

Reading Activities for EYFS

Developing children's reading consists of different elements of learning. One of them is helping and supporting children to be able to read words on sight and also to be able to use skills to decode words if they have not met them before. This is called WORD READING AND FLUENCY which can be achieved through regular reading of reading books that are matched to the children's Phonics knowledge and Phase that they are focusing on.

Another main element is allowing the children opportunities to show their understanding of what they are reading and this is what is called COMPREHENSION activities. If a child can read a book fluently that is fantastic. However, if they are not understanding what they are reading, this becomes a struggle for them. Both fluency and comprehension are equally important and they have to go hand-in-hand in order for the children to become good readers and for them to enjoy reading.

Sharing books can be as important as reading books as it allows the children to hear how adults would read certain parts, how voices can be changed for different characters, how words can be read in different ways according to the punctuation that is used. Sharing books also helps children to see how words can be followed with a finger or how different layouts are read in a different order, particularly with non-fiction books. Sharing a poem allows children to recognise and hear how this is different to a story as well as identifying the rhythm.

Below are some ideas for the comprehension element of reading. These are not conclusive as there will be many more ideas out there in the world, but they are a starting point and they can be used for many different books.

<u>Type of book</u>	<u>Reading Focus</u>	<u>Activities for Learning</u>
Fiction	Retelling	<ul style="list-style-type: none"> *Use repetitive language to join in with the story, traditional stories are brilliant for this *Use actions for the different parts of the story, it will help the children to become more familiar with the story *Make characters and masks and use them to act the story out. This will help the children to show an early understanding of the story as they will be retelling it, maybe in their own words.
	Characters	<ul style="list-style-type: none"> *This can be done verbally or the children can draw and label pictures to show their understanding *Name, draw and label favourite characters and describe them *Create a new character for a story - the children could draw or build or make using any materials of their choice. The children could then make up their own story using this character - what a brilliant way to share their imagination with you!
	Setting	<ul style="list-style-type: none"> *Make a model of where the story takes place using materials and resources of your own choice, this will encourage the children to use what they have learnt and share it with you for a purpose. You could also ask why have they included a part and through their answers will let you know if they have understood *Draw a picture of the setting and label it - can the children use words from the story to label each part? (e.g. a swirling, whirling snowstorm or a deep, dark forest) *Play a game - choose 3 words to describe the setting of a story - can the children guess what setting is being described? (e.g. trees, cottage, path = a wood in Little Red Riding Hood)
	Plots including ordering events	<ul style="list-style-type: none"> *What has happened in the story? *Draw a picture for the beginning, middle and end of the story. Write a caption or sentence underneath each picture. *Do you know any other stories that are similar to the story that you have just read. This will allow children to make some early comparisons between familiar stories as well as starting them to think about the type of books that they enjoy.

	Predictions	<p>*What do you think will happen next? Why?</p> <p>*Read the story in short sections and pause at the end of each section. Children to make predictions about what could happen next. The children could discuss this or draw/write to show their predictions. This will enable you to see if they are following the story. When the next section is read, the children can then check their predictions - were they correct? Was their idea better than the book?</p> <p>*Draw what could happen next in the story and continue the story to write the next sentence or page. This will allow the children to start to use their own ideas and become authors. It will help when they are using their own imagination and writing their very own stories in the future. I am sure David Walliams had to start somewhere!!</p> <p>*What could happen at the end of the story? Can children create their own ending?</p>
Poetry	Retelling	<p>*Use actions for the different parts of the rhyme, it will help the children to become more familiar with the rhyme</p> <p>*Clap hands or pat knees to the rhythm of the rhyme, it will help the children to retell the poem as it needs to be read. (Sometimes poems can be read as stories but this will distract the children from finding the rhyming words)</p>
	Rhyming	<p>PLEASE REMEMBER THAT NURSERY RHYMES ARE A BRILLIANT RESOURCE TO HELP THE CHILDREN WITH RHYMING. SOMETIMES THESE CAN BE FORGOTTEN AND CAN BE UNDERESTIMATED OF THEIR BRILLIANCE!</p> <p>*Find rhyming words in the poem. By clapping the rhythms of the poem will help the children to identify the rhyming words and find where they are written in the poem.</p> <p>*Find objects from around your house that rhyme. Can you write labels for the objects? This will help the children to know which part of the word rhymes. The children could also link their phonics and work with nonsense words by rhyming both real and nonsense words to the objects.</p> <p>*Can you think of your own rhyming words? Can you make a new rhyming page for the poem?</p>

Non-Fiction	Discussing layouts	<p>*How is a non-fiction book different to a fiction or a poetry book?</p> <p>*What do you think the book is about? What do you want to find out about?</p> <p>*Use the contents page to find the certain pages in the book. What information has the page given you? What have you learnt from this page? Children to draw something they have learnt.</p> <p>*Do you want to find out any more information about the book? Write a question and find the answer on the internet. This is a key part of non-fiction as it is important that the children know that they can find information on computers and in books.</p>
General	Reviews	<p>*Draw own front cover for the book. What pictures would you include? Why?</p> <p>*Draw favourite part of the book and write sentences to explain and describe why they like it.</p> <p>*Give the book a rating out of 5 stars and explain reasons for the rating. If it is a low score, what could have been done to make it better? How could you improve it?</p> <p>*Become a book critic - make star ratings for the books in your house.</p>

Questions to ask when reading:

*What/ who can you see on the front cover?	*What might this book be about?	*What is the title of the book?	*What is happening on this page?
*Can you turn to the next page?	*What might happen in the story?	*What might happen next?	*What might happen at the end of the story?
*What does this word mean?	*Who was your favourite character? Why?	*What happened to this character?	*What happened in the story?
*What was your favourite part? Why?	*What did you find out?	*Did you like this book? Why?	