

# Ready for reading

Where words come from and how they help reading

Working with 0-3 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?





# Where words come from



# Children need to understand and talk about what they are reading

## What you'll learn

- How babies build banks of words
- How to build listening and attention skills using stories and games
- How joining in with stories, songs and games prepares babies and toddlers for reading



# 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 babies and toddlers learn words

- Looking
- Hearing and Listening
- Concentrating

Leads to.....

- Understanding Words
- Remembering Words
- Understanding sentences
- Saying words then sentences

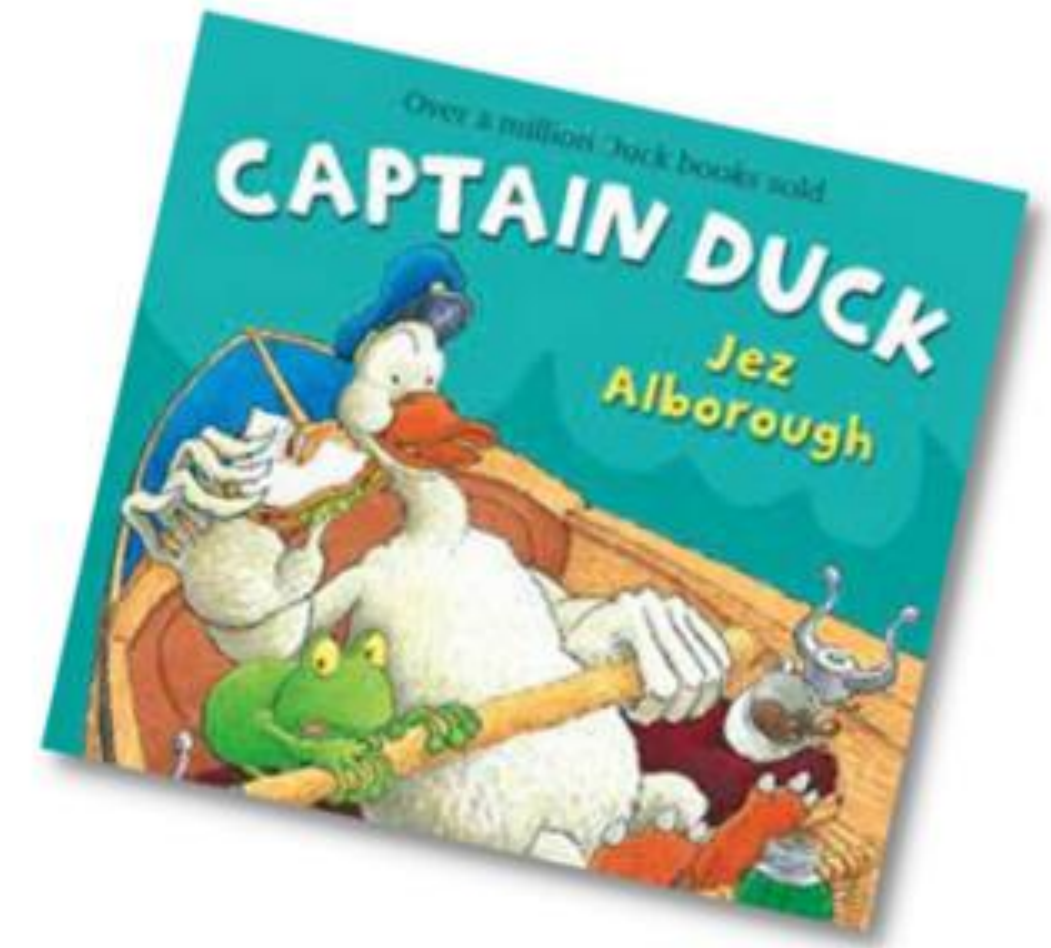
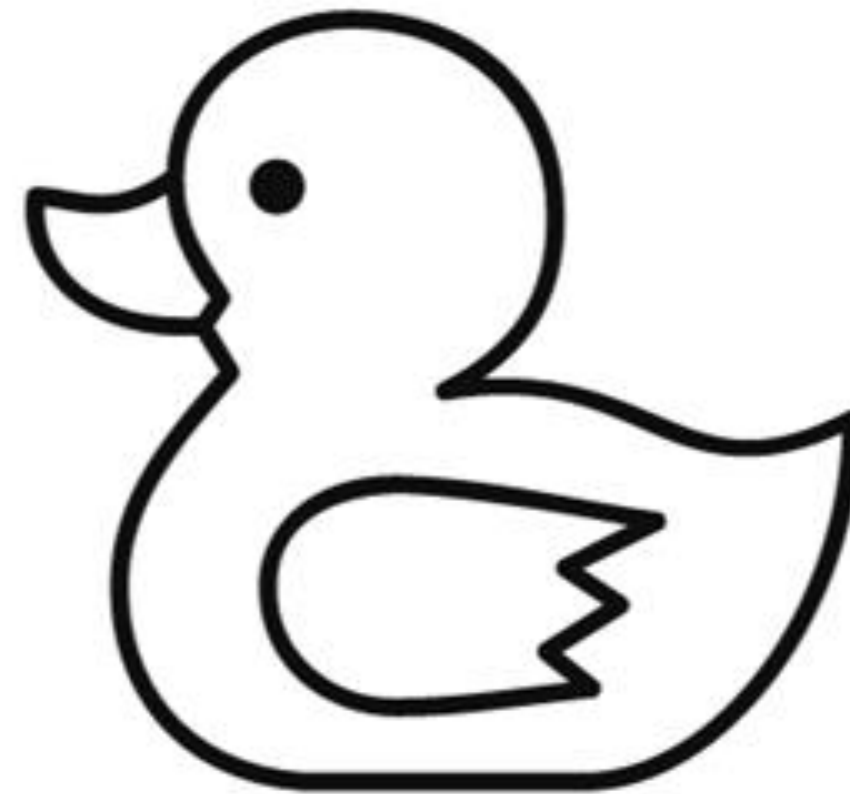
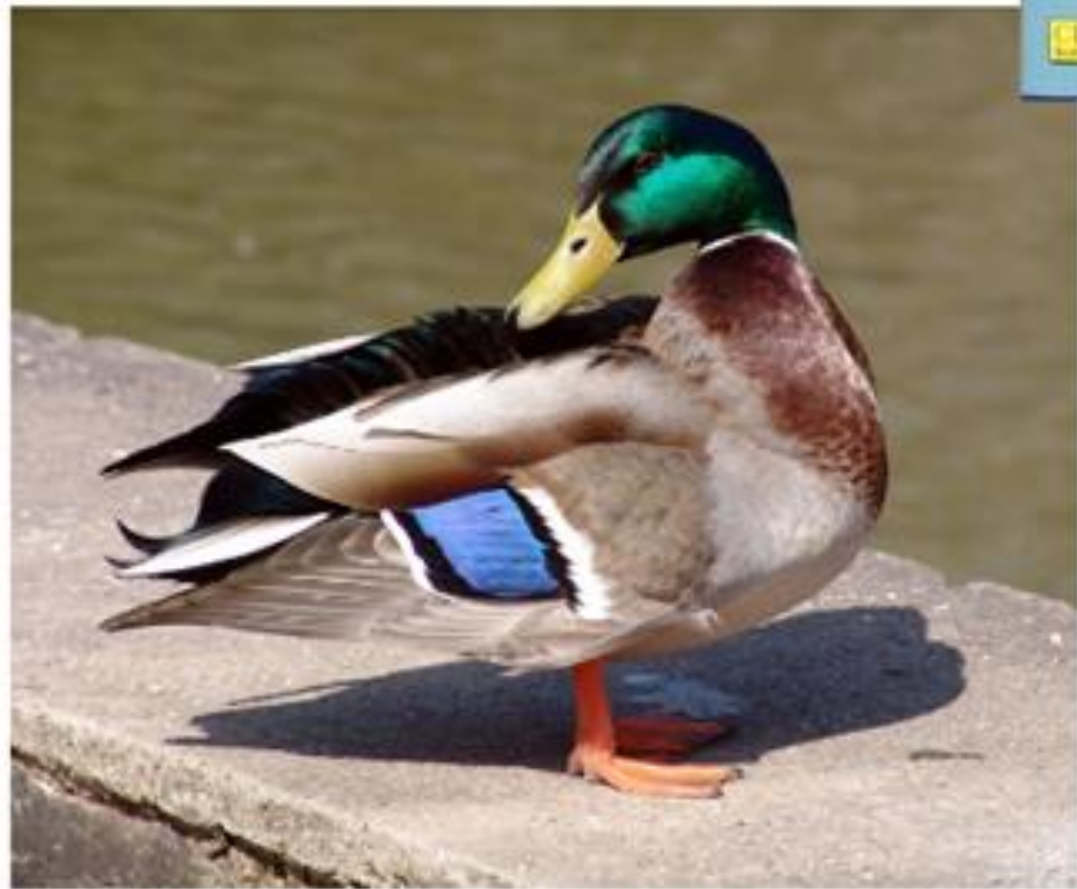
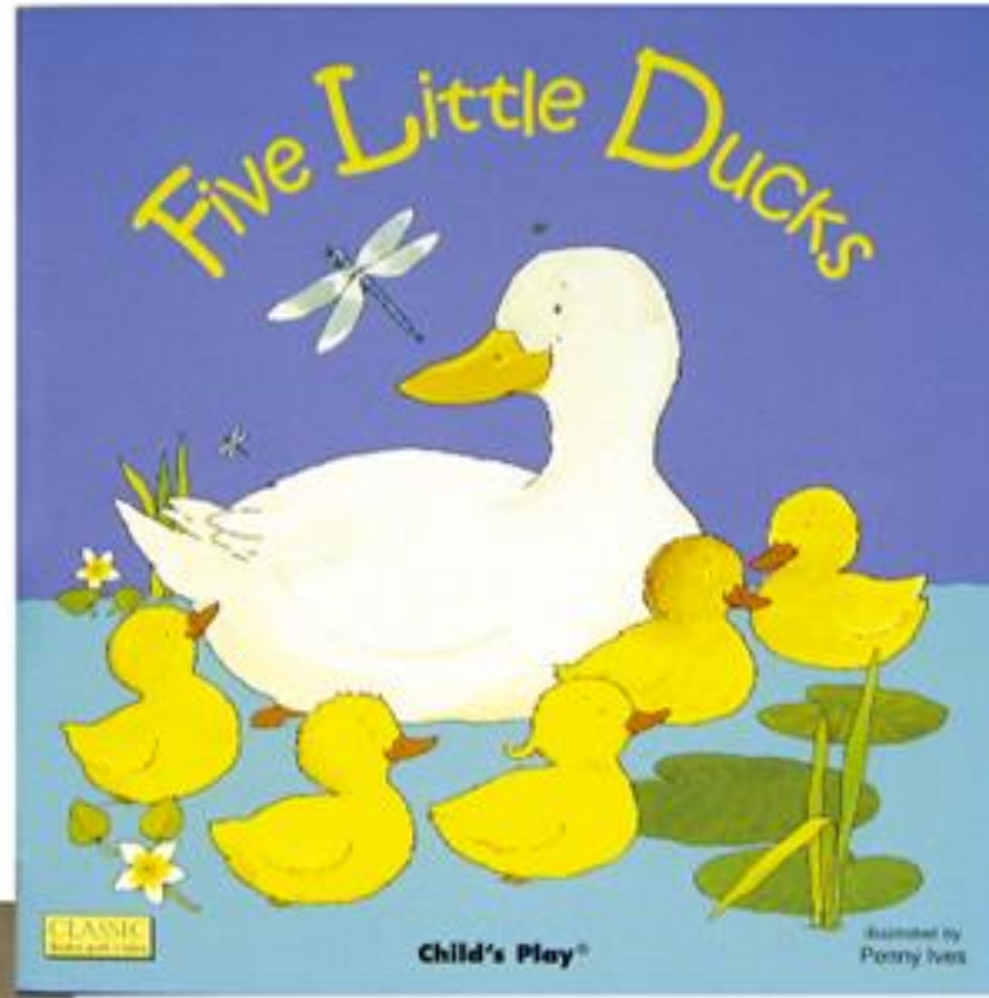


# Provide multiple multi-sensory encounters

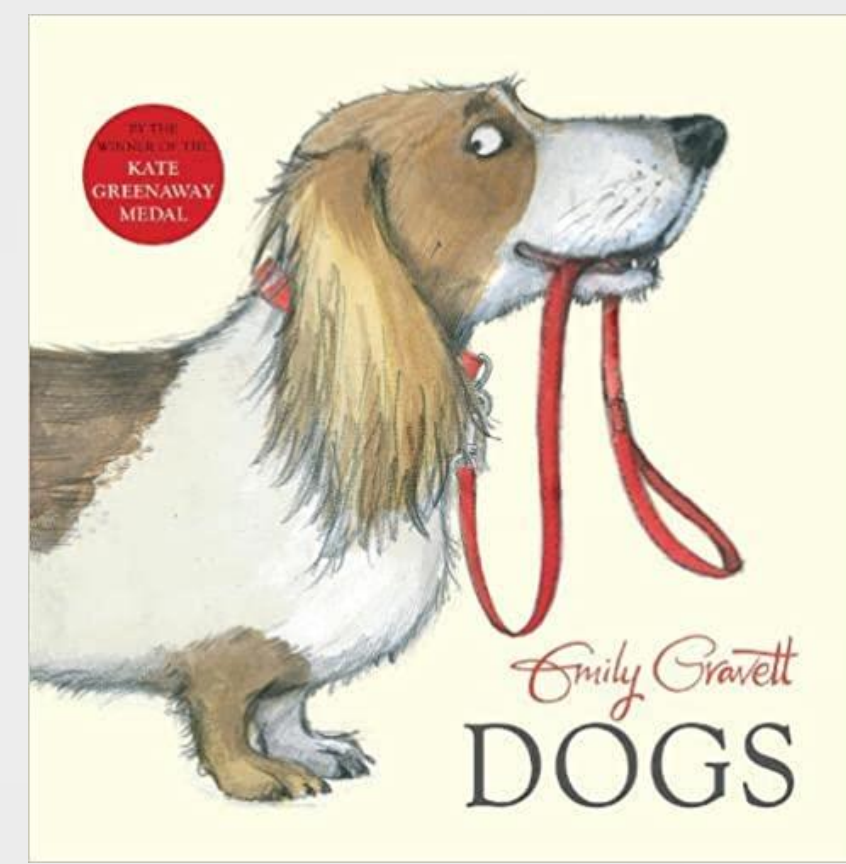
Represent the same

thing in different ways,

over and over again!

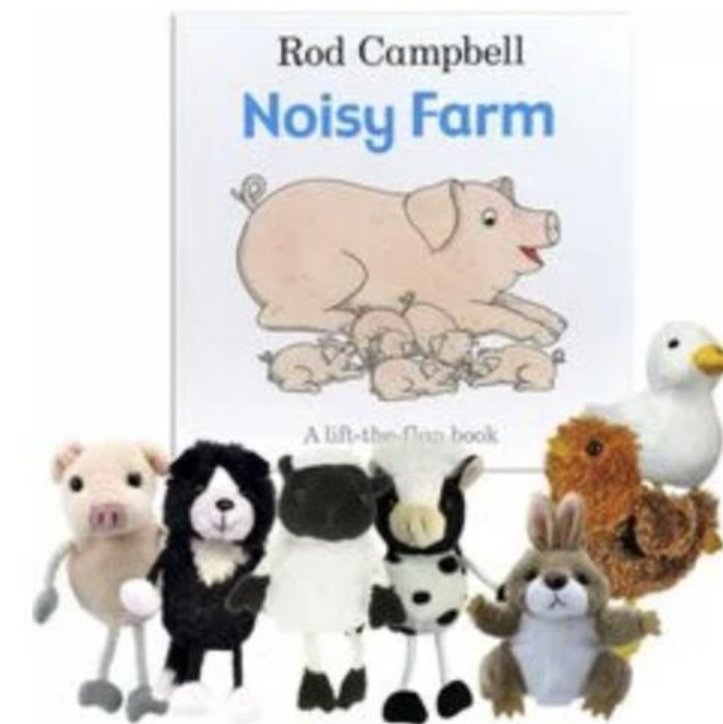


# Similar but different.....

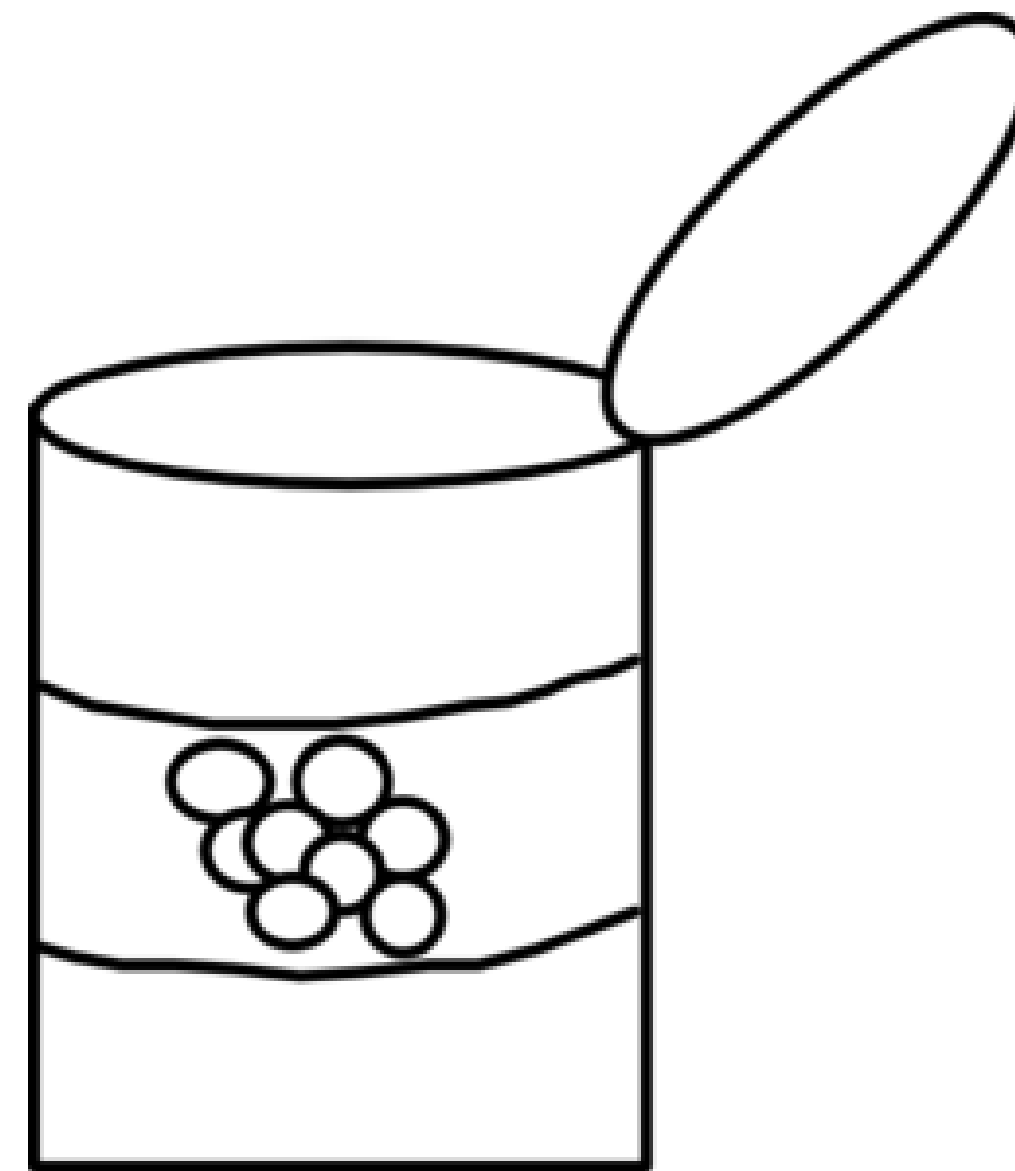
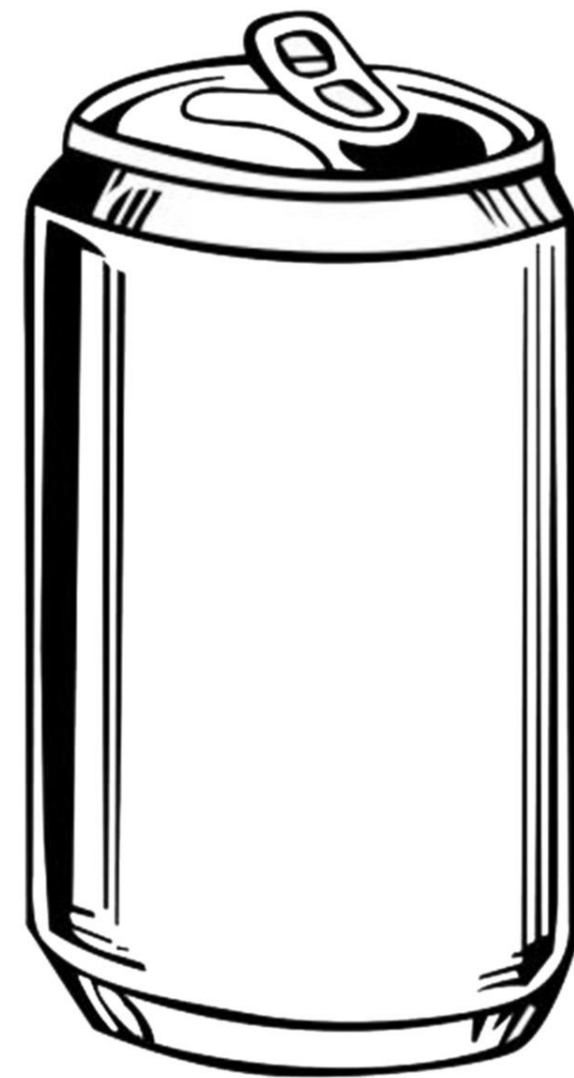




# Same words, different representations

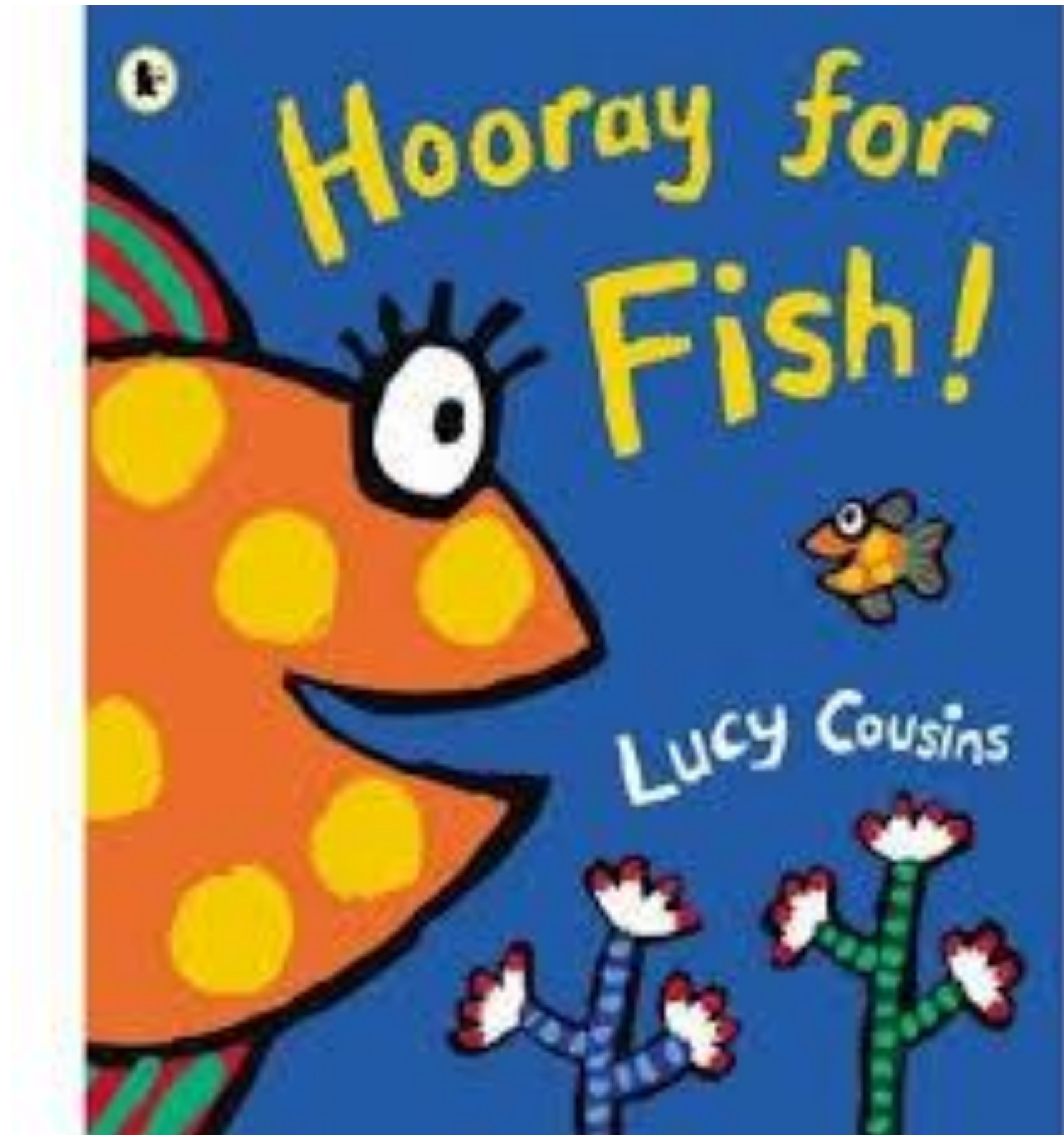


# Visual Discrimination



can  
CAN  
can





**Same but different**



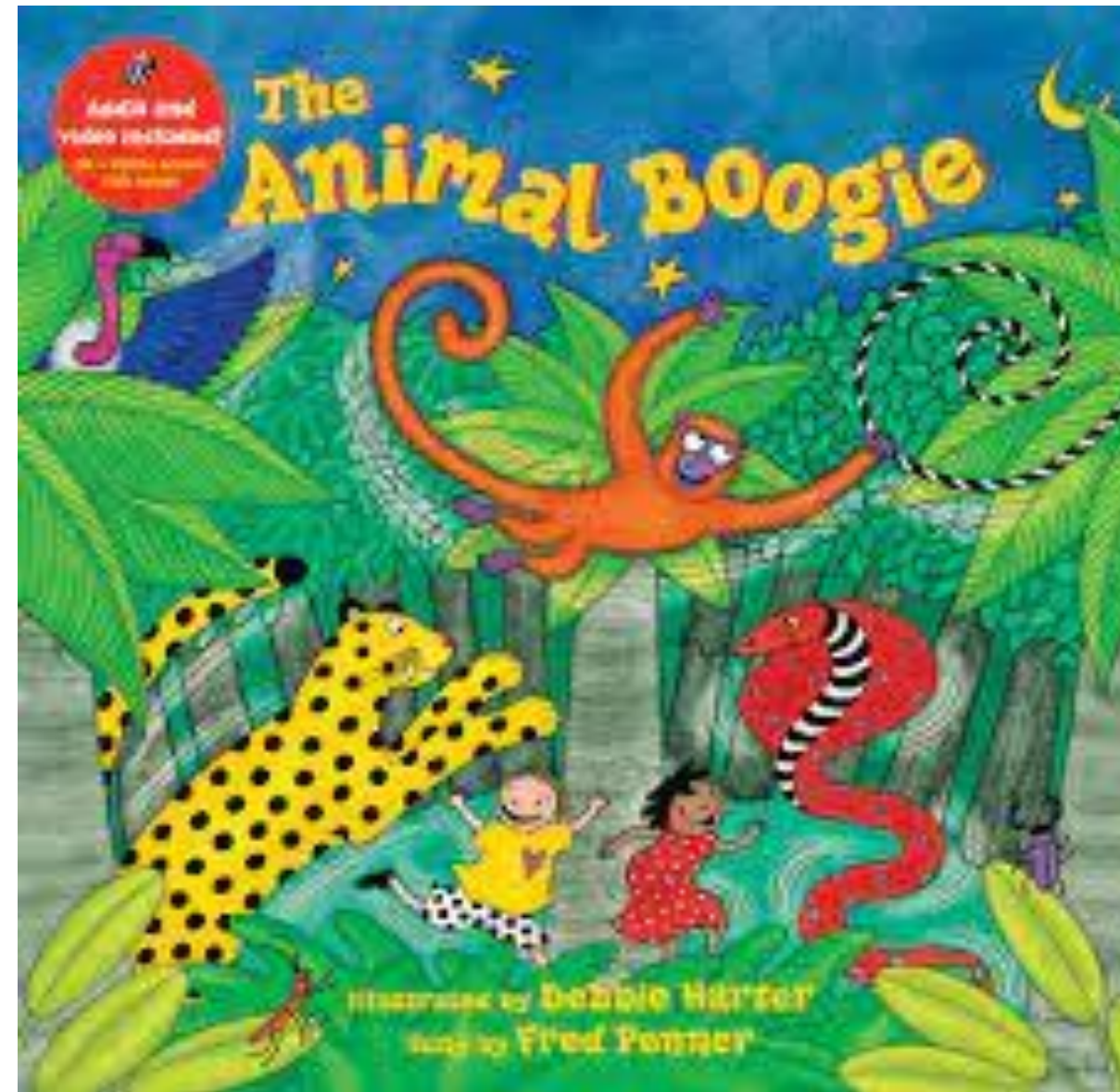
# Same words, different representations

Elephant

Monkey

Bear

Bird



**Start Well Stories!**

Leopard

Snake



# We need to hear a word at least 6 times before it becomes embedded

Nose

Same but Different

Cheek

Eyebrow

Teeth

Eye

Ear

Teeth

Chin

Mouth





**Looking for the similarities and differences in  
everyday things**

# Toes- Same but Different



# Looking

- Provides non verbal clues
- Helps babies to generalise
- Can involve additional sensory information
- Mouth shape modelling



## 5 Golden Rules

Actions speak louder than words

Modelling and expanding





# Building words matched to sounds

shake



scrunch



rattle



jingle

squeak



crinkle

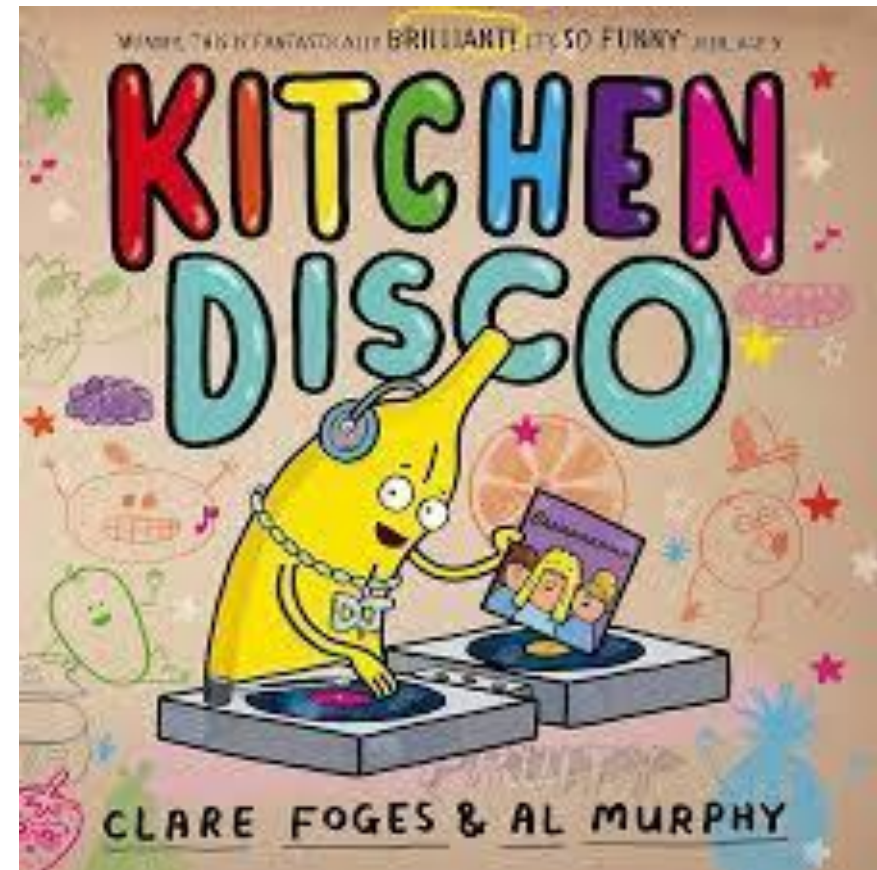


# Listening and attention

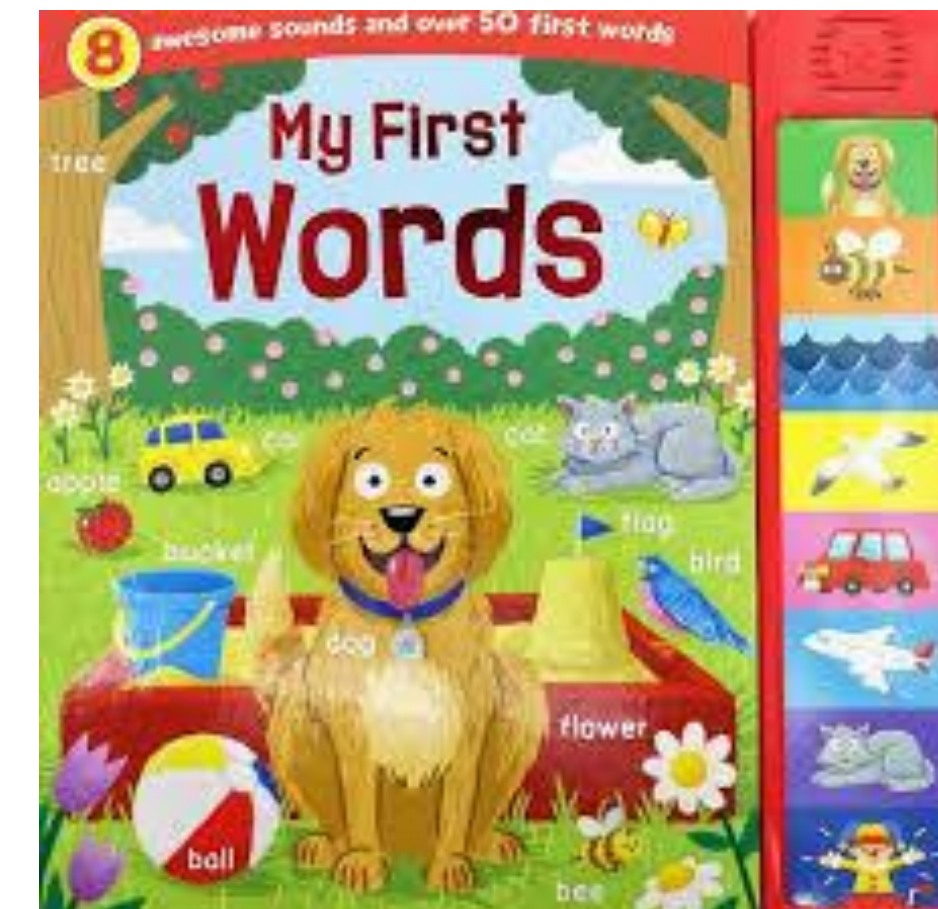
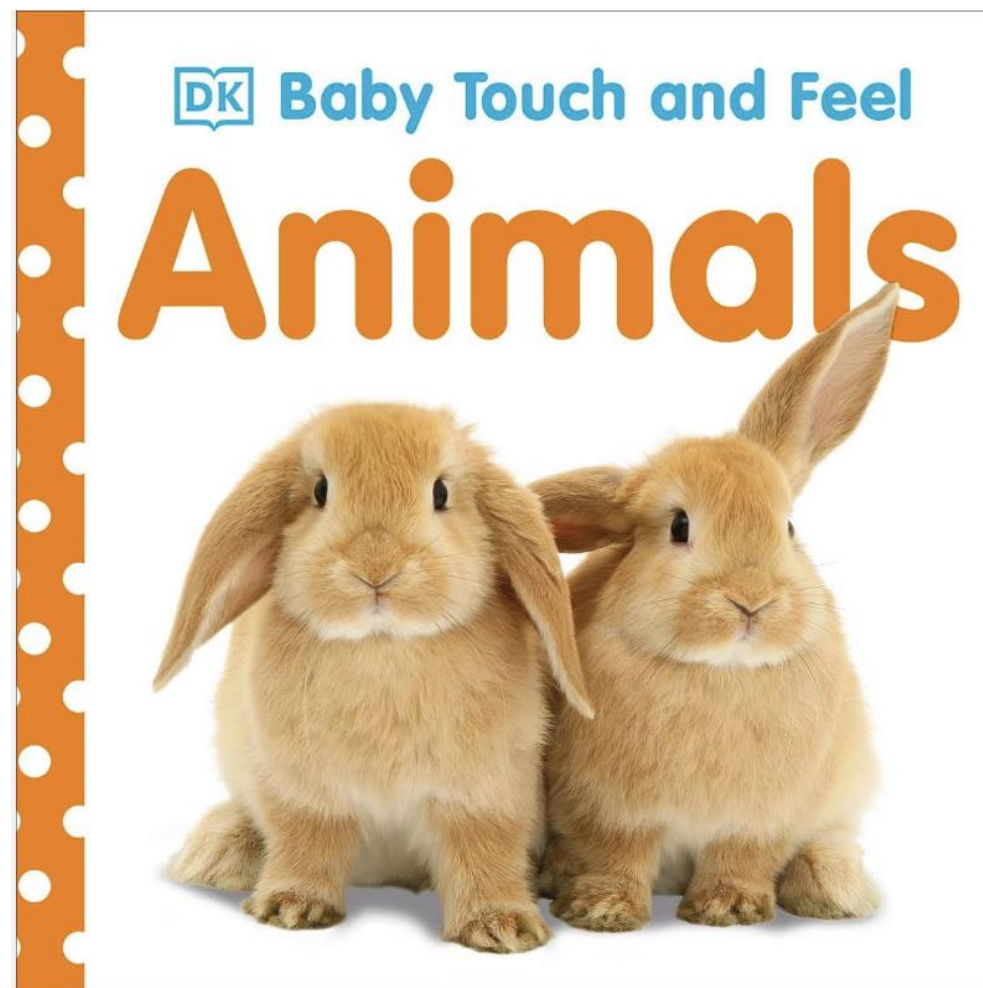
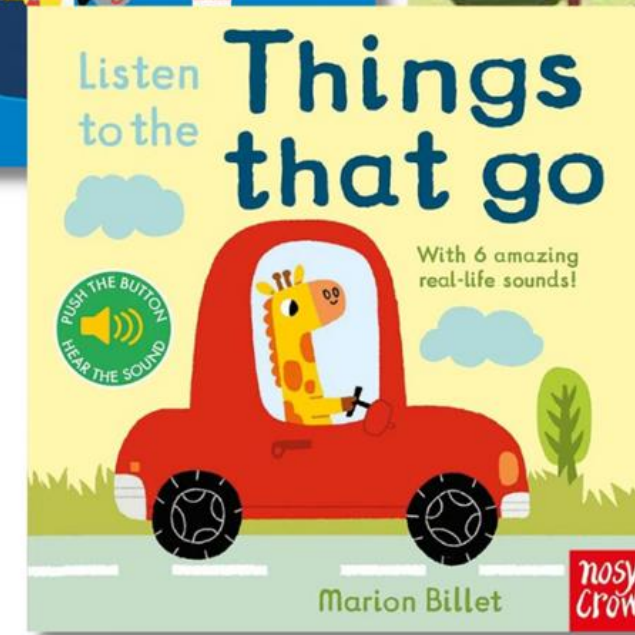
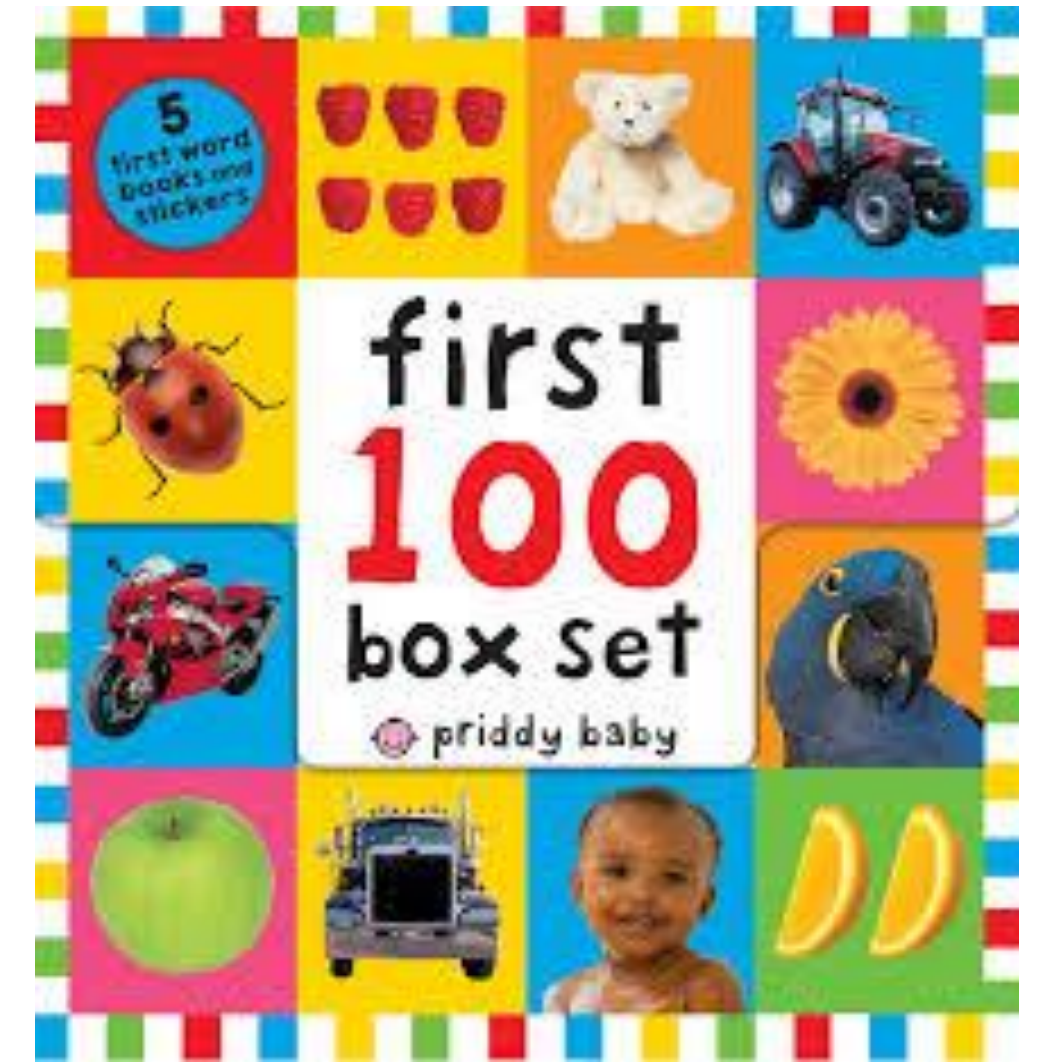
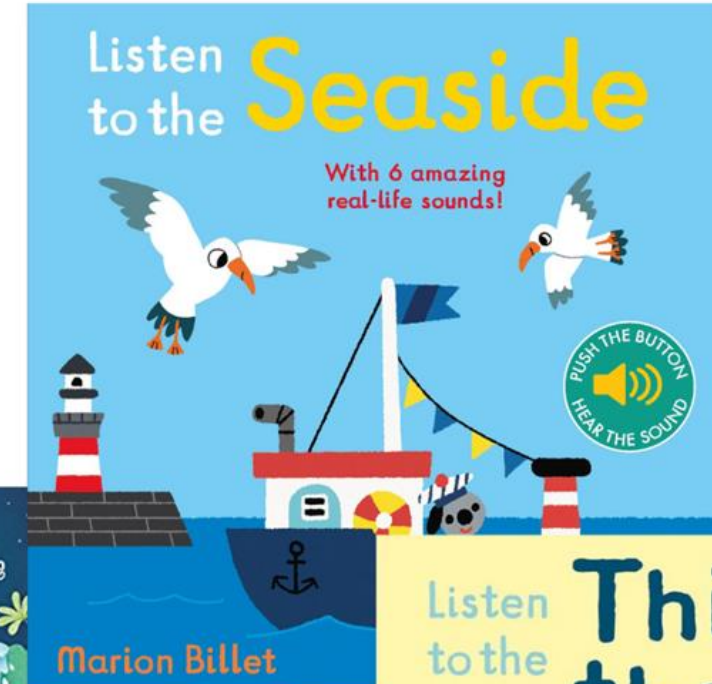
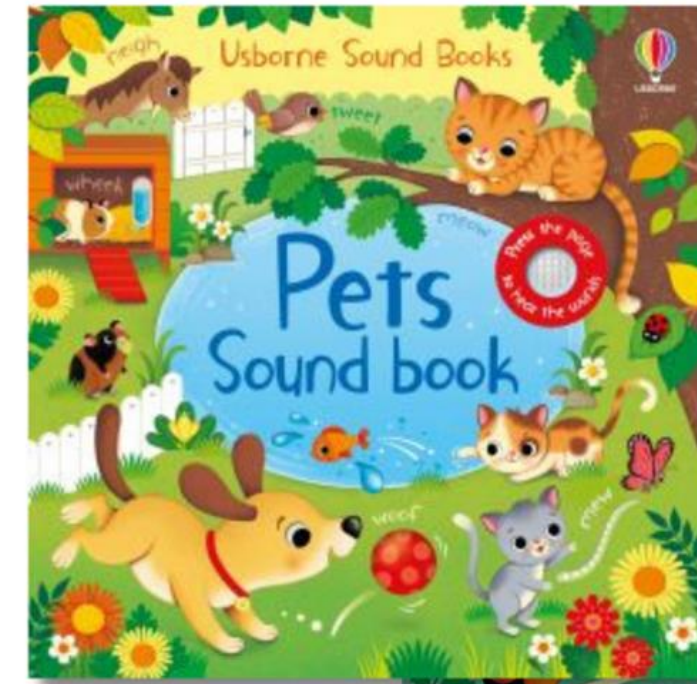
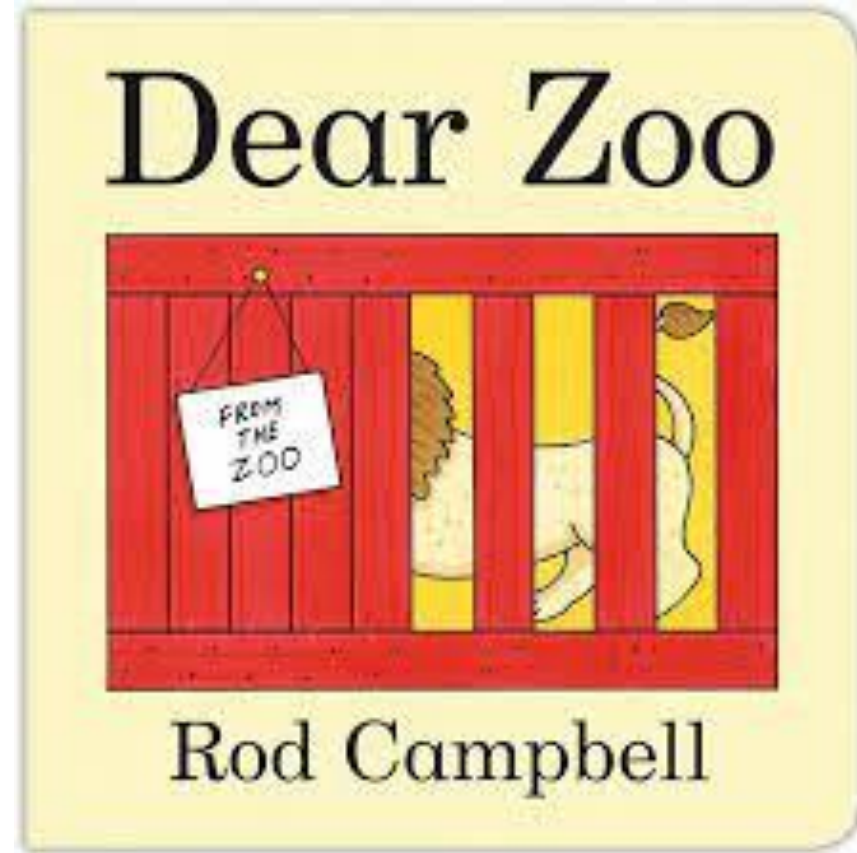
- Hearing spoken sounds in words
- Repetition builds memory
- Can involve additional sensory information
- Looking should be matched to spoken words



# Building words with routines



# Model, Model, Model!



Start Well Stories!





# Drawing out understanding

To find out what our children know, 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.

## **Blanks Level 1 Questions 8-20 months**

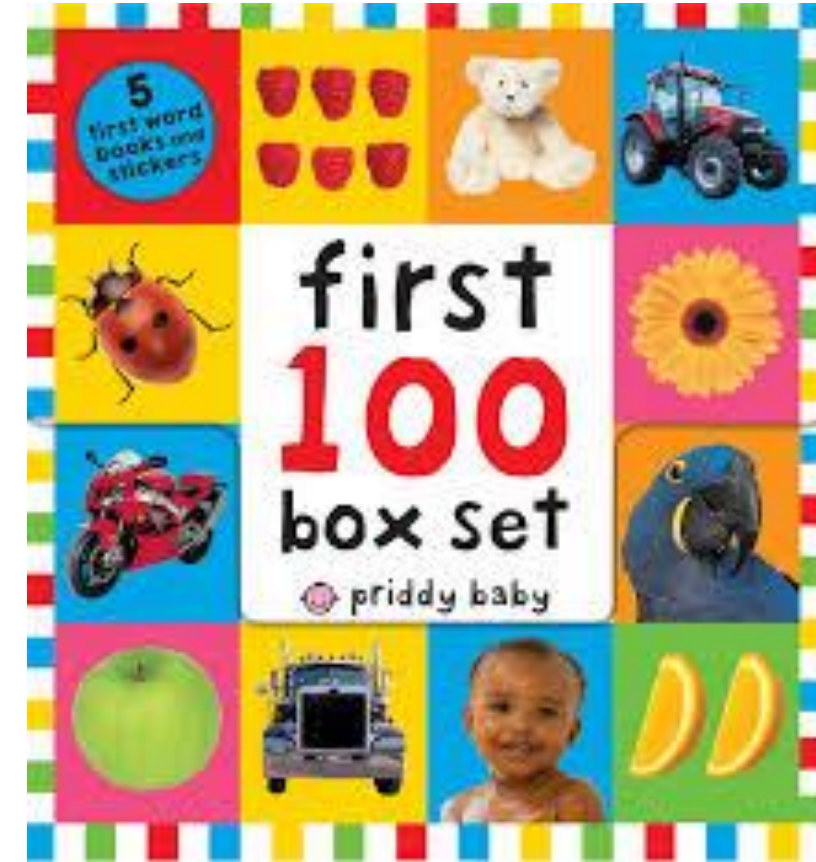
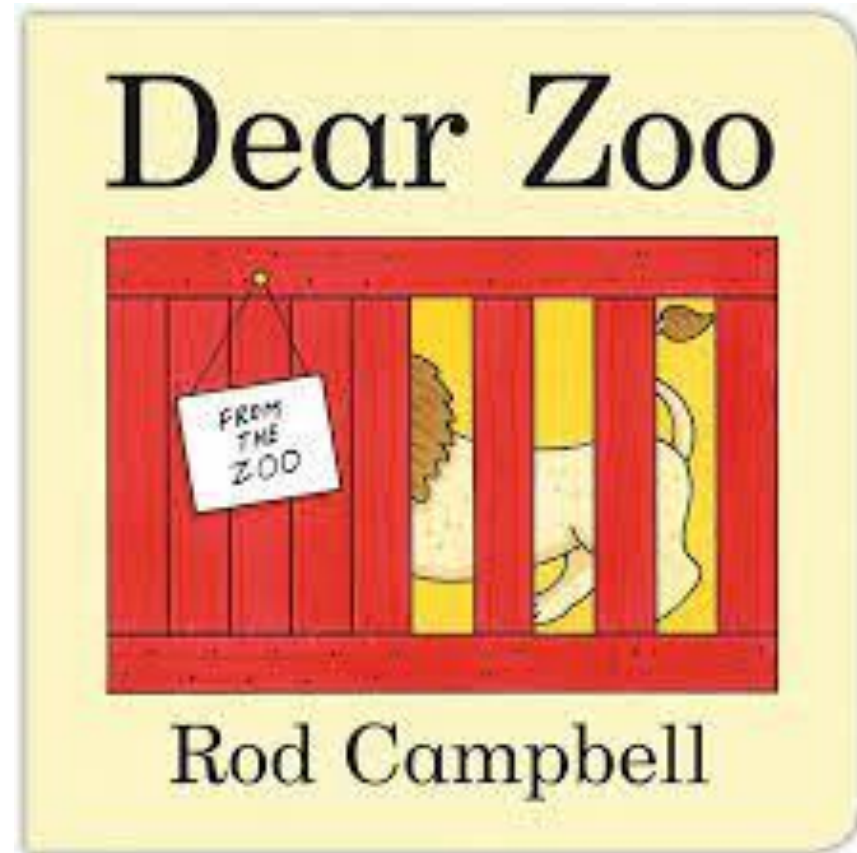
**60% of 3 year olds understand level 1 and 2 questions**

Level 1 : Naming

Level 2 : Describing

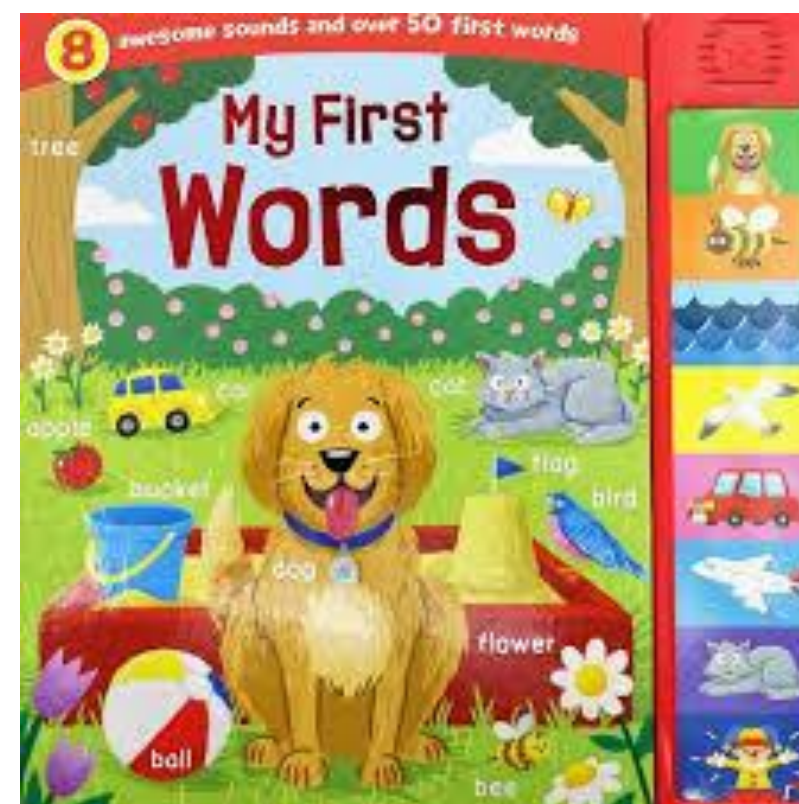
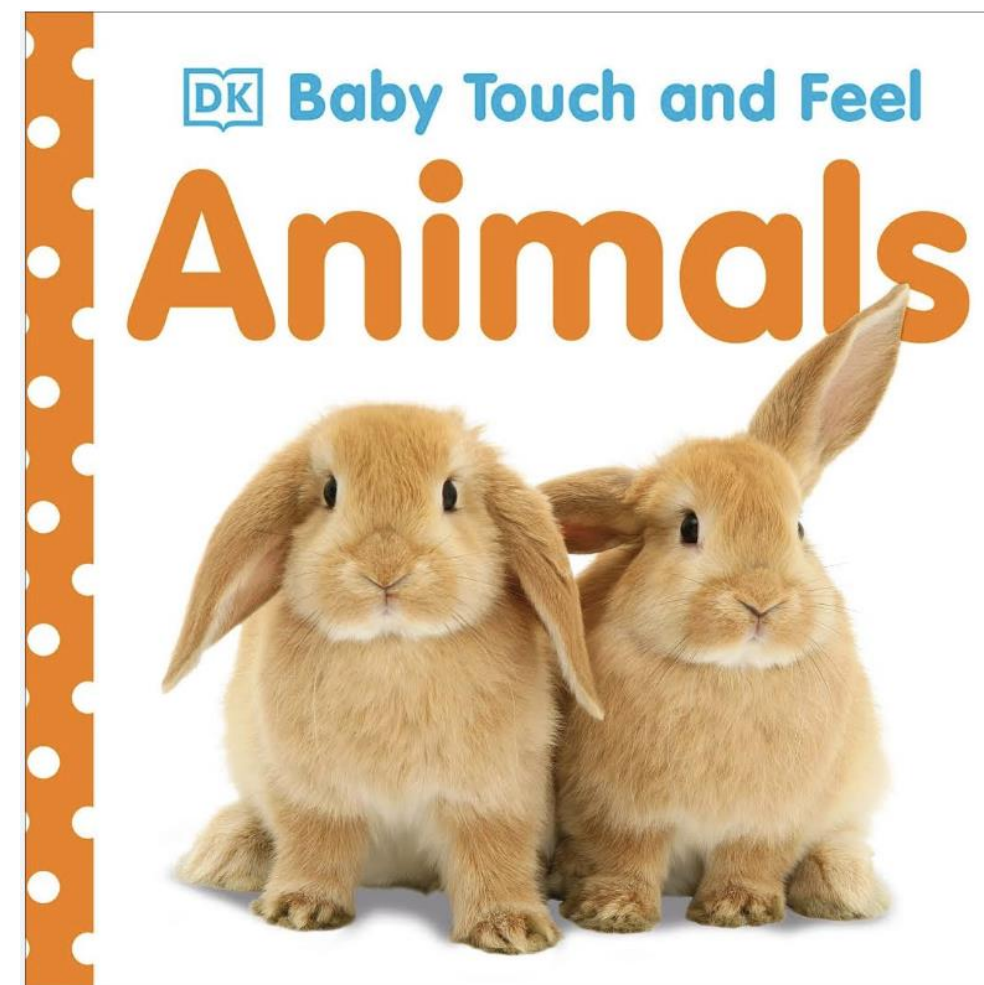


# Blanks Questions Level 1 : Naming



- Where's the dog?
- Where's the lion?
- Show me the teddy....
- What's that?

**Start  
Well  
Stories!**



**5 Golden Rules  
10 seconds**

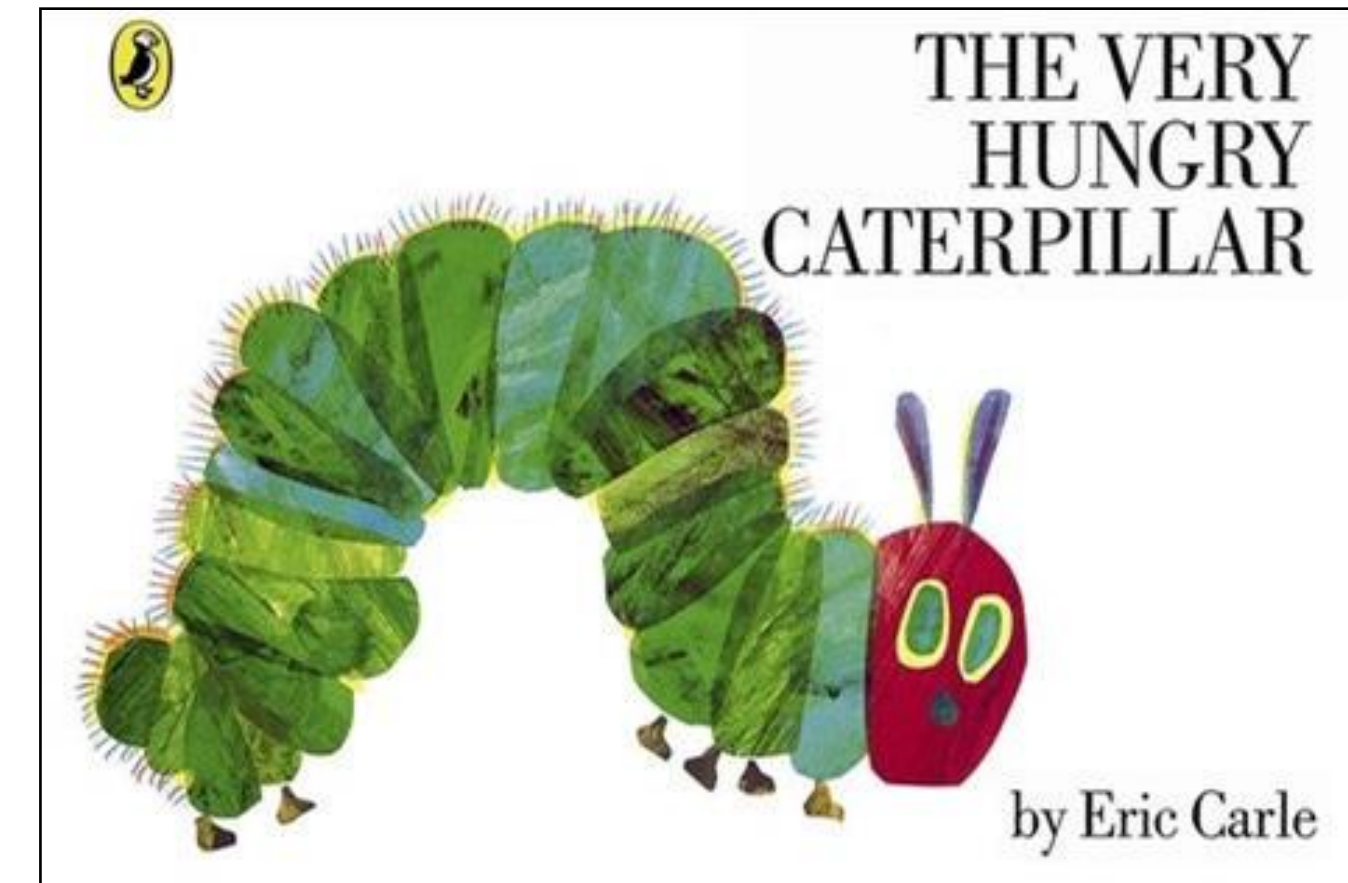




# Blanks Questions Level 1: Naming

- Where's the lollipop?
- Where's the caterpillar?
- Show me the ice cream....
- What's that?

**5 Golden Rules**  
10 seconds



**Start  
Well  
Stories!**



# Encouraging choice for communication



5 Golden Rules  
10 seconds  
A or B  
Model and extend



- Apple or banana?
- Shark or fish?
- Rabbits book or caterpillar book?

Model choices if words are not forthcoming



# Concentration

- Builds memory
- Takes practise
- In different situations
- Little and often





# Where do words come from?

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

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



# A filing cabinet of words!

## Animals

Pets

Farm

Jungle

Ocean



Variation in...

Size

Colour

Sound

Texture



# Let's Play Scattergories

The A - Z of clothes!





**FRUIT  
AND  
VEGETABLES**



**FOOD**

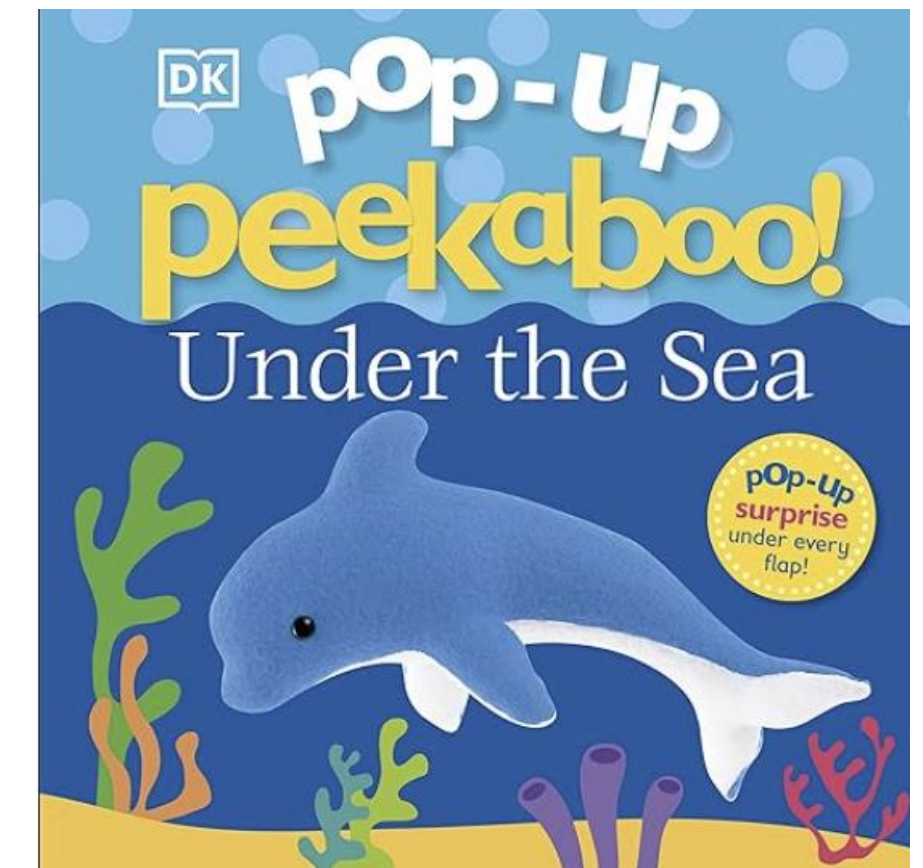


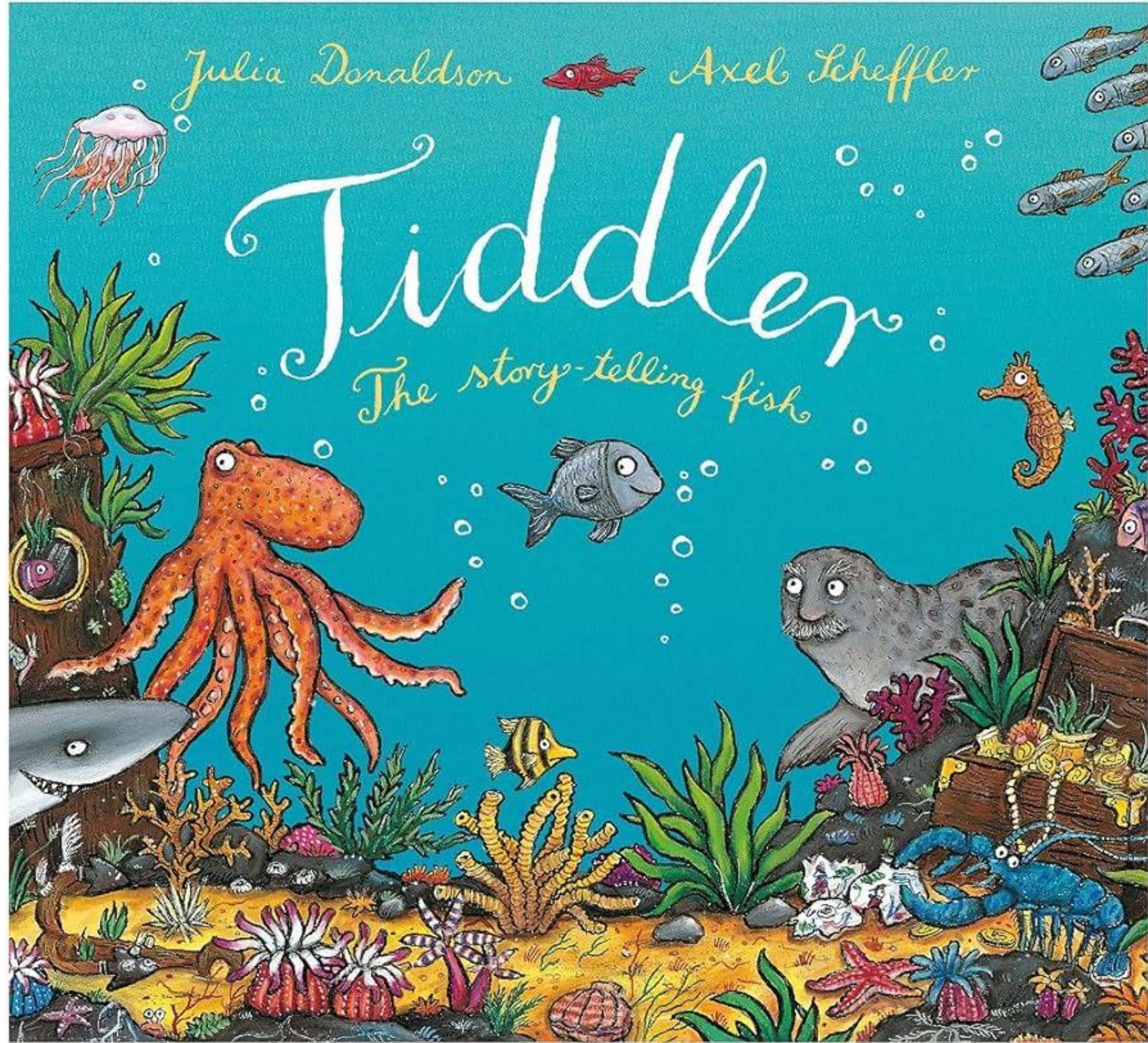


# Playing with word categories



Repeating words together as you play helps children to learn the same words in different contexts. This will help them to store words successfully to be used in reading later on.







# The process of learning words

- Looking
- Hearing and Listening
- Concentrating

Leads to.....

- Understanding Words
- Remembering Words
- Understanding sentences
- Saying words then sentences

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



# What we've learnt about pre-reading with babies

- We need to hear words many times, and in many different situations, before they become embedded.
- Babies and toddlers learn new words by looking, listening and concentrating.
- They need multiple multi sensory encounters to learn that the same word can be used in many situations.
- Understanding a word happens a long time before being able to use a word.
- Modelling the same words by repeating the same stories builds vocabulary.
- Blanks level 1 questions should be used sparingly



# Pre-reading milestones to look out for

Can your babies...

- Gaze at faces, copying facial expressions and watch someone's face as they talk?
- Copy what adults do, taking 'turns' in conversations through babbling or sound making?
- Listen and respond to a simple instruction?
- Make sounds to get attention and use gestures to communicate?
- Understand and use single everyday words in context?
- Enjoy sharing books with an adult?
- Recognise and point to objects or pictures?
- Pay attention and respond to the pictures or the words?
- Seek out favourite books?
- Identify the same words in different contexts?



# Reflecting on practice

- What do you use to introduce early words in different ways ?
- Do you have books and resources that help children build categories of words?
- Do you model single words repeatedly?
- Do you encourage children to make A B choices to encourage communication?



**The joy of joining in!**





# Important

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



# Building banks of action words



Peppa's splashing

Peppa's eating



Peppa's reading



## Commentary during routines

Hamza's sleeping

Molly's eating

Kai's clapping

## Action songs

If you're happy and you know it

Wind the bobbin up

Wheels on the bus

## Talk about photos

Talk about what characters are doing

in books and comics



# Finger Play

2 little dickie birds

This little piggie

Incy Wincy

Round and round the garden



**Start Well Stories!**



# Finger Play

1 little finger,  
1 little finger,  
1 little finger  
Tap, tap, tap  
Point to the ceiling,  
Point to the floor,  
And put it in your lap.



# Finger Play

Here is the beehive,  
But where are all the bees?  
Hiding away where nobody sees.  
Here they come buzzing, out of the hive,  
1,2,3,4,5  
Buzz up high, buzz down low,  
Buzzing fast, buzzing slow.  
Buzzing left, buzzing right,  
Buzz all day, but sleep at night.



# Finger Play

Open, shut them, open, shut them,  
Give a little clap.

Open, shut them, open, shut them,  
Lay them in your lap.

Roll them, roll them, roll them, roll them,  
Wave them all around.

Roll them, roll them, roll them, roll them.  
Now let's put them down.



# Finger play helps babies and toddlers to...

- Gain control of their hands
- Hear and remember words linked to objects or actions
- Match words to actions
- Remember words in order

These are all skills they need for reading and writing later on!



# Putting words together

Sticky fingers  
Wet fingers  
Sandy fingers  
Cold fingers  
Wiggly fingers  
Little finger  
Thumb

Fish fingers!





# What's in your filing cabinet?

# Orange



# Your filing cabinet depends on your experience.....



orange coat

## Orange



fizzy orange  
orange juice



orange slices  
orange segments

orange cone

dark orange,  
light orange



orange dinosaur



# Level 2 Blanks Questions : Describing



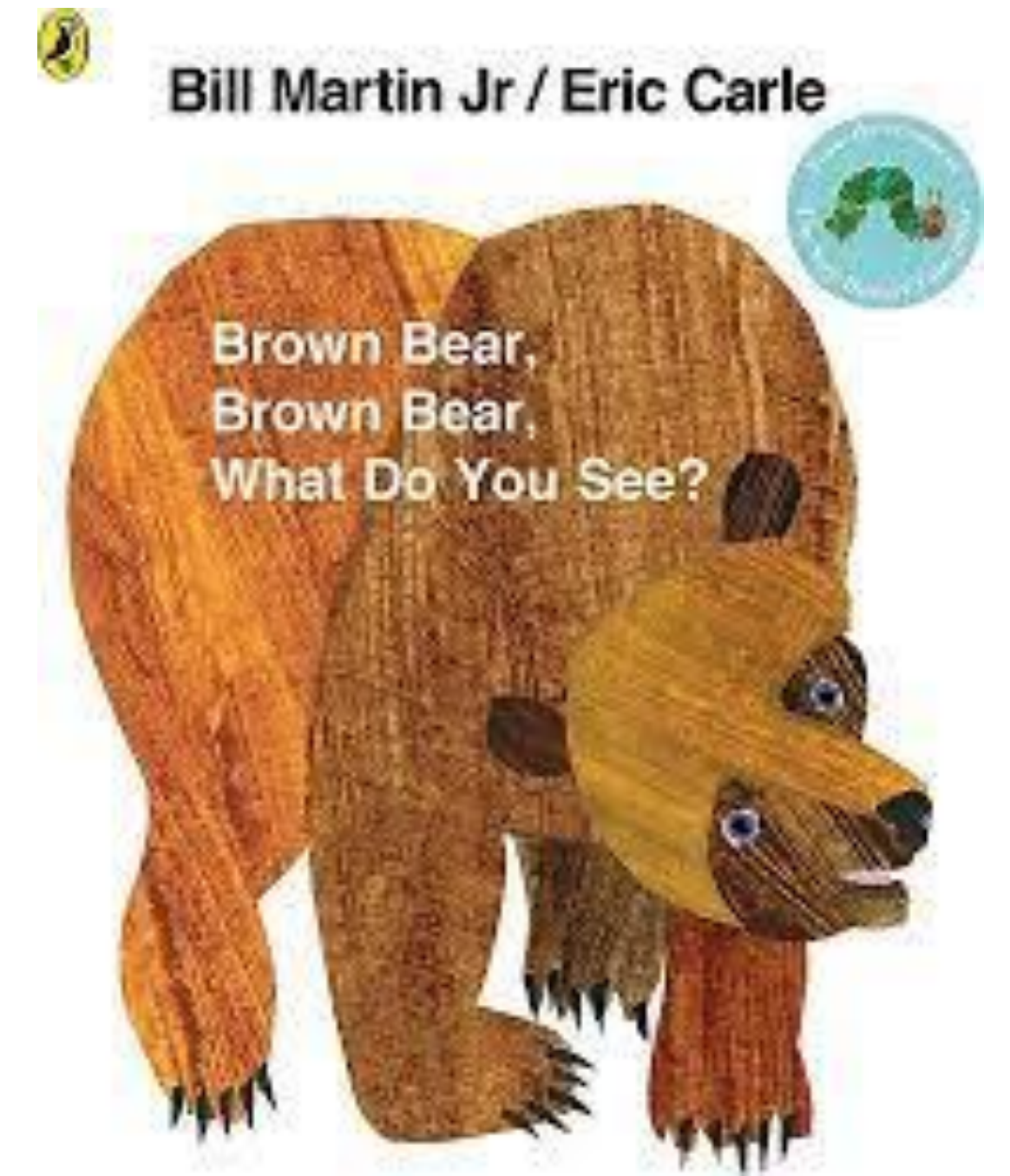
Show me the blue horse....

Where's the red bird?

What's that?

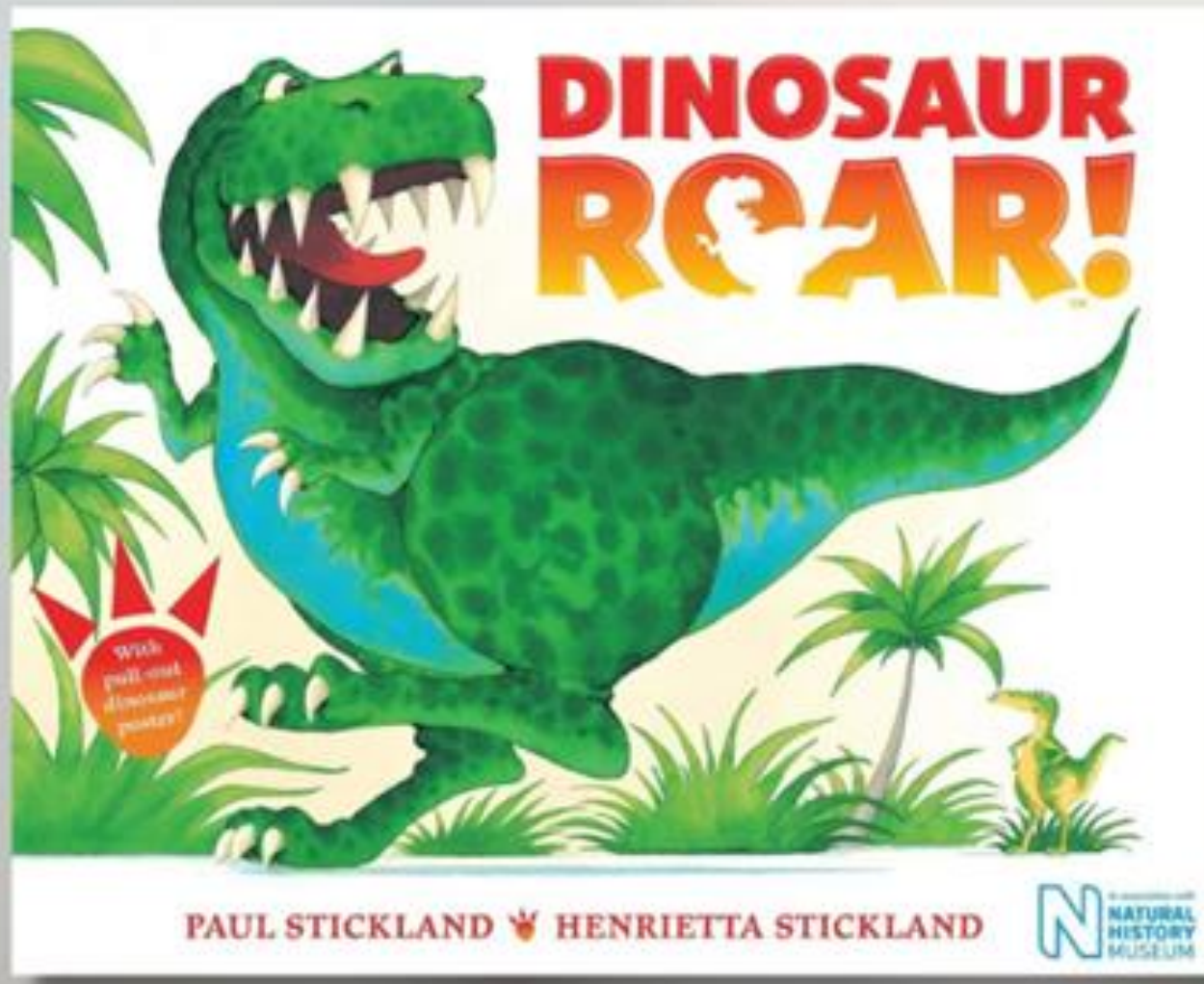


5 Golden Rules  
10 seconds



Start Well Stories!





**Which Dinosaur is missing?**

# Sorting and speaking

Providing a running commentary is important



Children need to hear words overused before they use them themselves



# Experience and Exposure through play



# Experience and Exposure through play

- Add texture / smells / colours to playdough
- Provide a variety of messy or sensory play experiences
- Explore collections of objects

Model talking about similarities and differences to build categories



# Building words with books

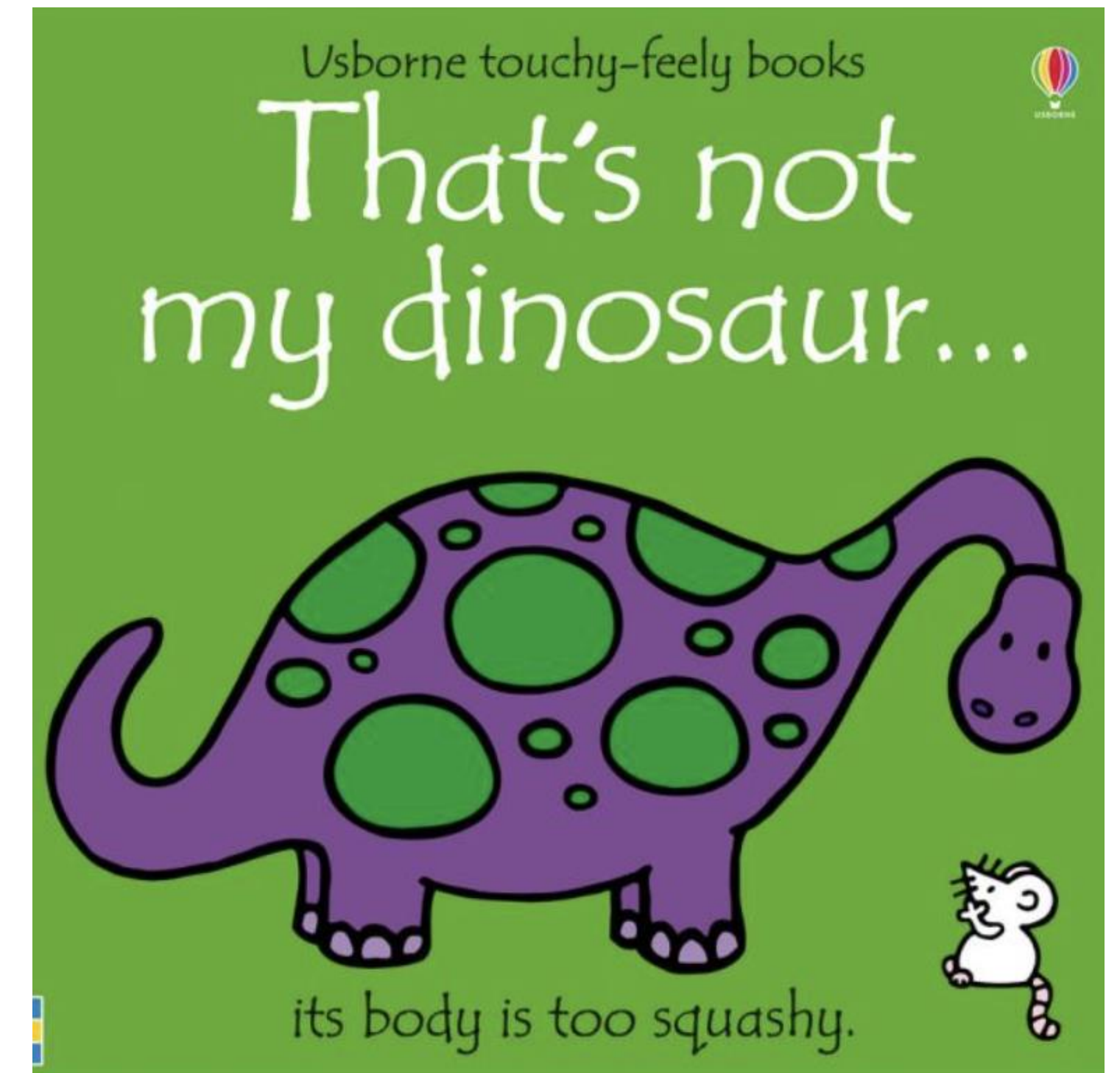
fluffy dinosaur

squashy dinosaur

bumpy dinosaur

shiny dinosaur

rough dinosaur





# Visual and word memory



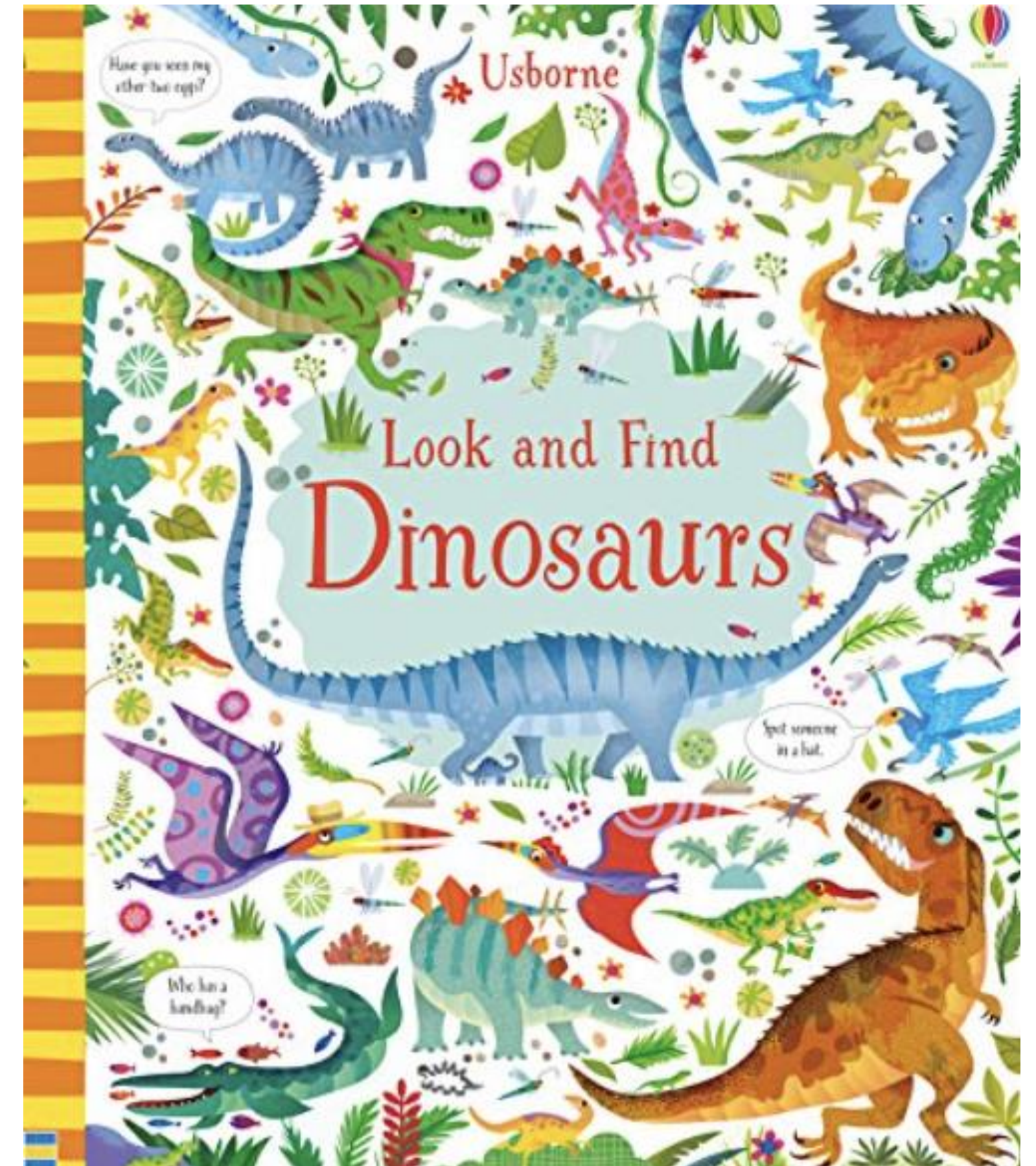
**Brain Training for beginners!**

Start off with big differences,  
becoming more similar over time



# Blanks Level 2 questions: Describing

- Show me a dinosaur that's flying?
- Which dinosaur is eating?
- What's that?



# Planning for prepositions

Positional language that explains where something or someone is.

“In the box”

“Under the table”

“On my lap”

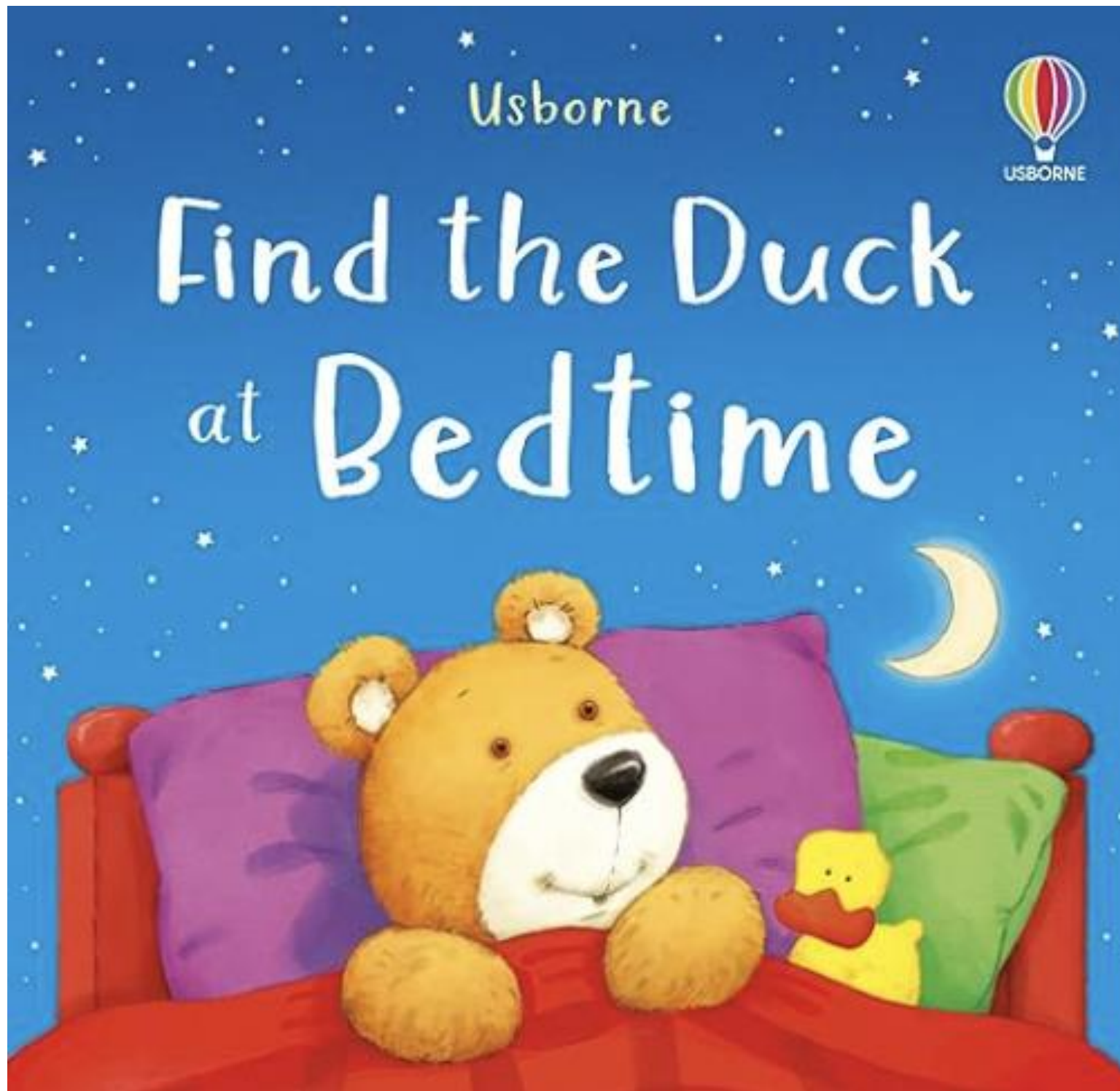
Routines and transitions are a great time to model and remodel this kind of language.

“In your bag”

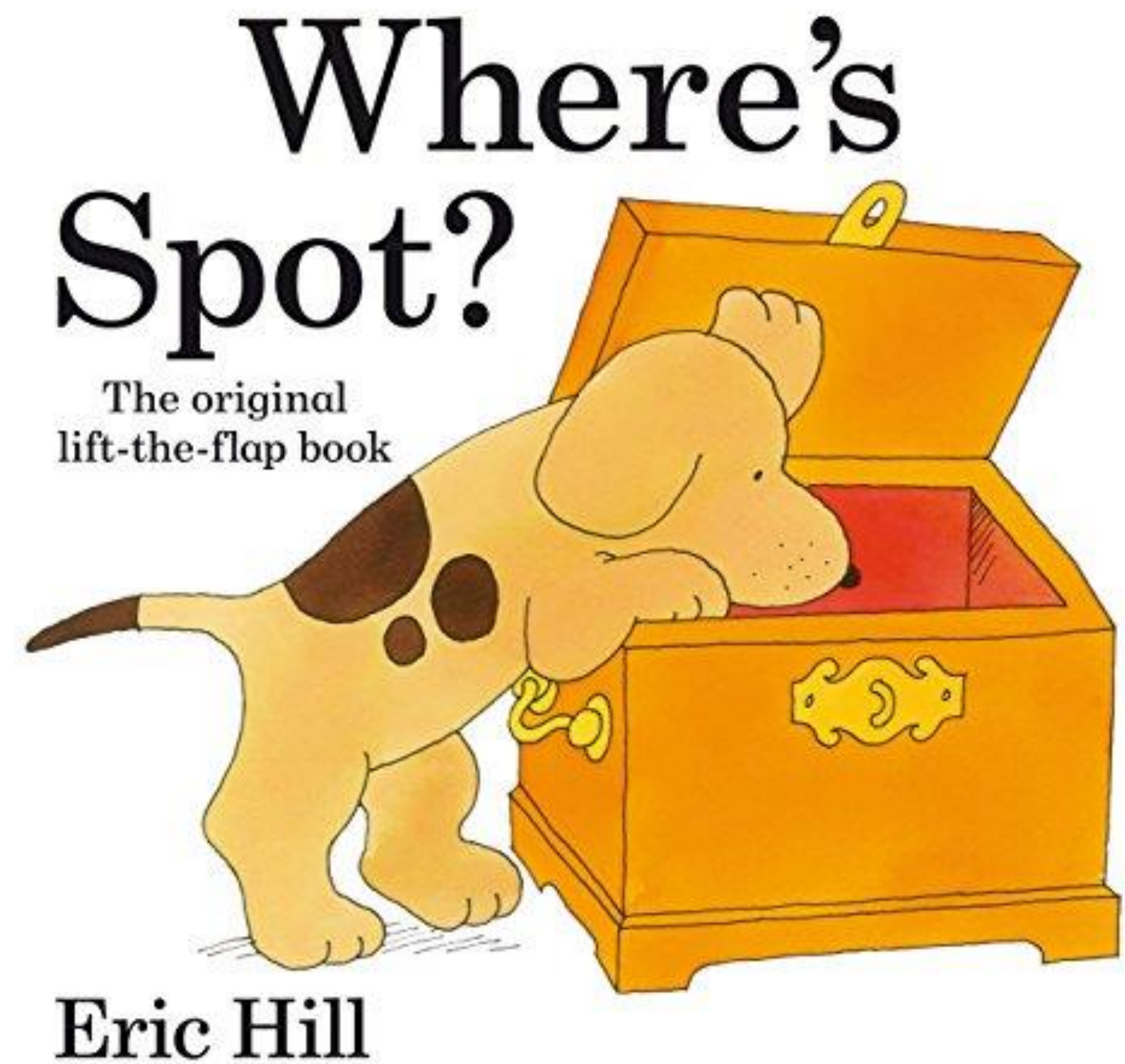
“Put your coat on”



# Using books to support learning prepositions



Behind  
Beside  
In front  
Between  
In / On  
Next to  
Over  
Under



# Hide and seek games



# What we've learnt about pre-reading with toddlers

- From 18 months, toddlers need to be learning 8 new words every day.
- For toddlers to move beyond single words to simple phrases they need to learn different types of words.
- Action words, descriptive words and simple positional language are key to expressing meaning.
- Stories, rhymes and repeated play experiences with plenty of modelling help these new words to be understood and remembered.
- Blanks level 2 questions should be used sparingly, and only when toddlers have the understanding to be able to respond.



<p>Words I understand or words I use <i>Objects</i> <i>Actions</i> <i>Describing words</i> <i>Positional language</i></p>	<p>5 new words I need to remember or use <i>Objects</i> <i>Actions</i> <i>Describing words</i> <i>Positional language</i></p>	<p>Opportunities to practise</p>	<p>Do we have a book, rhyme or song that can help to introduce the new words</p>



# Pre-reading milestones to look out for

Can your toddlers...

- Listen to simple stories, understand what is happening with the help of the pictures?
- Identify familiar objects when they are described, 'blue car', 'shiny apple'?
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'?
- Understand simple questions about 'who', 'what' and 'where'?
- Repeat words and phrases from familiar stories?
- Hold a book and turn the pages, looking at the pictures?
- Make comments / ask simple questions about known stories, often following an adult model?





# Reflecting on practice

- What do you consider descriptive language enough when you're planning play and delivering routines?
- Do your books provide plenty of opportunities to model descriptive language?
- Do you teach the children a wide enough range of finger plays, rhymes and actions songs, so they can learn action words in a meaningful way?
- Do you use lift the flap books or look and find books or jigsaw puzzles to model positional language ?



# What to consider next....

- How well do you prepare your children for reading the words by develop?  
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?

