




Reception Parents Reading Workshop

March 2023




This afternoon we aim:

- To show you how we teach reading in Reception
 - How to say some of the sounds
 - The language we use when we are teaching
phonics
- Some activities and ideas for you to do at home



We want all our children to leave school able to read and write.



By the end of their reception year, we assess children against the following statements:

Word Reading ELG (Early Learning Goal)

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 ELG

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.


Some of the vocabulary we use to when we are teaching phonics:

- Phoneme – the sound a letter or group of letters make
- Grapheme – how we write that sound
- Digraph – two letters making a sound (ai, ee, sh, th)
- Trigraph – three letters making a sound (igh, ear, air)
- Segment – to break up a word
- Blend – to put those sounds together
- Tricky or common exception word – these are words that the children have to learn by sight, they cannot use their phonic knowledge to decode the word

Synthetic phonics

The teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

For example, children are taught to take a single-syllable word such as 'cat' apart into its three letters, pronounce a phoneme for each letter in turn c-a-t and blend the phonemes together to form a word.



There are 26 letters in the alphabet and 44 phonemes

In Reception they will learn at least one grapheme for
each of those 44 sounds.



Song of Sounds

- We use the government-validated scheme 'Song of Sounds' to teach the children
- 15-minute lessons are carried out Monday to Thursday.
- On Friday, we carry out a 45-minute phonics lesson to consolidate the learning the children have done throughout the week. (This is done through games and activities.)



In September –

We start phonics as soon as the children start school; we build on prior learning, through playing and exploring:


Listening games

Alliteration

Musical instruments

Oral segmenting and blending

Alongside this, we learn the ‘Song of Sounds’ song - with actions



Once the children have settled into school we begin teaching specific sounds.

Most weeks the children will learn four new phonemes

These are taught in a specific order, beginning with s,a,t,i,p,n

Within the first couple of weeks, the children can begin decoding VC (vowel, consonant) and CVC words: at, it, in, sat, pat, pit, tip etc.

We practise a lot together, with adults modeling how to segment and blend words

How we say the sounds

We need to make sure we say the sound without adding an 'uh' sound at the end – click on the owl to watch a video of how the sounds are said



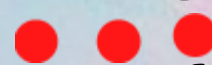
Decoding words

We always ask the children, "what do you do if you come across a word you don't know?"

They respond with 'sound it out and blend it together.'

Here is how we do it

dog



We put 'sound dots' under the letters to help

We segment the word and blend the first two sounds
then add the last sound



We have learned a number of digraphs and a trigraph, so we are now looking for them in our words. This takes practise.

On the board or it might be on a piece of paper, we spend time looking at the word and we highlighting the digraphs or trigraphs, then add our sound buttons and a line for digraphs.

We ask the children how many phonemes the word has.



goat

• — •

coin

• — •

night

• — •

car


• — •

Tricky Words

Alongside all the sounds we learn, the children also have to learn a number of common exception words.

They learn these as 'tricky words' and they know these words cannot be worked out using their phonic knowledge.


Reception tricky words: I, the, no, go, to, do, so, me, he, we, be, was, my, by, they, are, all, you, push, put, pull, full, some, come, love, have, what, when, said, ask, like, little,



Once the children can blend words they are given a reading book.


The reading book has sounds your child can decode confidently.

It is important the books match your child's phonic knowledge; they will not come across graphemes that we have not taught or sounds they are not confident at recognising.



We aim to change your child's reading book after three reads – however, we might ask them to have one more read if we feel that would help with fluency.

Reading and practising sounds at home for 5 minutes every day will have the biggest impact on your children's journey to becoming a confident fluent reader.



Along with your child's reading book, they will take home a library book. They may change this as often as they wish; this is their responsibility. We have a session in class once a week to ensure a new book goes home.

In class we usually have story time twice a day, once at the beginning of the day to inspire our learning, and once at the end of the day. There are also opportunities for the children to sit on their own, with friends or with an adult, and share stories.

Sharing books and talking about stories is so important, research consistently shows a strong correlation between reading & academic success at all ages. Reading promotes achievement in all subjects, not just English. Children who are good readers tend to achieve better across the curriculum.

Some activities and ideas to do at home



- Share stories, poems, comics, recipe books, with your child
- Have a bedtime story every night
- Visit the library and borrow books and games / look out for tricky words or sounds in books
- Makeup stories together, act out familiar stories
- Notice words and letters when you are out
- Practise and use the sound cards - cut them up and make two or three-letter words
- If there is a sound or word your child is struggling to recognise, you could put it on a door or at the bottom of the stairs, when they walk past it they have to touch it and say the word/sound.
- Play matching pairs game – could be with sounds or tricky words
- There are plenty of free phonic games you can find on the internet – phonics play / oxford owl / alphablocks /
- Make it fun / make it relevant to your child





Thank you for joining us

Any questions