

EYFS Lending Library Reading Record

Childs Name; _____

Book change Day; _____

I can...

- **Listen with interest and join in with nursery rhymes and stories**
- **Show an interest in books**
- **Answer a 'where' question by using gesture or pointing** e.g 'where is the frog'
- **Identify an environmental sound in the story** e.g knows that 'ring, ring' is the sound a telephone makes or 'moo' is the sound of a cow.

Other ideas: Rhyme time

- Encourage your child to sing their favourite Nursery Rhymes and gain their eye contact
- Use actions where possible
- Fill in the missing word from rhymes e.g 'Humpty Dumpty sat on a'

[illegible]

EYFS Lending Library Reading Record

Childs Name;

Book change Day;

I can...

- **Identify an action word by either pointing or using speech** e.g when asked 'Who's jumping?'
- **Repeat words or phrases in the story** e.g 'I'll huff and puff and blow your house down!'
- **Talk about the front cover of the book.** Look at this together and ask your child 'what can you see?'
- **Answer an open ended question** (questions which require more than a yes or no answer). Throughout the story, ask your child what can they see, what are the characters doing? Focus on the character's actions and encourage your child to use verbs to describe this (jumping, sitting, running, dancing etc). Model using sentences to your child e.g 'Cinderella is running'.

[illegible]

EYFS Lending Library Reading Record

Childs Name; _____

Book change Day; _____

I can....

- **Join in with repeated refrains in the story** e.g 'Oh help, oh, no, it's a Gruffalo'
- **Begin to understand 'why' and 'how' questions**
- **Use talk to connect my ideas of what is happening or what might happen next**
- **Handle books carefully, holding them the right way up and turning pages**
- **Show an awareness of rhyme and alliteration**
- **Predict what I think might happen next**

Other Activities - Rhyming

- Point out any rhyming words within the text, explain to your child that the end phoneme in rhyming words sound the same e.g 'cat, hat, mat'. Play around with rhyming words.
- Point out any examples of alliteration, explain that alliteration is when two words begin with the same phoneme (sound) e.g clever cat, bouncing ball.
- Can your child think of an alliteration for their own name?

Date	Title	Comment

EYFS Lending Library Reading Record

Childs Name; _____

Book change Day; _____

I can;

- **Listen attentively and respond to a question with relevant comments**
- **Begin to ask questions related to the text and explain why something is happening/has happened**
- **Talk about the characters, setting and events in the story.** Encourage your child to use adjectives to describe them
- **Identify that print carries meaning and is read from left to right, top to bottom.** Point to the words in the story in order to support your child's understanding of this
- **Tell an adult what the job of an author and illustrators is**
- **Identify where to find the blurb and I am aware that it tells you a little bit about the story.**
- **Talk about and identify some graphemes (letters) and phonemes (sounds) in the story that are relevant to me (graphemes/phonemes that maybe in your child's name)**

Other Activities- Rhyming

- Play around with rhyme and alliteration 'wibbly wobbly Wucy, I spy Lucy'. Jumping Julia. Link this to characters in the story or names of family members. Can your child identify a rhyme within the text?
- Challenge your child to think of their own rhyming words
- Go on a grapheme hunt around the house or while reading the story. Ensure that your child searches for a grapheme that they are already familiar with

Date	Title	Comment

EYFS Lending Library Reading Record