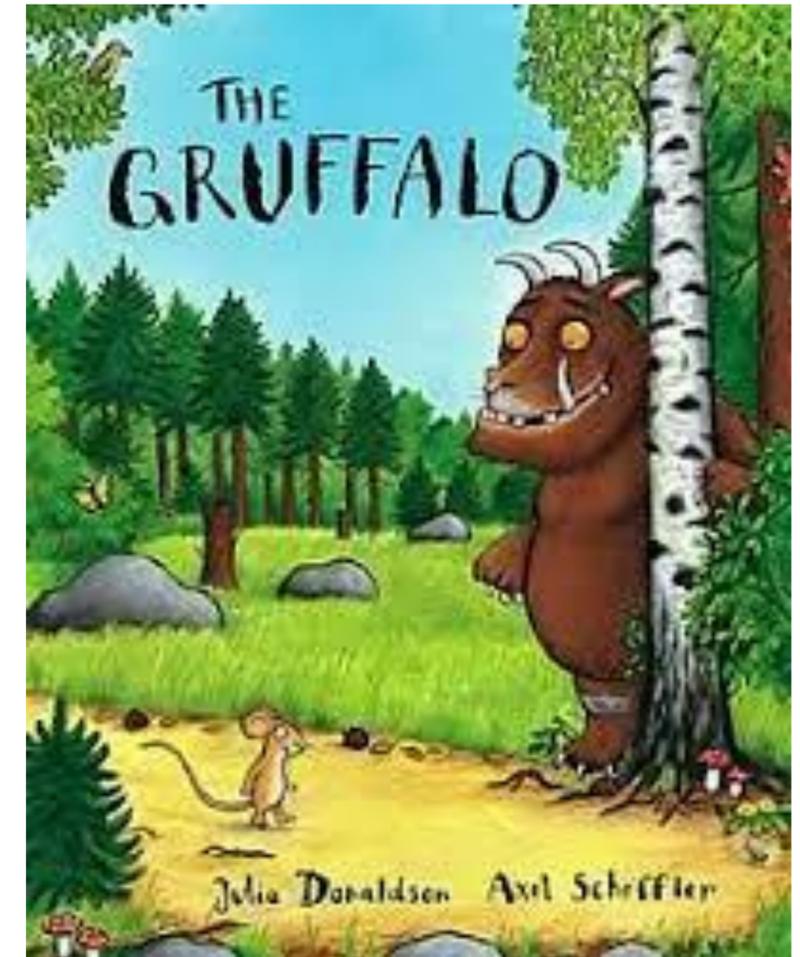


Level 1 Blanks Questions: Naming

Show me the fox
(finding)

Point to the tree

What's this?
(naming)

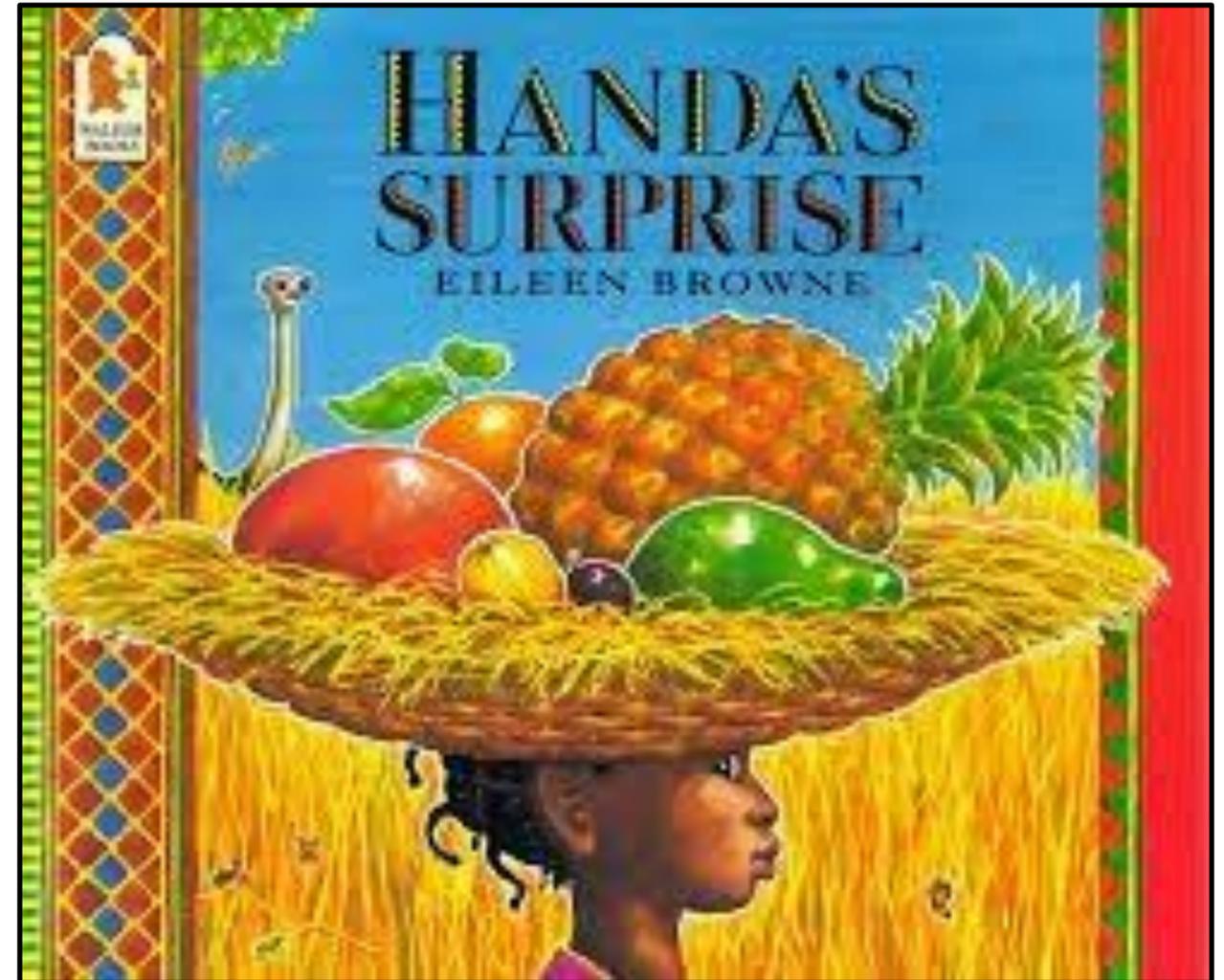


Level 1 Blanks Questions: Naming

Show me the banana

Point to the pineapple

What's this?



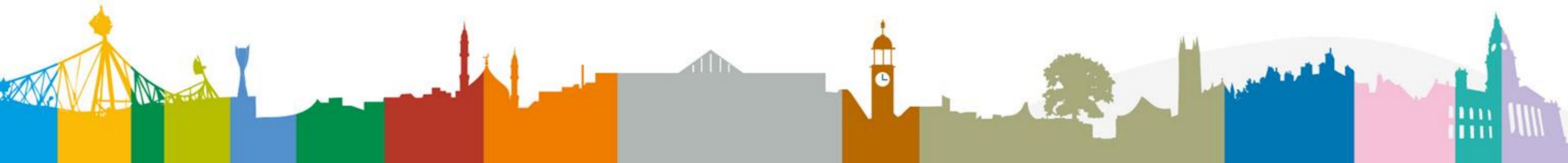
Level 2 Blanks Questions: Describing

- Which fruit is Handa carrying? (grouping and sorting)
- Handa is carrying
- Which fruits do you like? (categorising, relating to own experience)
- What happened to the banana? (describing a scene beyond naming)
- Who? Who is eating the pineapple?
- What? What is the parrot stealing?
- Where? Where is Handa going?



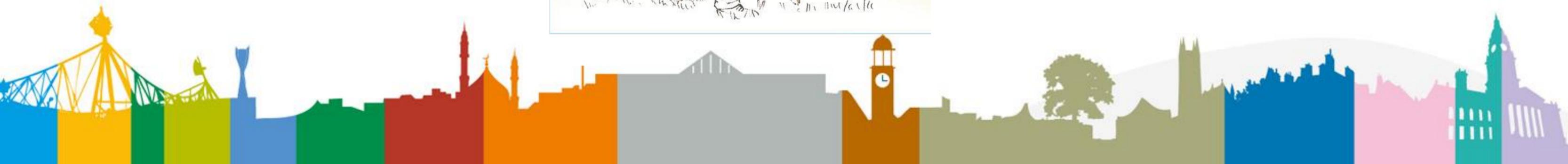
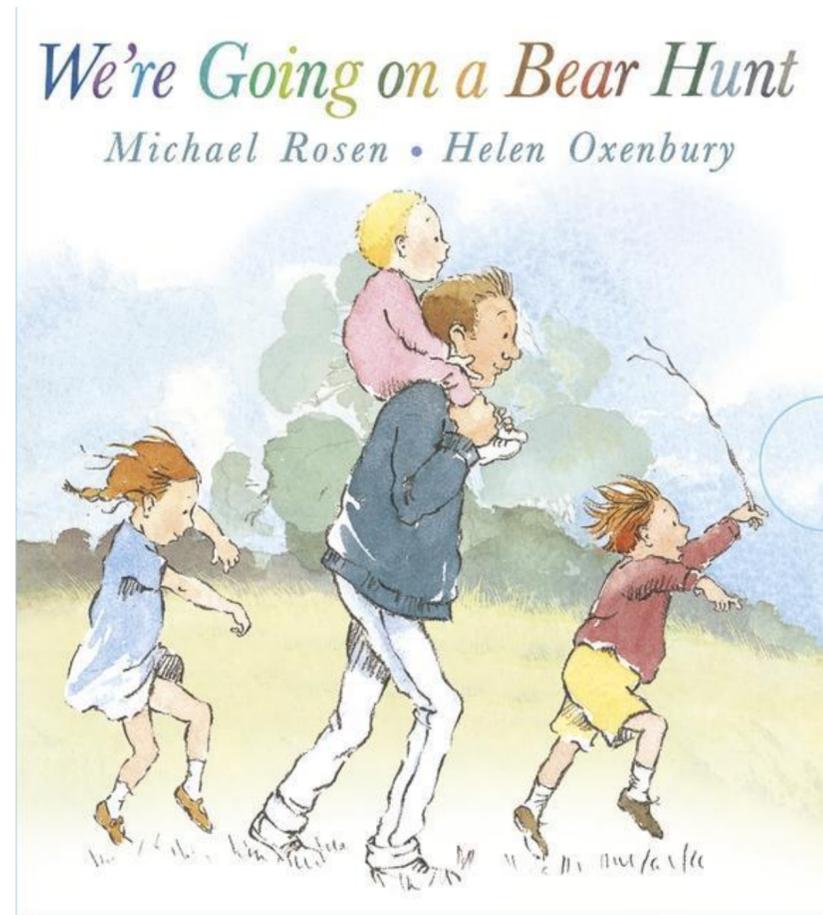
Level 2 Blanks Questions: Describing

- Which animals live in the woods?(grouping and sorting)
- The mouse met a
- What is the mouse doing?
- Who? Who does the mouse meet?
- What? What is the fox scared of?
- Where? Where is the mouse going?



Which level of Blanks questions would work with your children need?

60% of 3 year olds understand level 1 and 2 questions
60% of 5 year olds understand level 1 and 2 questions



What we've learnt about understanding of words in books...

- New words need to build on words children already know.
- Preschoolers build new banks of words through multiple multi sensory encounters and words in books.
- We need to be intentional about the words we introduce, our children need to be learning 8 new words a day.
- Memory games and intentional provision choices make modelling new words more effective.
- Blanks questions are a great way to help children respond to stories, but should be used in proportion.
- Different children will need to respond to different kinds of questions.



Pre-reading milestones to look out for

Can the children

- Use increasingly longer sentences (4-6 words) to express meaning?
- Use words that you've frequently modelled in their everyday talk and play?
- Make comments and express opinions about the stories they hear?
- Answer appropriate questions about stories they know well?



Reflecting on practice

- Do the children have favourite books that they listen to over and over again?
- Are these books appropriate for the age of the children?
- Do think about the words you want children to learn as you plan the provision?
- Are these words based on the theme or topic, or the words the children need to learn?
- Do you ask too many questions, and are they the right kind of questions?





Ready For Reading !

Sequencing supports understanding

To process, understand and respond to information, we all need to order our thoughts.

Stories help us to put our words and ideas in order by:

- Demonstrating correct grammatical structures.
- Ordering events and ideas to follow through a process, or series of ideas from beginning to end.



I want fish and chips tonight.

Fish want tonight I chips and

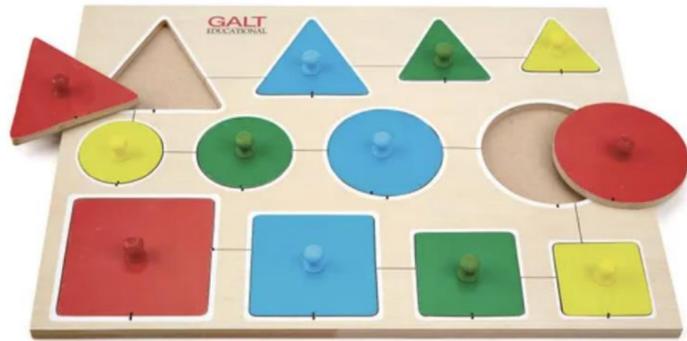
Tonight and chips I fish want

Chips want I fish and tonight

Fish and chips I want tonight.



Visual sequencing for verbal reasoning



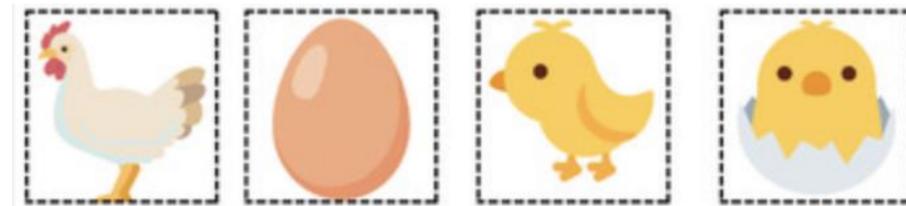
Visual sequencing :
Concept



Visual sequencing :
Ordering events



Visual sequencing :
Instructions



Visual sequencing :
Understanding a
process



Key language to model

First...

Next ...

Then ...

The last thing ...



Ideas to consider

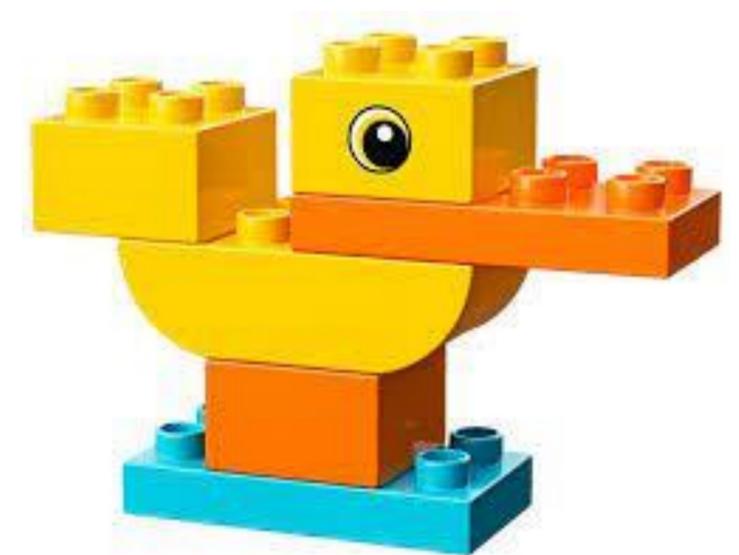
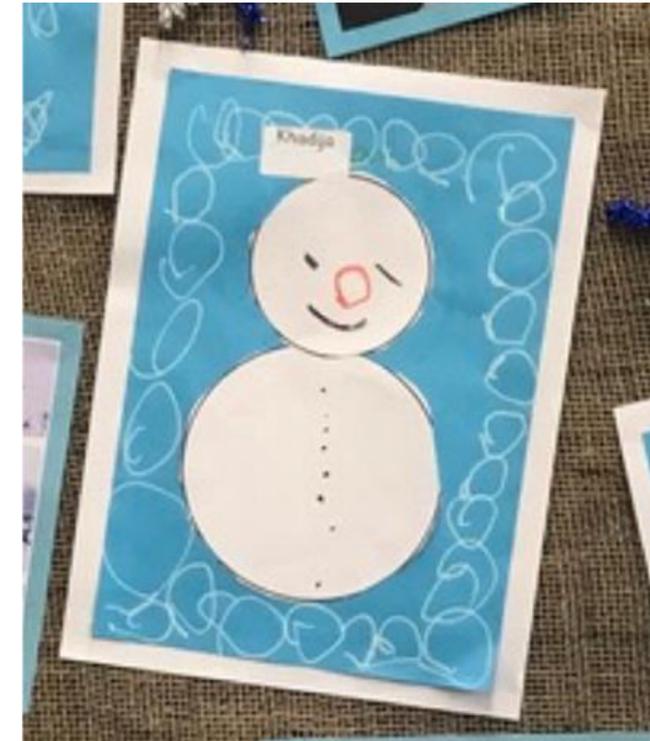
. A progression of sequencing puzzles

Taking and using photo stories

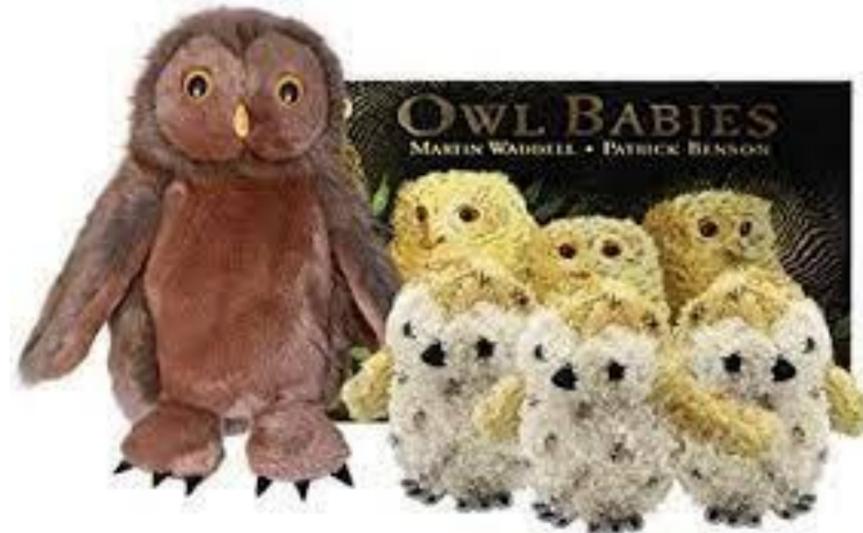
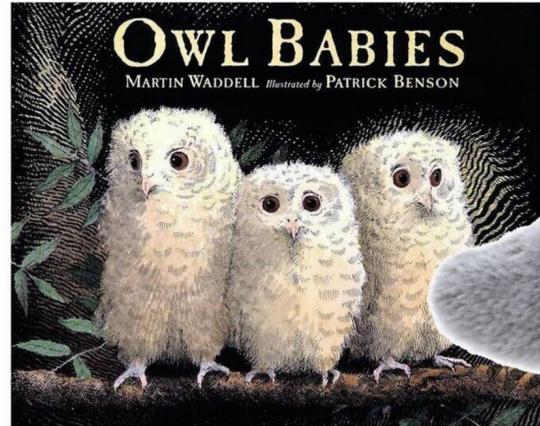
Use visual timetables - At the beginning and end

Step by step activities

Step by step commentary during play



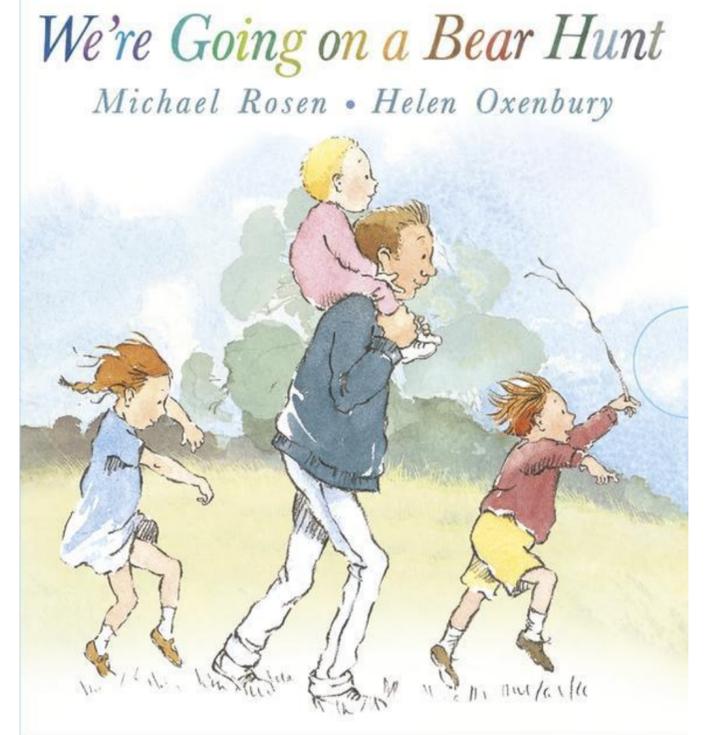
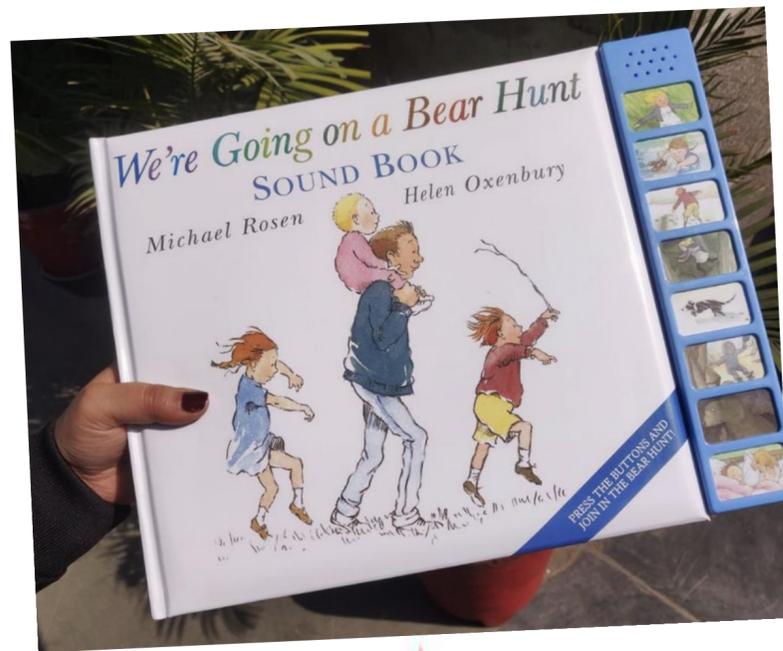
Story sacks, props and puppets



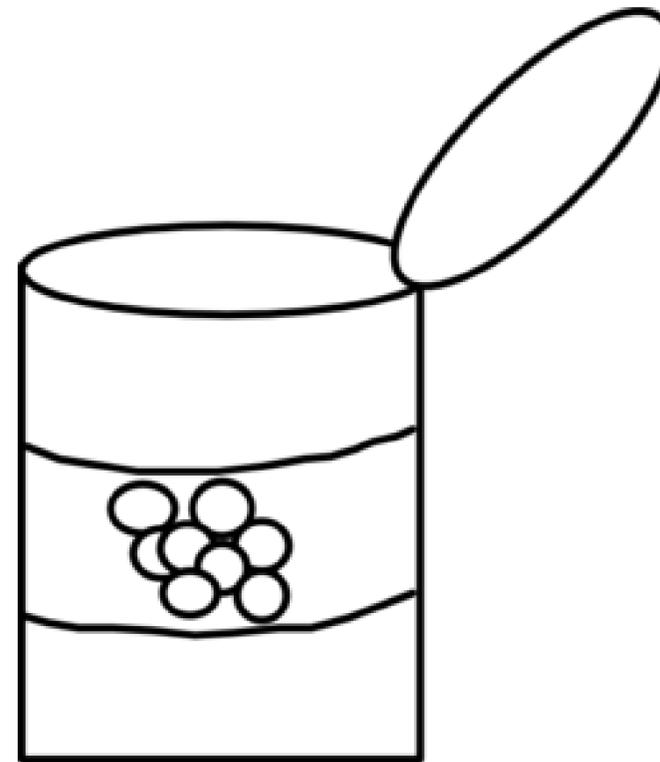
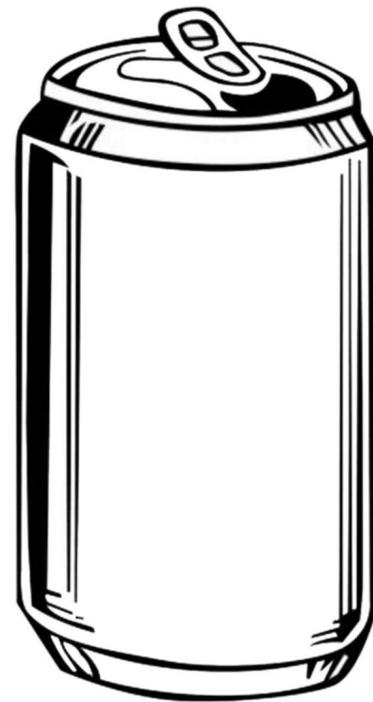
First...
Next ...
Then ...
The last thing ...



Sound Stories



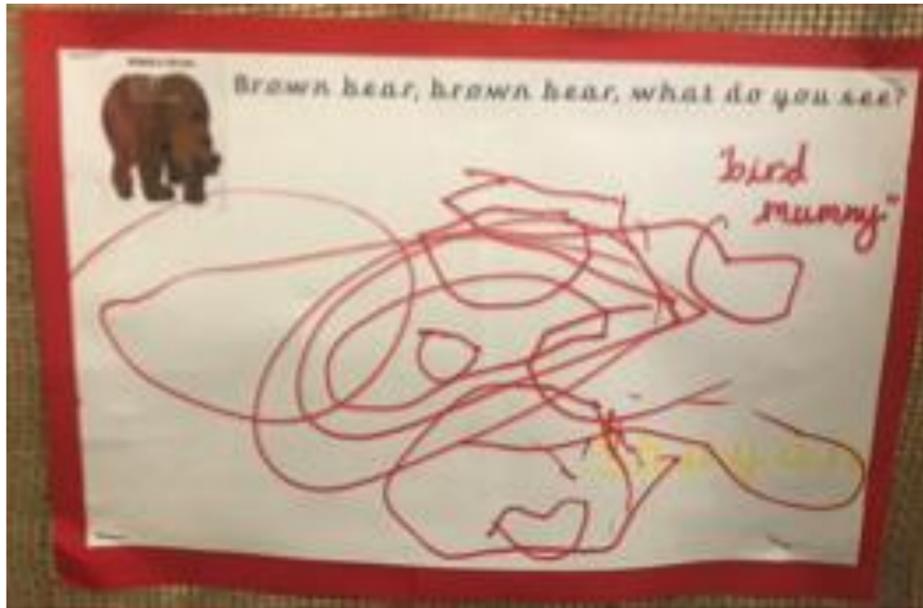
Remember Generalisation?



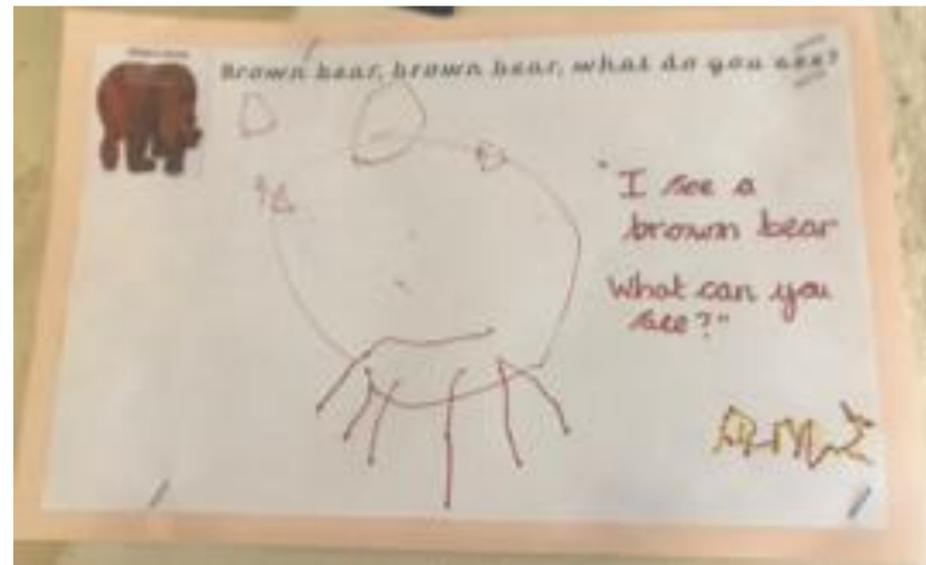
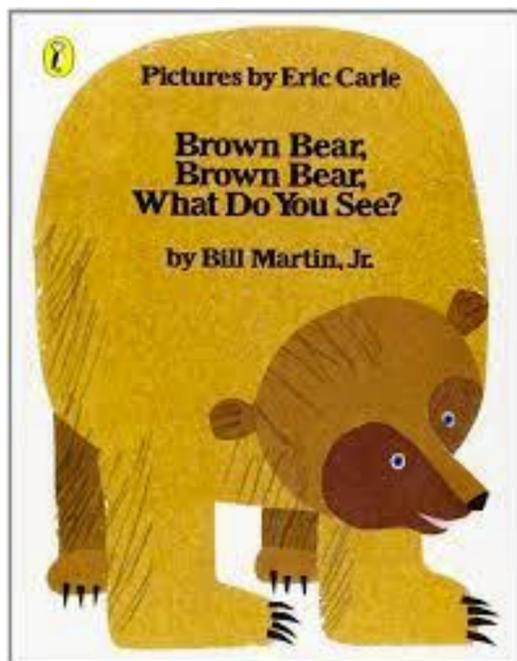
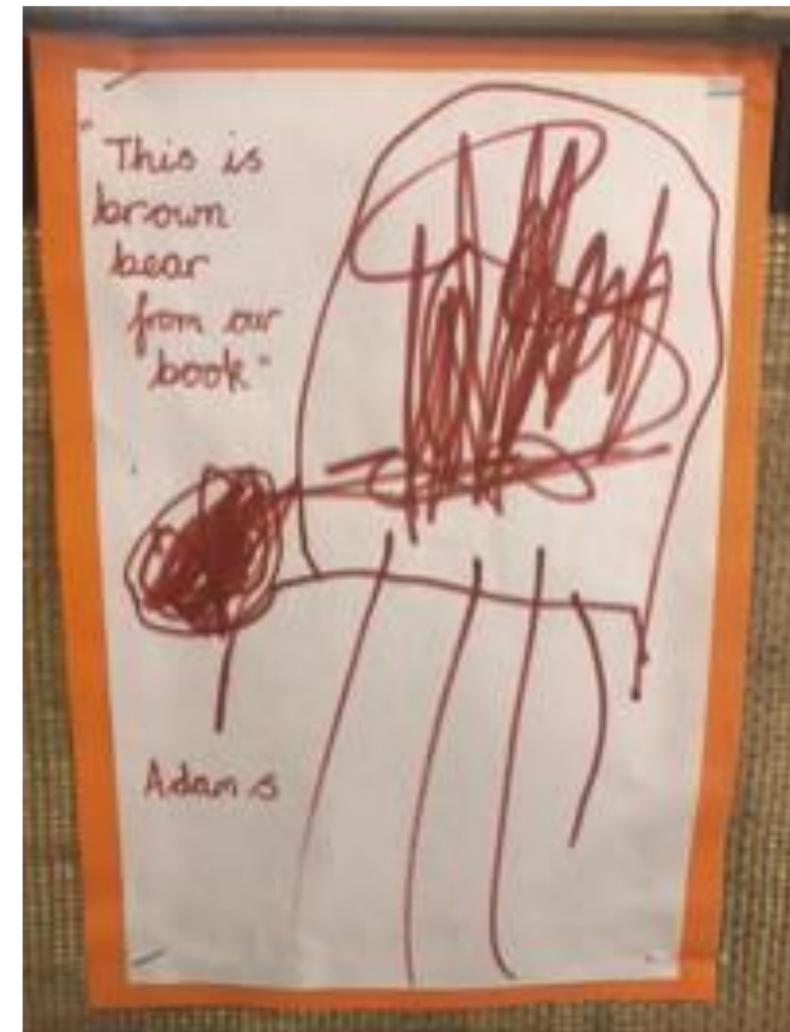
can
CAN
can



Reading and rereading known stories



Learning language
'off by heart'



Level 3 Blanks Questions: Retelling

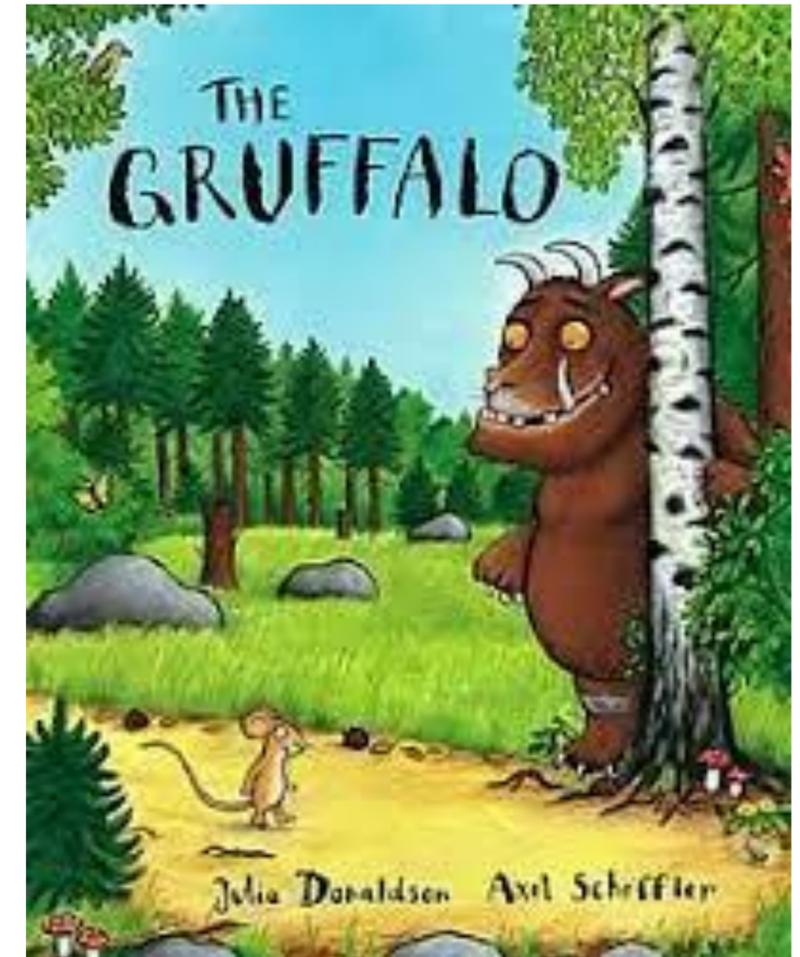
Who did the mouse see first?

What's happening on this page?

What does the mouse say to all of the animals?

How did fox feel when he saw the mouse with the Gruffalo?

What's a log pile house?



Level 3 Blanks Questions: Retelling

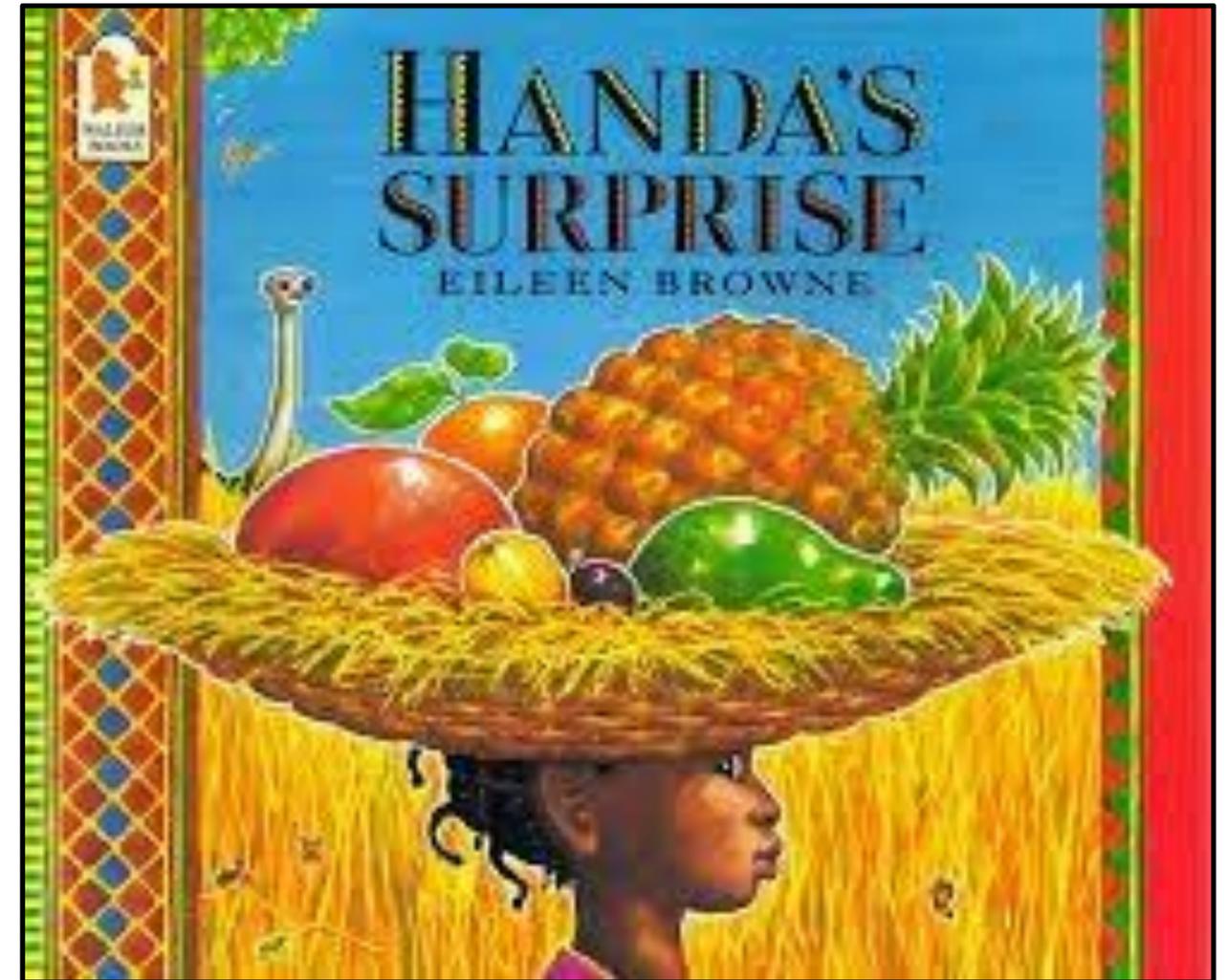
Who stole the first piece of fruit?

What's happening on this page?

Which animal liked the passion fruit best?

How did Handa feel when she saw all of the tangerines?

What's a tangerine?

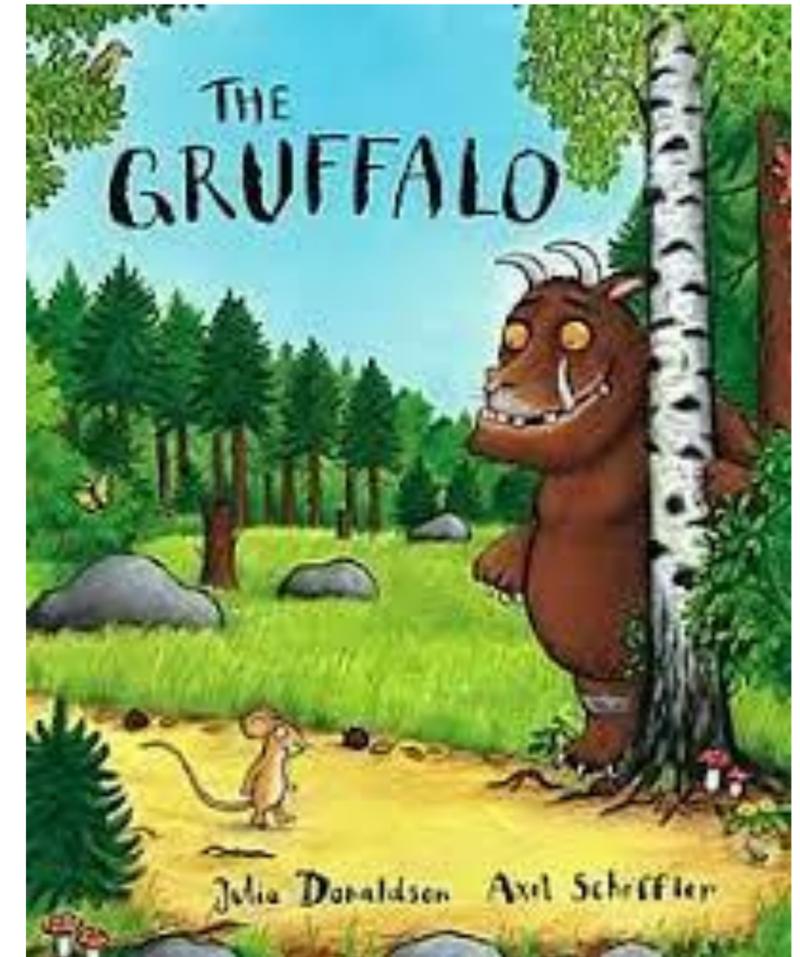


Level 4 Blanks Questions: Justifying

Why wasn't the mouse afraid?

Why did the mouse say the Gruffalo was coming?

What do you think about the Gruffalo?

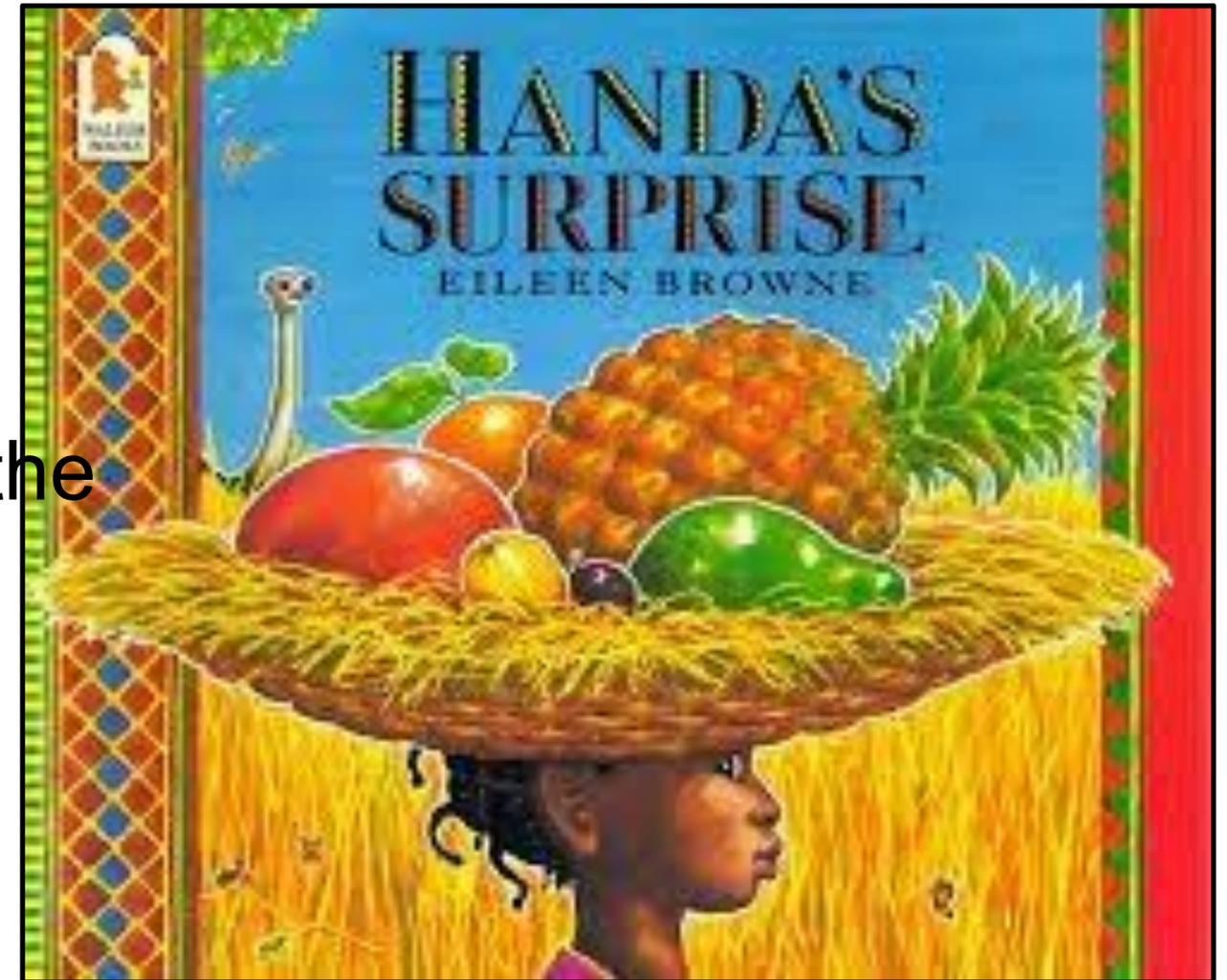


Level 4 Blanks Questions: Justifying

Why was Handa carrying the fruits in this way?

Why didn't Handa know the animals had taken the fruit?

How would you feel if you were Handa?



What we've learnt about preparing preschoolers for reading

- Preschoolers need to learn that word order is important to share information effectively.
- Sequencing activities help preschoolers to understand that ordering events is important for clarifying thinking and explaining.
- Retelling stories should start with play and modelling of sequential language.
- Blank questions should focus on who, what, how and sometimes why.



Pre-reading milestones to look out for

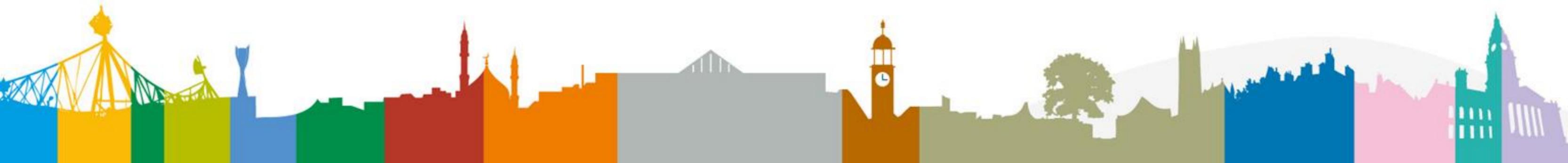
Can the children

- Use words to recall a familiar event in order?
- Summarise a familiar story in their own words, using a familiar book as a point of reference?
- 'Pretend' read by retelling a known story, independently or to friends?
- Say that the print on the front of the book is the title?
- Find their favourite part of a known story and say why?
- Express a simple point of view about a story or character?



Reflecting on practice

- Is sequencing a common feature of your preschool provision and are sequencing activities introduced step by step?
- Do the children know some children from memory? Why or why not?
- Do you provide simple props and resources to support effective retelling?
- Do all practitioners model Blank's questions effectively?



Words I use now	5 new words I need to understand and, use linked to the words I know	Opportunities to practise including books	What kind of blanks questions will you ask me?



What to consider next....

- How well do you prepare your children for reading the words?
- Do you need to find out more about Pre-Phonics?
- How well do you prepare your children to understand what they read?
- Do you need to find out more about the best ways to develop vocabulary and understanding of language in preschool?

