

Reading in Reception



Parents' Meeting





The Aims of this Guide:



- To explain what Phonics is and how we cover it in Reception Class.
- To introduce our reading approach in school and how the children will progress through it.
- To identify the key ways in which you can help your child at home with their reading.



Learning Styles:



Children learn in a variety of ways:

- **Visual Learners** (use visual displays/visualise and construct)
- **Auditory Learners** (learn by listening/remembering what has been said)
- **Kinaesthetic Learners** (learn by doing/practical experiences)

If children are to become competent readers - reading for meaning, information and enjoyment - we must adopt many strategies to help them along the way.



Searchlights:



Children learn to read when they have many ways of working out meaning. These are like searchlights. The more lights they have switched on the easier it is for them to learn to read.

Phonological awareness - an ability to hear and discriminate sounds in words.

An ideal preparation for this starts with the spoken word.

Through:

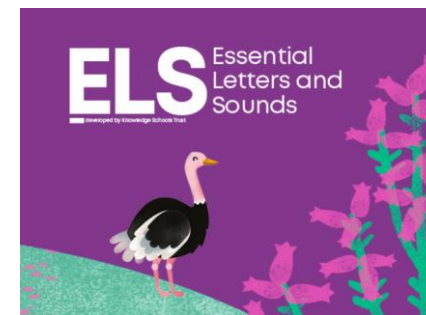
- nursery rhymes
- songs
- poems
- alliterative jingles



Programme of Study:



- In school, we currently follow the 'Essential Letters and Sounds' programme.
- Essential Letters and Sounds is a Systematic Synthetic Phonics (**SSP**) programme, **validated by the Department for Education**. It consists of 5 phases.
- By distilling Letters and Sounds to its purest form, – its essence – we ensure every phonics lesson is taught to the highest standard. Essential Letters and Sounds is an SSP where only the **essential elements** are included.
- The name reflects the key principles of the programme; **simplicity and consistency**.

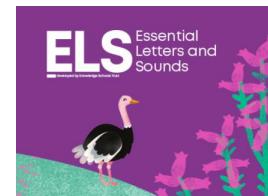




Programme of Study:



- Children in Reception Class will begin their learning of Phonics once they have settled in to school which will continue throughout the year, into Year 1 and beyond. They have a formal Phonics Screening assessment in the summer term of Year 1. However, every child will carry their knowledge of phonics long past their first two years in school and it is the most essential tool to form their foundations in reading, writing and comprehension.

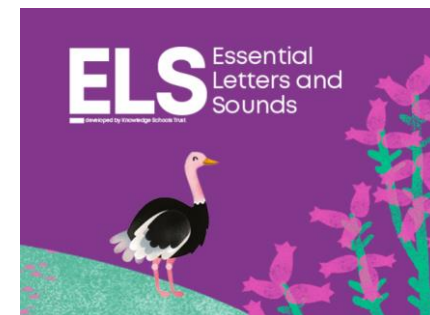




Programme of Study:



- **Essential Letters and Sounds...**
- is delivered to the **whole class**
- combines continuous and reactive **assessment**
- provides robust **intervention**
- is **rigorous** and **engaging**
- aligns with books from **Oxford University Press**
- provides **immediate**, in the lesson intervention





Phonic Jargon:



- **Phoneme** - **one** letter which makes **one** sound. There are 44 phonemes in the English Language and 26 letters which can be used to represent them.
- **Digraph** - **two** letters which makes **one** sound eg: sh, th, ch
- **Trigraph** - **three** letters which makes **one** sound eg: igh
- **Grapheme** - how the phoneme appears when written

Staff and children use this vocabulary regularly in our phonics sessions and reinforce their meanings continuously.



Phonic Jargon:



- When letters are used to represent sounds they are called 'grapheme-phoneme correspondences' (GPC).
- The phonemes (sounds) can be represented by individual letters or groups of letters (graphemes).
- 1 letter eg: c
- 2 letters eg: ch
- 3 letters eg: air
- The same phoneme (sound) can be represented by different graphemes (letters). Eg: c, k and ck all represent the same sound.



Phase 1:



- There are 7 aspects.
- **A1** – Environmental
- **A2** – Instrumental sounds
- **A3** – Body Percussion
- **A4** – Rhythm and rhyme
- **A5** – Alliteration
- **A6** – Voice sounds
- **A7** – Oral blending and segmenting



Phase 2:



s, a, t, p, i, n, m, d, g, o, c, k,
ck, e, u, r, h, b, f, ff, l, ll, ss



Phase 3:



j, v, w, x, y, z, zz, qu, ch, sh,
th, ng, nk, ai, ee, igh, oa, -es
with no change to root word, oo
(book), ar, ur, oo (food), or, ow
(growl), oi, ear, air, ure, er, ow
(slow)



Phase 4:



- This phase consolidates all the children have learnt in the previous phases.
- It builds on children's word knowledge by adding word endings and looking at doubling consonants within words. Eg big, bigger, biggest.
- It also focuses on having a word ending that makes a different sound depending on the root word it is added to. Eg dropped, called, started.



Phase 5:



ay, ou, ie, ea, -le, oy, ir, ue,
aw, wh, ph, ew, oe, au, ey, a-
e, e-e, i-e-, o-e, u-e, c (cycle)



Harder to Read and Spell Words:



These are words that can't be sounded out, this may be because the word doesn't follow the standard sounds that would be classed as decodable or it is a common word that they children may start to see in their reading books but haven't been taught the GPC yet.

For example:

The, I, no, go, to, he, me, be, my

Children will need to learn these words by sight.



Blending:



sh o p
shop

When we blend it requires us to recognise each grapheme within a word, say the corresponding sounds and then merge all those sounds together to form a word. We do this orally in class using our Robot Arms and Blending Hands.

Try to avoid putting 'uh' at the end of each sound when saying them, so instead of 'muh', 'luh' and 'suh' we say 'mmm', 'lll' and 'sss'. Using the pure sounds (no 'uh') makes it easier to blend the sounds together.



Segmenting:



- Breaking down words for spelling (encoding):

shop

sh o p

We break each word down into its individual graphemes and say each phoneme/digraph/trigraph individually. We put a sound button (the lines and dots) under each grapheme so the child can see how many sounds make up each word.



What a Phonics lesson looks like:



Review	Flashcards to practice phonemes learnt so far. Revisit recently taught HRS Words and decodable words.
Teach	Teach new GPC
Practice	Say the sound with a corresponding picture, practice forming grapheme.
Apply	Read words/captions/sentences with new sound. Complete task in Apply book.



Graphic Cues:



Children will miscue on some words because they recognise part of a word.

e.g. they say **ship** for **shop**

because they know the **sh** sound.

they say **chip** for **chop**

because they know the **ch** sound

Praise efforts then get the child to look at the whole word again - sound it out/look at picture cue/ read to end of the sentence and try to work out.

If your child can still not work out the word tell them it.



School Reading Scheme:



- Our school uses the Oxford Reading Tree Scheme for our home reading material. This scheme contains different subcategories of books for children to read at home.
- The scheme caters for both fiction and non fiction books.
- Our books are completely phonetically decodable and matched to the week's teaching progression. Children will only see the GPCs and Harder to Read and Spell words they have been taught that week and the week's previous in their texts. We want them to succeed at and enjoy reading!





Let's Put on Our Reading Caps:



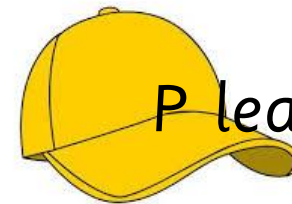
- Children working **within Phonics Phases 2-5** will take home 3 reading books a week.
- These books are designed to consolidate, challenge and encourage a love of reading.
- **C**onsolidate Book - a completely phonetically decodable book which will consolidate the phonics phase children are currently working at.
- **A**pply Book - designed to challenge children at an appropriate level. This book will contain the child's most up to date phonic knowledge.
- **P**leasure Book - a book chosen by your child from our class/school library for them to enjoy at home. This book can be read by the child or the parent and is designed to promote a love of reading and an ownership over children's reading development.



C onsolidate



A pply



P leasure



Homework:



- Reading folders will come home every day and should be returned the following school day.
 - The children will get new books to read each week.
 - Books will be sent home on a Friday and collected back in the following Thursday.
 - Sometimes they might re-read what they have read in school.
 - To develop fluency and comprehension skills, we recommend books are read 4 times each throughout the week. That way a text that starts out being quite challenging for a child will become more accessible with each read. We want every child to feel like they have succeeded with their books when they come to handing them back in again.
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- Reading Diary- An important link between home and school.
 - Please make a brief comment as to how your child has managed with an activity.
 - We appreciate the time you spend at home on reading practise.



Tips to Support Reading at Home:



- Choose an appropriate time. If your child is very tired when they get home from school leave it until after tea or they may even be brighter in the morning.
- Don't make it a chore make it an enjoyable experience. Make it quality time that you spend with your child.
- Always praise and aim to build your child's confidence.
- Read the story through yourself first and then let your child read the story. The inner cover is always helpful.
- Let your child use the pictures to help them to decode words.
- Don't cover the pictures up as they do give your child support.
- If your child is stuck on a word give them the initial letter of the word.
- If they still don't get it help your child to sound it out (if it can be sounded out) If they are still struggling give them the word. Then if the word comes up again later in the text see if they manage to read it without support. If the word comes up numerous times in the text and they struggle each time make a note of it as a word to practise.
- Don't let your child lose their confidence. If they are finding reading a struggle put the book away and have a word with their class teacher the next day.
- Most important of all **HAVE FUN!** It is exciting. Enjoy it.



Terms to Encourage:



- Print Direction – going left to right and top to bottom
- Front cover of book – Title /Author and Illustrator/Who are the characters in this story? What do you think the story will be about?
- Comment on the back of a book tells us a little more information about the story before we read it. (the blurb / a synopsis)
- Characters in a story
- Events in a story
- Punctuation – capital letters, full stops, commas, speech marks and speech bubbles



Comprehension:



- Always encourage your children to discuss what is happening in a story, predict what they think might happen next and retell what has happened when they get to the end of a story.
- This will enable you to tell if the child has an understanding of what they have read.



Expression:



Once the children become accurate and confident readers encourage them to use expression and to take note of punctuation:

• , **pause**

! “” **expression/intonation**

large writing - a big voice



Letter Formation:



To develop writing skills children need to develop their gross and fine motor skills and a pincer grip.

We form letters

- on the carpet-using huge body movements
- in the air using a magic pencil
- in the sand
- with paint
- outside using chalk and brushes with water
- with many different writing implements



Letter Shapes:



When children are asked what a given letter looks like they need to be able to visualise and form the letter shape.

Children need to be taught the correct pencil grip (tripod grip)

Children need to be taught the correct movement through a letter - letters start at the top and they are formed in a certain way. All letters belong to one of four families.

Curly Caterpillar - c a d e g o q f s

(anti-clockwise movement-if children master this action they can write one third of letters)

One-armed Robot - b h k m n p r
(top to bottom bounce back up and over)

Long Ladder - i j l t u
(top to bottom)

Zigzag - v w x y z



Reading is Fun!



Please enjoy watching your child develop.
All children are individuals and will learn at their own pace.

