

Early Reading Series: (4) “The Developing Reader!”

The Basics

- Recognise 20-30 common words by sight (what, there, some, etc)
- Read some long vowels (e.g. feet, moon) and adjacent constantans (e.g. crash, star)
- Read harder sentences with less support - but don't be afraid to jump in when really needed.
- Read words with more syllables and recognise more words in sentences



Encourage activities like...

... telling stories out loud. Record their stories with bullet points.

...retelling TV programs or films you have watched together

... attaching verbal captions to old Facebook or album photographs

... 'alliterative adjectives'. Encourage alliterative adjective. E.g. "I would like an amazing apple."

Top Tips!

You are now modelling fluent reading - so use emotion and expression in your voice

Work out tricky words by first using the pictures as clues. Then the context of the story ... then begin to sound it out.

Re-read, re-read, re-read. Re-read sentences placing emphasis on certain words that will give context to the tricky word.

Begin to link events in the book to our own experiences.
"I remember when..."

Use simple riddles that children can work out in order to read the word. E.g. "If the lamp is off, it's dark. But if the lamp is on ... it's...?"