



# Reading Workshop EYFS

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# Aims of the workshop

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- To share the importance of reading
- What is reading for pleasure
- What reading in school looks like
- Reading at home

The **MORE** that you  
**READ**, the more things  
you will **KNOW**.  
The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

 Dr. Seuss

Freddie Horne Ltd.

# From the Curriculum Development Matters

## Comprehension

Children at the expected level of development will:

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

## Word Reading

Children at the expected level of development will:

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

## What is Reading for Pleasure ?

- Reading for pleasure is something that we do of our own free will and get satisfaction from



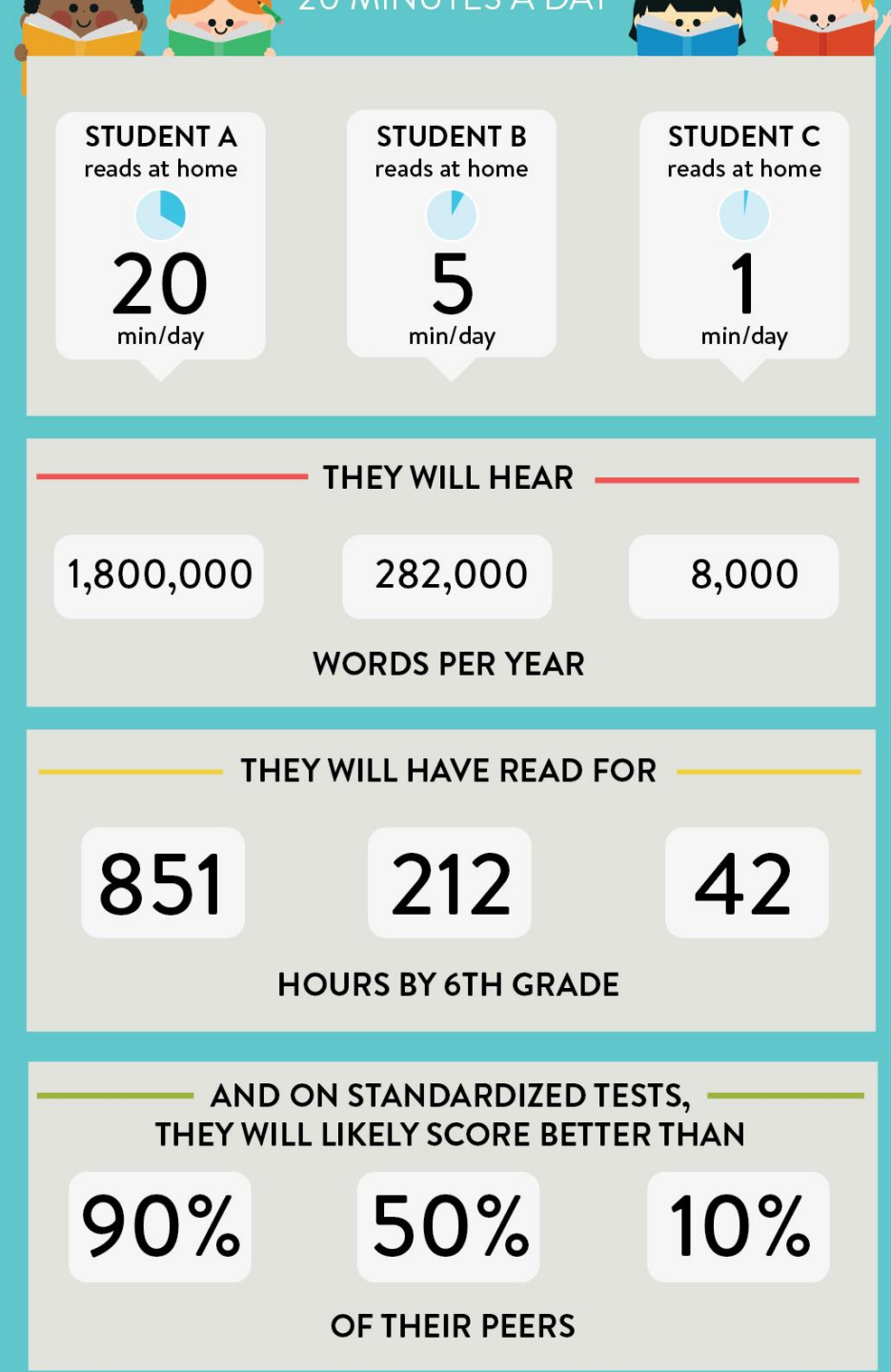
# Why is it SO important?

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)

# Why else?

- Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making
- (Clark & Rumbold, 2006; Howard, 2011)



# The power of reading for 20 minutes a day

A woman with dark hair is smiling and reading a book to two children. On the left, a young boy with light brown hair is looking down at the book. On the right, a young girl with blonde hair is also looking at the book. The book is open, showing the title 'ALFIE' in large blue letters and 'Alfie's Feet' in smaller brown letters. The author's name 'Shirley Hughes' is visible at the top of the page. The background is slightly blurred, suggesting an indoor setting.

# But what is it?

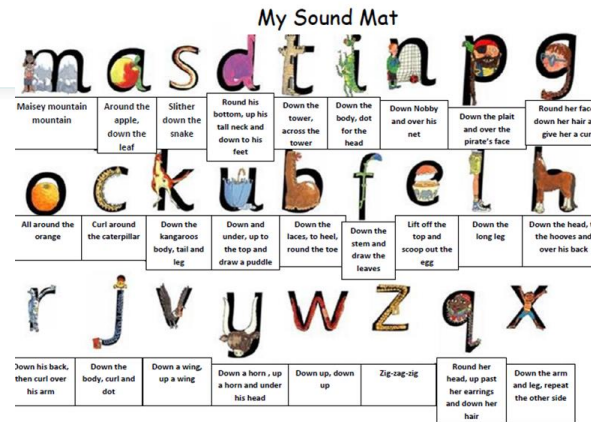
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- Escapism
- Engagement
- Empathy
- Enlightenment
- Entertainment
- Enjoyment

# What does reading look like in school?

## Word Reading

- SST RWI Phonics
- Lessons with a reading/story focus
- High quality texts – vocab
- 1:1 reading with levelled books



## Reading for pleasure

- Quiet reading
- Books in the provision
- Daily protected story time – high quality books and authors (READ TO ME)
- Library Sessions (LOVE TO READ)
- Reading events
- Dedicated rhymes and song time





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# Reading at home

- Make time
- Actively engage with the text.
- Echo reading
- Paired reading
- Your child is NEVER TOO OLD to be read to.

# Be a Reading Role Model

- **Let your children catch you reading!** Kids will be what they see. If they see their role model reading, they too will want to read!
- **Make time to read aloud.** *Kids & Family Reading Report™: 5th Edition* shows that children ages 6–17 overwhelmingly enjoy read-aloud time. More specifically, the report uncovers, when it comes to being read aloud to at home, more than eight in 10 children (83%) across age groups say they love(d) or like(d) it a lot—the main reason being it was a special time with parents.
- **Leverage the power of choice!** Ninety-one percent of children ages 6–17 say “my favorite books are the ones that I have picked out myself” (*Kids & Family Reading Report*).



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Reading is a great habit. Like all habits, it needs repetition and regularity to establish itself. This means consciously making time and keeping interruptions to a minimum.

