

Reception meeting – Wednesday
3rd November

Supporting your child with
reading

Why reading?

“To learn to read is to light a fire;
every syllable that is spelled out is a spark.”

— Victor Hugo, *Les Misérables*

What is reading in EYF5?

By the end of the year,
children are expected to ...

<div>Communication and Language</div> <div>Listening, Attention and Understanding</div> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <div>Speaking</div> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<div>Personal, Social and Emotional Development</div> <div>Self-Regulation</div> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <div>Managing Self</div> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <div>Building Relationships</div> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<div>Physical Development</div> <div>Gross Motor Skills</div> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <div>Fine Motor Skills</div> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<div>Understanding the World</div> <div>Past and Present</div> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <div>People, Culture and Communities</div> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <div>The Natural World</div> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<div>Expressive Arts and Design</div> <div>Creating with Materials</div> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <div>Being Imaginative and Expressive</div> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<div>Literacy</div> <div>Comprehension</div> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <div>Word Reading</div> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <div>Writing</div> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
	<div>Mathematics</div> <div>Number</div> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <div>Numerical Patterns</div> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	

Literacy

Word reading:

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word reading

Phonics

Children use the sounds (phonemes) made by letters (graphemes) to build up (blend) to read whole words.

Children learn to recognise some words on sight.

Daily, whole-class phonics sessions using a new scheme called 'Essential letters and sounds'.

Phase 1 — taught during pre-school (revisited during Reception year)

Phase 2, 3 and 4 — taught during Reception year

Phase 5 — taught during Year 1

Autumn
term

Phase I

Phase 1

Activities are used to help children discriminate between different sounds.

These include environmental sounds, rhyming and listening games.

Key skill — oral blending (sound-talking)

Children need lots of experience of listening to adults modelling oral blending

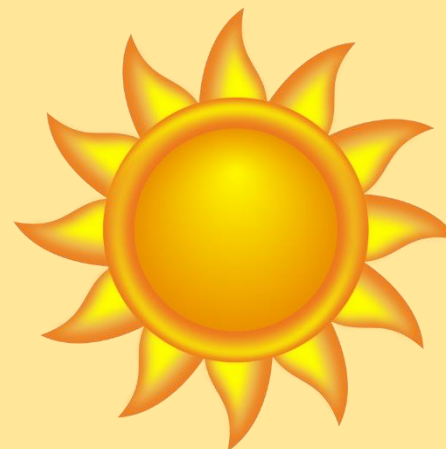
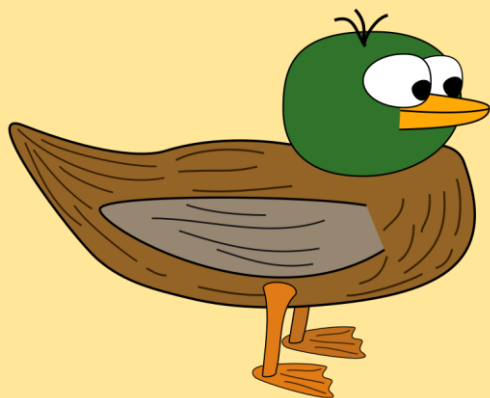
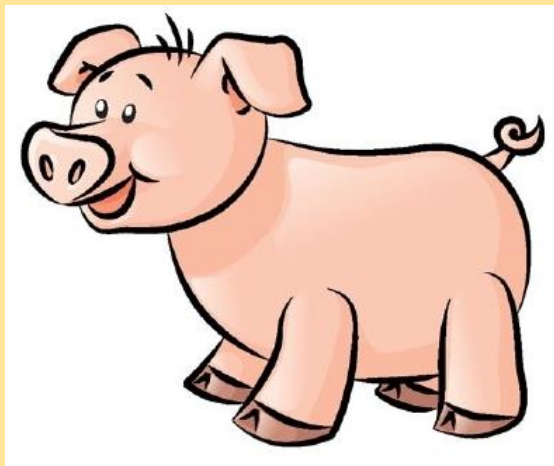
e.g. Go and get your c-oat

Pre-requisite to reading — hear the word being blended by others before they can blend the word themselves

Key skill — oral segmenting (hearing the sounds in words)

Children need to be encouraged to hear the initial sound and other sounds in words.

Identifying words and sounds



Phase 2

Phase 2 — recognising the GPCs

- Children learn to recognise the sounds made by each of the 19 single letter graphemes
- Children learn to recognise the sounds made by each of the 4 digraphs
- Hear and copy the sound
- Recognise the grapheme
- Recognise the letter name
- Importance of correct pronunciation
- Repetition is key

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

t



down her body and
cross her shoulders

t



Phase 2 - blending

- They will then use their knowledge of phonics to blend sounds together to begin to read — both real and made up words (alien words)

- Start with 2 letter words

- e.g. in, an, up

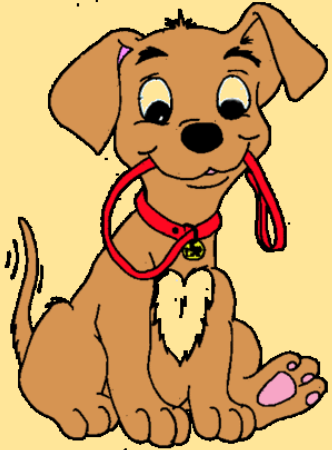
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- Progress to 3 letter words

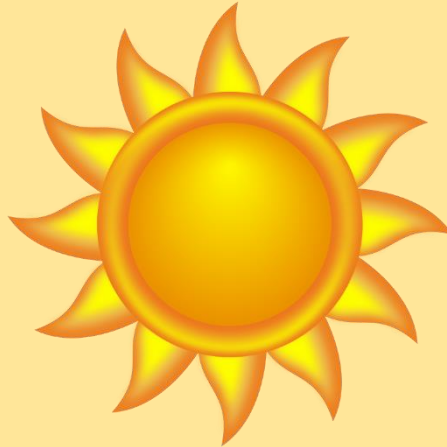
- e.g. pin, man, cup

hig mod fip

Blending — reading simple words



dog



sun



cat

Sound buttons
Blending hands
Me then you

Phase 2 – reading words on sight

Learn to read some phonetically decodable words on sight (helps to develop fluency)

e.g. dad man get put

Learn to read some 'harder to read and spell' words on sight (can not blend to read these words)

e.g. the to no go

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 2 - Reading sentences

Children use both blending skills and sight vocabulary to read captions and sentences of increasing difficulty.

Phase 2

- A cat in a hat.

Phase 3

Phonics — phase 3 — finish in Spring 1

- Learn to recognise the sound made by the remaining single letter graphemes
- Learn to recognise the sound made by 16 digraphs
- Learn to recognise the sounds made by 4 trigraphs

j	v	w	x	y	z
zz	qu	ch	sh	th/th	ng
ai	ee	igh	oa	oo/oo	ar
ur	or	ow	oi	ear	air
ure	er				

Blending — read the word



ship



rain



fork

Supporting at home

- Play sound-talking games
- Listen for initial sounds — I spy games
- Spot graphemes around the home — encourage correct pronunciation
- Watch Mrs Darby's phonics videos
- Look out for information contained on the weekly newsletters

Sounds of the week

m n r d

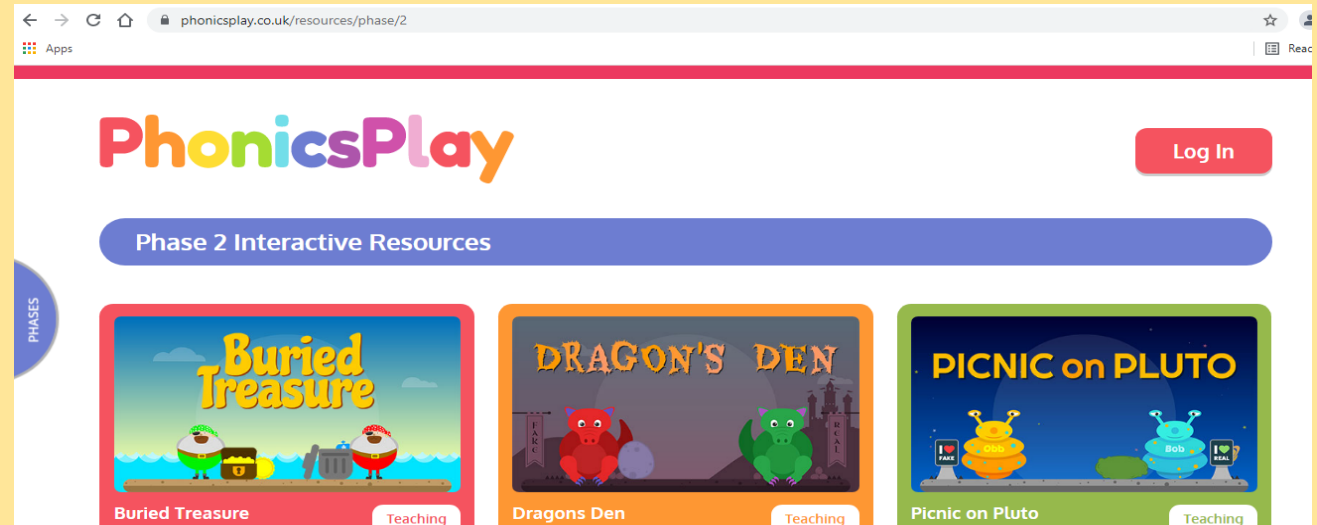
plus reviewing all the phase

2 sounds covered so far

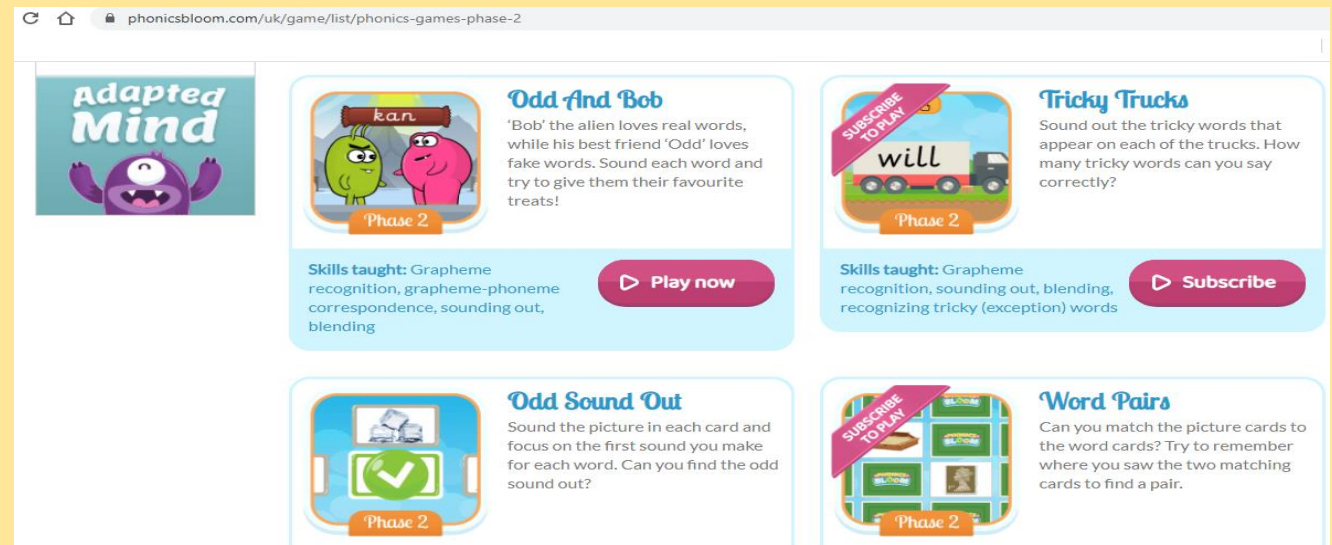
We will be having daily phonic sessions using
our new phonics scheme.

- On-line games — look out for phase 2 at this point in the year

www.phonicsplay.co.uk



www.phonicsbloom.com



Online reader – Friday homework

- New – starting this week!!!
- E-book containing the letters and sounds we have been learning about in our whole class phonics sessions
- Shared during our Friday phonics session
- Read at home with an adult 4 times
- Log on details and an information letter will be sent home this week



Reading scheme reading book

- All children currently have picture books
- Begin bringing home books with words as soon as they can recognise the first set of letters and sounds and are beginning to blend
- Books follow the sequence of the phonics scheme
- Fully decodable
- Supported to blend and then encouraged to read back fluently

Learning sight words at home

- New sight words are included on the weekly newsletter — flashcards, magnetic letters
- Look for these words in reading books
- During Autumn term children will bring home a red word book — read and practise at home

Words of the week

put get

to the

Comprehension

Teach comprehension skills using VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence

Reading bookmarks

Library reading book

*Bring home each Wednesday and return to
school the following Wednesday.*