

# Teaching Reading to children

How to share a book with a child, awareness of print

Concepts of print

Rhyme and Analogy

# For the love of print and books

- Classrooms need to print rich areas, this will include labels, signs packaging etc. Children can know that a sign says 'Toilet' before they can read the letters
- Point out labels and signs as often as you can, print in the environment is very important
- Children need to be exposed to books
- Classrooms can have a book corner, book boxes or other ways of making books available
- Ensure that you have chosen books that are varied, reflect different tastes and interests
- Give children time to look at books
- Share books with your class as often as you can, this could also be small groups or 1-1



# What is Rhyme and why teach it?

- Phonological awareness can be developed through an appreciation of rhyme and alliteration
- Children find it easy to analyse words by their initial sound, the 'onset' and by the final part of the word the 'rime' (onset is the part of the word reflecting alliteration, the rime is the part that rhymes. So in the word pin 'p' is the onset and '-in' is the rime)
- We focus on the link between rhymes and shared spelling patterns in this way to help the children develop the ability to make 'analogies' (using the spelling pattern of a known word to read a new word which shares the same spelling pattern, e.g. pin-tin)
- Knowledge of letter-sound correspondences and the ability to make analogies are important decoding skills related to reading and spelling ability.

# Awareness of rhyme

- Ensure that children are exposed to nursery rhymes, other rhymes for older pupils this continued exposure can help train children to hear phonetic blending. Make this part of your daily routine, use puppets and props
- Have a bag of objects that rhyme, start with real objects and take them out one at a time, bring out a second object, do they sound the same, do they rhyme?
- Repeat this exercise often and with different objects
- Play games with the objects, have an odd one out, take one away can they guess what it is, can they find other objects that rhyme?
- Begin to use card games to reinforce Rhyme, these can be played daily to reinforce rhyme

# How to share a book, concepts of print

- Show the children the book, play games with them by holding it the wrong way up or the wrong way round, can they help you correct this?
- Can they point to the title, can they guess what the book is about (this may only be for some of our children)
- In time you can introduce the word author and illustrator, each time you share a book share the name of the author and illustrator
- Point to the top of the page and the bottom, over time ask the children to do this too
- Ask the children if they can point to a word on the page, leading to pointing out a letter on the page
- Do they know that they follow print left to right, get them to point to the words as you are reading them, can they then turn the page when you come to the end of the words on the page

# Concepts of print continued

- Ask the children about what a story is, you are looking for the children to understand that print tells a story either fiction or non-fiction
- This will lead to the children understanding what text is for



# Next steps

- In our next training session we will look at the introduction of learning letter sounds

