



Reception Reading Meeting 2023





“Teaching your child to read is one of the most rewarding experiences a parent or carer can undertake.



A parent is a child's first teacher in their most formative years and therefore nothing should be more natural than developing your child's joy of learning to read.”



What is Phonics?

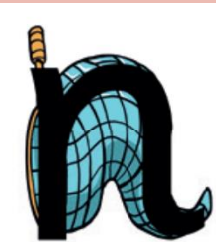
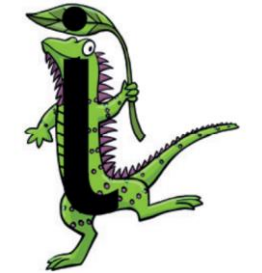
Phonics is a way of teaching children to read quickly and skilfully.

They are taught how to:

- ❖ recognise the sounds that each individual letter makes;
- ❖ identify the sounds that different combinations of letters make – such as 'sh' or 'oo'; and
- ❖ blend these sounds together from left to right to make a word.

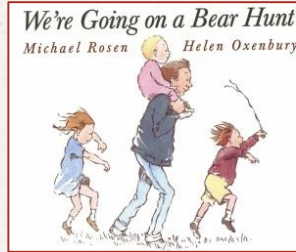
Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

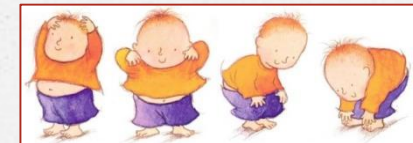
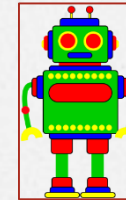


Letters and Sounds

Phase 1



- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



The aim is for the children to experience regular, planned opportunities to listen carefully and talk extensively about what can hear, see and do.



Phase 1 Activities

Environmental Sounds



Listening walks

This is a listening activity that can take place indoors or outdoors.

Sound lotto

There are many commercially produced sound lotto games that involve children matching pictures to a taped sound.

Describe and find it

Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: This animal has horns, four legs and a tail. Ask them to say which animal it is.



Phase 1 Activities

Instrumental Sounds



Story sounds

As you read or tell stories, encourage the children to play their instruments in different ways (e.g. Make this instrument sound like giant's footsteps, ... a fairy fluttering, ... a cat pouncing, ... an elephant stamping).

Animal sounds

Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals.

Making Instruments

Children use home-made shakers to explore and learn how sounds can be changed.



Phase 1 Activities

Body Percussion

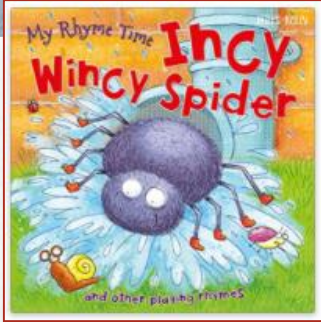


Action songs

Singing songs and action rhymes is a vital part of Phase One activities and should be an everyday event. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way.

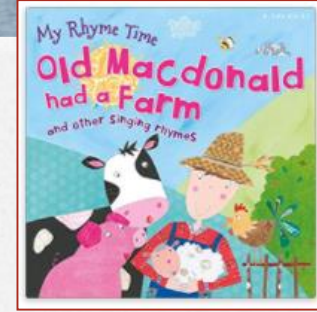
Moving Outdoors

Using the outdoor area as much as possible encourages children to explore different ways of making sounds with their bodies. Observe how well the children march, stamp and splash to a beat.



Phase 1 Activities

Rhythm and Rhyme



Rhyming books

Regularly include rhyming books as part of daily book-sharing. Read these books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words.

Learning songs and rhymes

Make sure that singing and rhyming activities are part of a daily routine. Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes.

Rhyming soup

Sit with a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the silly soup song.



Phase 1 Activities

Alliteration



I spy

Start the game by saying I spy something beginning with... and give the sound of the first letter.

Sound box/bag

Make collections of objects with names beginning with the same sound. Create a song, such as 'What have we got in the sound box today?' and then show the objects one at a time. Emphasise the initial sound (e.g. s-s-s-snake, s-s-s-sock, s-s-s-sausage)

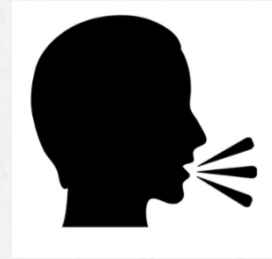
Silly soup

Provide the children with a selection of items with names that begin with the same sound. Show them how you can make some 'silly soup' by putting 'ingredients' (e.g. a banana, bumble bee and bug) into a bowl.



Phase 1 Activities

Voice Sounds



Making trumpets

Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones.

Metal Mike

Feed words to Metal Mike (a toy robot computer). Have ready a bag of pictures of objects (e.g. cat, dog, mug, sock) and sound out and blend the phonemes in their names. We speak like robots as we sound out the words.

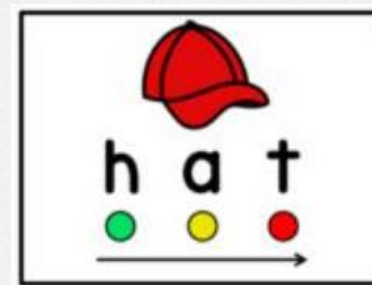
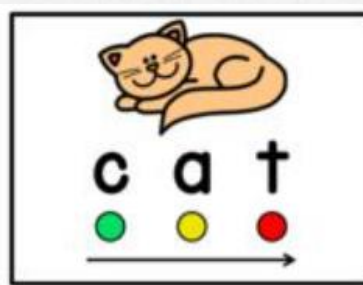
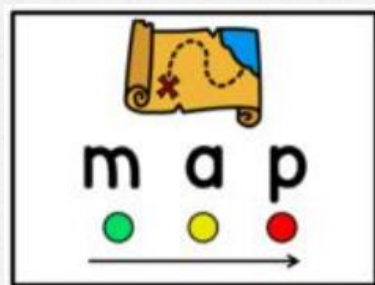
Singing songs

Provide a wide selection of rhymes and songs on CD or tape so that the children can choose to listen to and join in with their favourites, and can extend their repertoire.

Phase 1 Activities

Oral Blending and Segmenting

As the children progress through this phase they will begin to orally blend and segment words. Orally segmenting involves the children being able to identify the individual sounds that are contained in words e.g. cat is made up of c-a-t. Oral blending is the children's ability to 'blend' individual sounds together to form words. E.g. s-o-ck blended to give the word sock.





Phase 2

In Phase 2, the work from all aspects of Phase 1 is reinforced as the children progress onto learning the link between graphemes (written letters) and phonemes (the letter sounds).

The children will use this knowledge to begin to blend to read and segment to spell using graphemes taught.



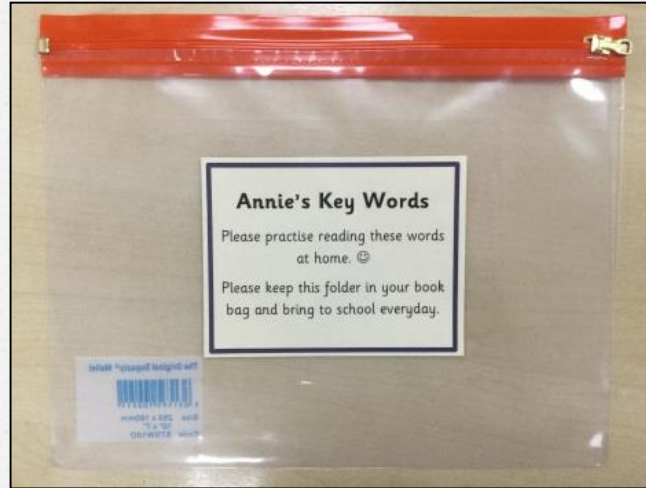
	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
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Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like 'rock that sock' for 'ck'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.

Key word folder

s

t



a

p

Your child will receive a Key Word Folder at the end of this half term.
Inside this folder you will find some flashcards with some letter sounds on.
These cards can be used in lots of different ways.
On the next slide are some ideas for ways they can be used at home.

I Spy



Play 'I spy' around the house or when you are out on a walk...

"I spy with my little eye, something beginning with..."

S



Snake



Strawberry



Sun



Scissors



Scavenger Hunt

Go on a scavenger hunt around the house looking for objects beginning with...

t



'Tricky Words'

During phonics sessions, children will also be gradually introduced to 'tricky words'.

These words will also be added to their key word folders.

Tricky words will be printed on orange card so that children know it is a tricky word when they are practising them.

When teaching tricky words, we always explain to the children why the word is tricky and/or which part of the word makes it tricky.

I

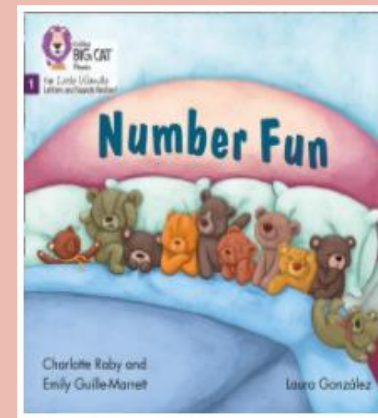
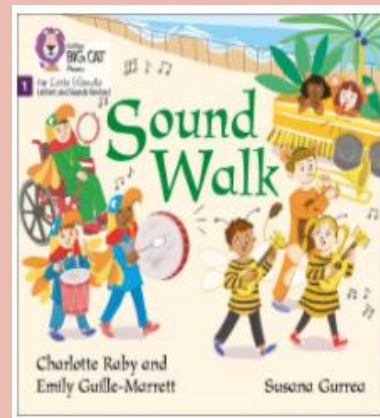
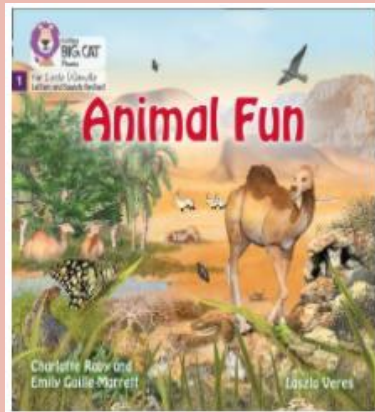
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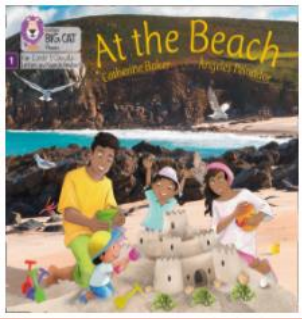
is

The Reading Book

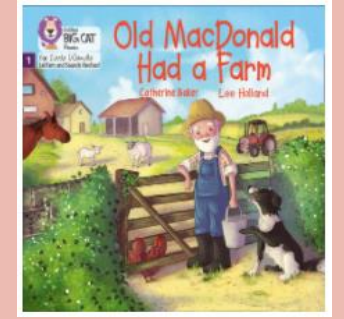
Your child will bring home a wordless book for the first few weeks.

Here are a few tips for sharing wordless picture books with your child.





How to use the Reading Book



- Spend time looking at the cover and talking about the book's title. Based on those two things, make a few predictions about the story.
- Take a "picture walk" through the pages of the book. Look carefully at the expressions on characters' faces, the setting and the colours they can see. Talk to each other about what you see. These conversations will enrich the storytelling.
- Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension — and an increased awareness of how stories are "built," as the storyteller often uses a beginning, middle, end format. For a book with no words, you'll be surprised at all the talking you will do, and all the fun you'll have!
- One of the wonderful benefits of using wordless books is how each child creates their own story (or stories!) from the same pictures.



Oracy Skills



Tell me
about the
story

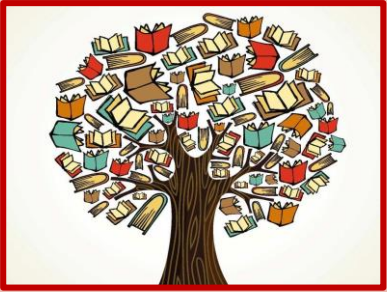
Wordless books are an incredible opportunity to develop oracy skills in children and support literacy rich conversations

By sharing the book in a quiet space you can really focus on discussing the illustrations and story. Encourage children to ask questions about the pictures, give their point of view, listen to others and talk about what is happening.



‘Oral narratives skills are crucial to early literacy development, as they assist children in making the transition between oral narrative and written text.

What do
you think
about the
story?



Vocabulary



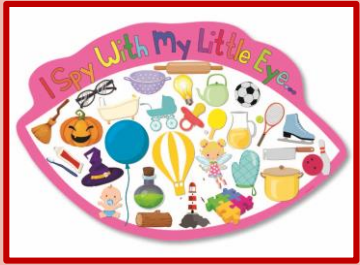
Wordless books are a great way to expand children's vocabulary.
Vocabulary is a key indicator of later academic success.

You can name the objects you see in the illustrations and identify anything they may not be familiar with. Once you've named the objects you could encourage children to add a describing word "that is a big tree". On the next read you could model using an alternative word for 'big'. "That is an enormous tree".

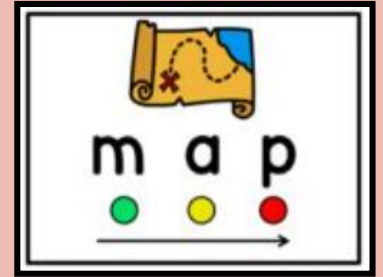
What is another word we could use instead?



Can you spot something that looks... powerful?



Phonological Awareness



Even in wordless books you can prepare children for later Phonics learning by developing their phonological awareness skills. These skills are at the foundation of learning to read.

Look,
it's a
c/a/t.

You could point out or think of something that rhymes with an illustration or play I spy and find objects that start with a certain sound. You could also clap the syllables in words.

The adult could segment the phonemes in a word and children practice blending these sounds together to form the whole word and point to the correct picture.

Can you spot
something
that rhymes
with chair?

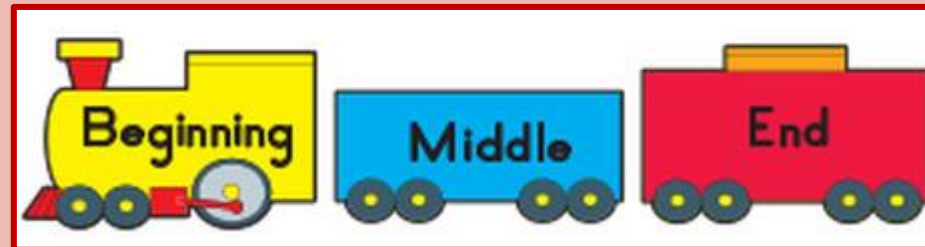


Story Structure



A story is told through the illustrations in a wordless book rather than the text. The stories will still have a beginning, middle and end and often, a problem and a resolution. Identifying these features within a story is great practice for when children are able to independently read books and it will positively impact their comprehension.

Discuss what is happening at the beginning of the story and predict what they think might happen at the end. Can they retell the story in the correct sequence using words like first, after that, then, next and finally?



Comprehension



Discussing the book together can really impact a child's comprehension skills. Can they talk about what is happening in the illustrations and make predictions?

What might this character be feeling?
How do you know?

You can look at the facial expressions of some of the characters and make inferences about what they might be feeling and why.

Prompt children to imagine they are the main character and ask them what they might do differently or the same.

Which part of the story was your favourite?

You can also discuss how the story might be similar to other stories that they are familiar with.



Retelling and Imagination

Once you have visited the story several times you can encourage children to retell it in their own words. Can they correctly sequence the main events in the story?

You can prompt them to act the story out through role play or using small toys, dolls or finger puppets. Acting out and retelling stories can further develop their familiarity with story structure and expand vocabulary and comprehension skills.

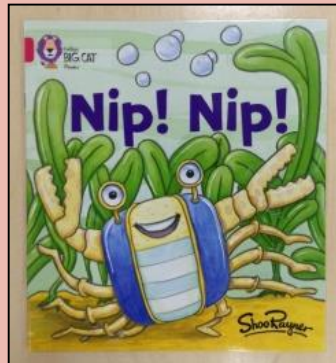


READING BOOKS/LIBRARY BOOKS

Reading Books

These books will be matched to your child's phonic knowledge.

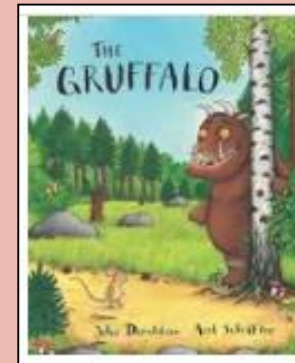
These books will be sent home for your child to read to you, with your support.



Library Books

For you to share with your child/read to your child.

Reading to your child is invaluable. They develop understanding, increase vocabulary and develop a love of stories.

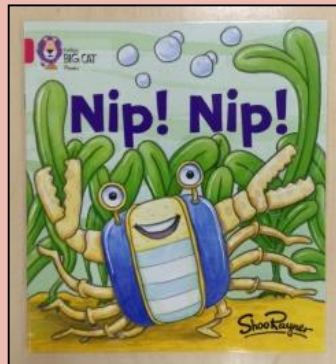


READING BOOKS/LIBRARY BOOKS

Reading Books

Your child's reading book will usually be changed on Monday/Wednesday/Friday.

If we feel that your child would benefit from having their book for longer we will change/adapt this to reflect individual needs.

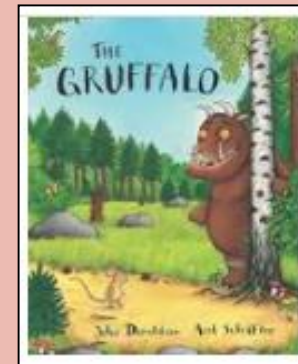


Library Books

After the October half term we will begin to send home Library books.

Children will be able to choose a Library book on a Friday, to share at home over the weekend.

This book will be returned to school the following Monday.



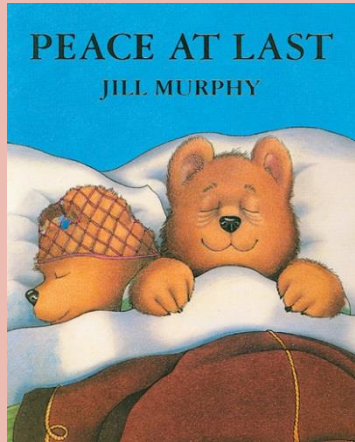
Reading to your child

'Reading to your child on a regular basis, especially at a young age, is crucial in helping them develop skills as a reader.'

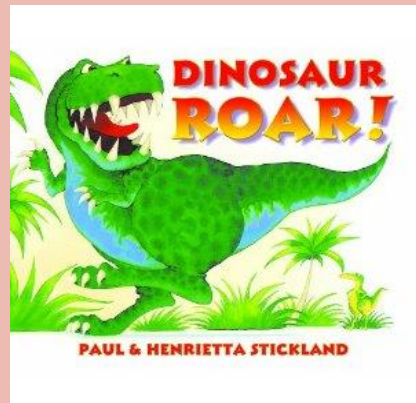
Encourage activities that require reading. For example:

- Cooking (reading a recipe),
- Building a model (reading instructions),
- Identifying an animal/plant (reading a reference book to find the answers)

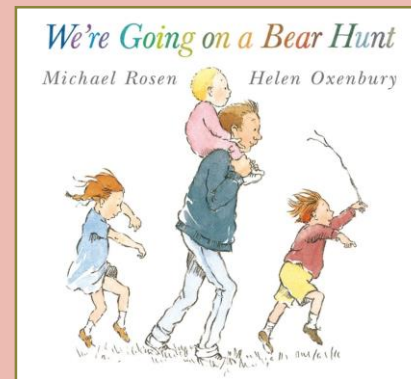
Read a wide range of books



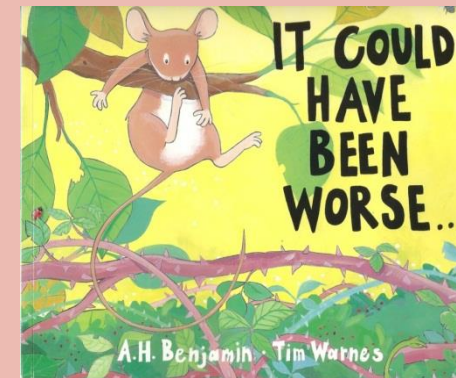
Stories with 'sound effects'



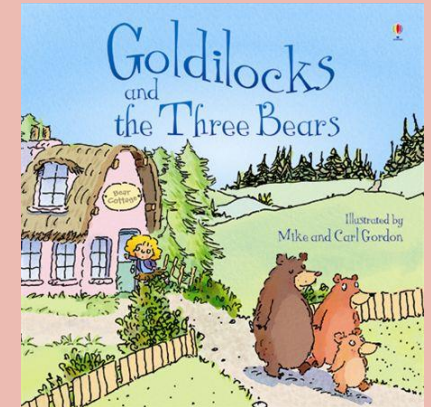
Rhyming stories
and Poems



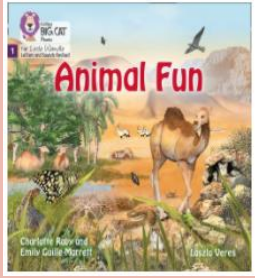
Repetitive Stories



Extending vocabulary



Traditional tales



What happens now?

On **Friday**, all children in Reception will bring home their first reading book! 😊

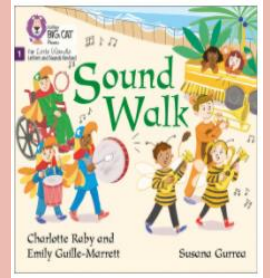
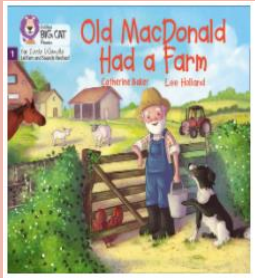


Reading at Home

Establish a reading time, even if it's only 10 minutes each day.

Encourage your child to practice reading aloud and praise them as much as possible. Offer to read every other page. Have conversations and discussions about the book with your child.

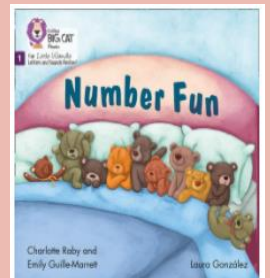
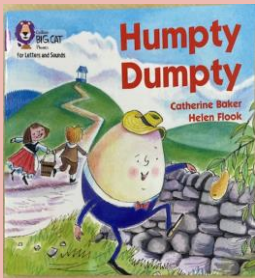
Please ensure that your child reads at home every day and then please write a comment in your child's reading record each day to let us know how they get on.



Green Readers



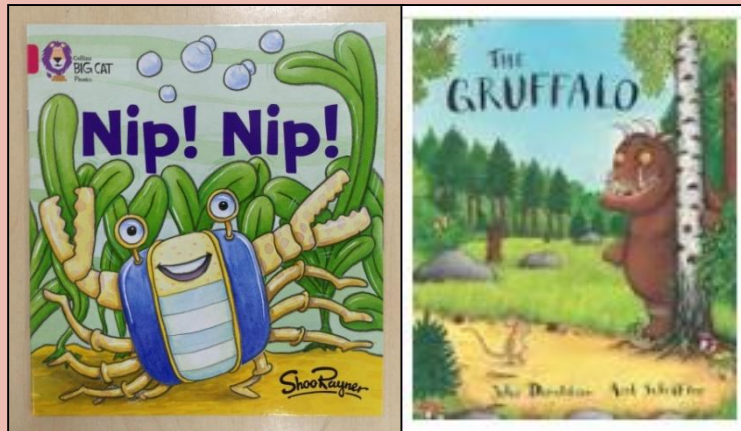
Please ensure that you write a comment in your child's reading record every day. Children that read at home every day will receive a 'Green Reader' sticker in their Reading Record on a Friday.



Your child should bring each of the following items to school everyday:



Book Bag



Reading Book or Library Book

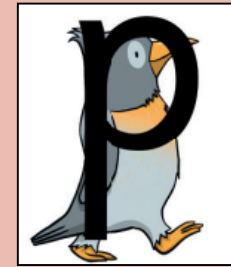
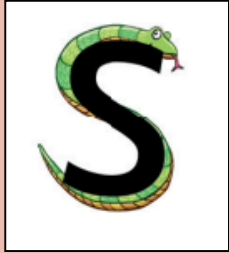


Reading Record



Key Word Folder

PHONICS MORNINGS IN RECEPTION



**Tuesday 7th or Wednesday 8th November
(9.00am – 10.00am)**

Phonics is the method we use to teach children how to read.

These mornings will give you the opportunity to see how we teach Phonics in school. We will be sharing examples of activities that we do in class and providing ideas for ways that you can support your child with their reading at home.

We hope you can join us!

YOU CAN FIND
MAGIC
wherever you look,
SIT BACK AND RELAX,
ALL YOU NEED IS
A BOOK

-Dr. Seuss

