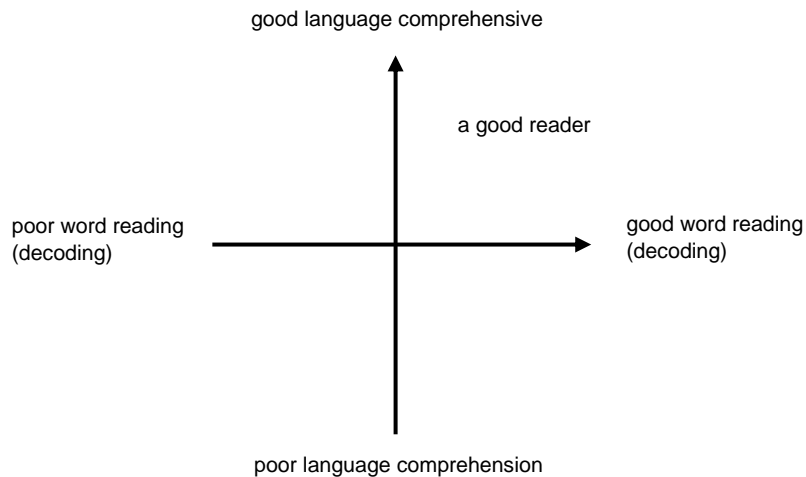


The Simple View of Reading (taken from DFE Reading Framework): -

Reading has been described as the product of decoding and comprehension, a model first proposed by Gough and Tunmer in 1986, who called it the Simple View of Reading.



Language comprehension

Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences, and the wider language we hear or read. Language develops through interaction with others. Inevitably, by the time they start school, some children understand more and know more words than others, because of the quantity and quality of the interactions they have already had with adults and others. Children who begin school with a poor understanding of language will need considerable support to develop their spoken language.

Learn more about reading comprehension as part of the early years foundation stage (EYFS), including advice from experts and suggested activities. [Reading comprehension - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/government/guidance/reading-comprehension-help-for-early-years-providers)

Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension and so also for wider learning and progress. Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.

How could you extend children's vocabulary?

Use the Blank language scheme framework to help parents pitch age and stage questions for their children <https://www.boltonstartwell.org.uk/downloads/file/115/early-years-communication-blank-language>

- Naming things; - 'Show me the '.....'
- Focus on part of the object; - 'What can you dig with?' 'Show me the blue cap?'
- Retell the story; - 'What might happen next?' 'How does Feel?'
- Reasoning-why? 'How can you tell?'

To find out more click on this link [blank-level-questions \(boltonstartwell.org.uk\)](https://www.boltonstartwell.org.uk/downloads/file/115/early-years-communication-blank-language)

An Interesting Word for Every Day of the Year' by Dr. Meredith L. Rowe and Monika Forsberg [An Interesting Word for Every Day of the Year: Fascinating Words for First Readers: 1 \(Little Word Whizz\) : Rowe, Dr. Meredith L., Forsberg, Monika: Amazon.co.uk: Books](#)

Decoding (word reading)

Decoding refers to:

- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently
- reading familiar words accurately and silently 'at a glance' so, that is, no longer saying the sounds consciously.

Exploring words

Learn more about exploring words as part of the early years foundation stage (EYFS), including the knowledge and skills that children need to develop:

- phonological awareness, the awareness of all the sounds of language, it's the ability to hear and distinguish sounds
- vocabulary
- expressive language, vocabulary, grammar, and changes to words such as plurals (known as morphology)
- receptive language, the ability to understand what is said

[Exploring words - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

Phonemic Awareness:

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Phonological_awareness_and_Phonemic_awareness_2021-08-18-154019_eiuj.pdf

[Reading Rockets | Launching Young Readers](#) This website contains videos/ reading readiness tip sheets, developmental milestones and more.

Would you like to access phonics training for your early years team click here [Bolton Start Well E-learning website](#).