

Reading in Reception



The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

Why is reading important?

- ▶ It helps every other area of the curriculum
- ▶ Helps to build vocabulary
- ▶ Safer than the internet for finding information
- ▶ Leisure – reading for pleasure
- ▶ 1:1 time with your child
- ▶ Better Readers become better writers
- ▶ It's not a race!



End of year expectations

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

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.

Writing

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.



Our books are mostly Collins Big Cat and are matched very closely to our phonics curriculum.

Please look after our books, no writing in them please.

Phonics – Glossary

- ▶ Phoneme - Single Sound
- ▶ Blend - Merging the sounds together to make the word
- ▶ Segment - Separate the word in to its sounds
- ▶ digraph / trigraph - 2/3 letters that represent a sound
- ▶ CVC - consonant / vowel / consonant words e.g. **cat**
- ▶ Tricky words – words that cannot be sounded out e.g. **the**

Letters names or Sounds?

- ▶ Both e.g. The name of this letter is A and it makes the sound...



Phonics – Phase 1 (Sound)

























- ▶ Rhyme
- ▶ Initial sounds (hearing)
- ▶ Tuning your ears to listen to the parts of the word (segmenting)



Phonics – Phase 2 (Single Sounds)

https://www.youtube.com/watch?v=BqhXUW_v-1s

Phase 2 Sound Mat

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



Phonics – Phase 2 (single sounds)

➤ Cat > c-a-t
● ● ●

➤ Pot > p-o-t
● ● ●

























➤ Man > m-a-n
● ● ●

➤ Dog > d-o-g
● ● ●



Phonics – Phase 3 (digraph/trigraph)

Phase 3 Sound Mat

 j	 v	 w	 x	 y	 qu
 ch	 sh	 th	 ng	 nk	 ai
 ee	 gh	 oa	 oo	 ar	 or
 ur	 ow	 oi	 ear	 air	 er



Phonics – Phase 3 (digraph/trigraph)

➤ shop > sh-o-p

➤ ring > r-i-ng

➤ coat > c-oa-t

➤ rain > r-ai-n



Tricky words – these are words that cannot be sounded out we just need to learn them by sight. Practice, practice, practice.

Set 1

I

the

a

Set 2

to

no

go

into

Set 3

of

and

his

her

Set 4

he

me

we

be

she

How to get your child to read?

- ▶ Make time
- ▶ Remove distractions
- ▶ Make it fun
- ▶ Show enthusiasm
- ▶ Find the right place
- ▶ Try these first before offering rewards for the amount of times read
- ▶ Little and often



How to help your child read at home

Before reading

Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "t" not "tuh".

s t p n m d a i

- Read the words together.

tins Dad Sam pans

Check understanding

- Ask your child:
 - What do these words mean?

pit pat tip tap

- Explain that in this book all of these words are used to describe making sounds using instruments. **Tap** is also used to describe dancing.

Talk about it

- This story is about music-making, tap-dancing cats! Look at the cover together and model reading the title.
 - Ask your child:
 - What can you see in the picture? (cats)
 - What are the cats doing? (*making music with pans and dancing*)
 - Does the title (*Tip Tap*) give us any clues about what type of dancing the cats are doing? (*tap dancing* – explain what tap dancing is if necessary)
- Now read the book. Enjoy looking at the pictures and talking about them.

Use the activities inside the front and back cover of your child's reading book to support them. These activities help to develop their phonics, comprehension and fluency.

After reading

Letters and Sounds: Phase 2

Word count: 38

Focus phonemes: /s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/

Curriculum links: Expressive Arts: Exploring and Using Media and Materials

Early learning goals: Understanding: answer "how" and "why" questions about their experiences and in response to stories or events; Reading: children read and understand simple sentences, use phonic knowledge to decode regular words and read them aloud accurately, demonstrate understanding when talking with others about what they have read

Developing fluency

- Your child may enjoy hearing you read the book.
- Encourage your child to read the book again with lots of expression. You may wish to model reading the first two pages, emphasising the "sound" words.

Phonic practice

- Help your child to practise sounding out and blending CVC words.
 - S/a/m Sam
 - s/i/t sit
 - p/a/n/s pans
- Explain that the word **Sam** is a name and so it starts with a capital letter.
- Look at the "I spy sounds" pages (14–15). Say the sound together. How many items can your child spot with the /m/ sound in them? (e.g. *map, moped, mice, music, mural, maracas, mud, mobile*)

Extending vocabulary

- Look at page 6 together. Ask your child if they can think of another word that could be used to describe what Dad is doing, instead of **taps**. (e.g. *bangs, smashes, hits, plays*)
- Now look at page 7 together. Can your child think of another word that could be used instead of **tip taps** to describe what Sam is doing? (e.g. *dances, moves, bangs*)

Comprehension

- Ask your child:
 - Can you remember what the cats were doing? (*making music, tap dancing, tapping pans*)
 - What did Dad tap the ladder with? (*a broom*)
 - What do you think it would be like to be with the cats in the book? (e.g. *noisy, fun*)
 - Do you like to dance to music? Why or why not?

Further reading

Pip Pip Pip (Pink A/Band 1A) is another fiction book that also covers phonemes from Phase 2 of Letters and Sounds.



for Letters and Sounds

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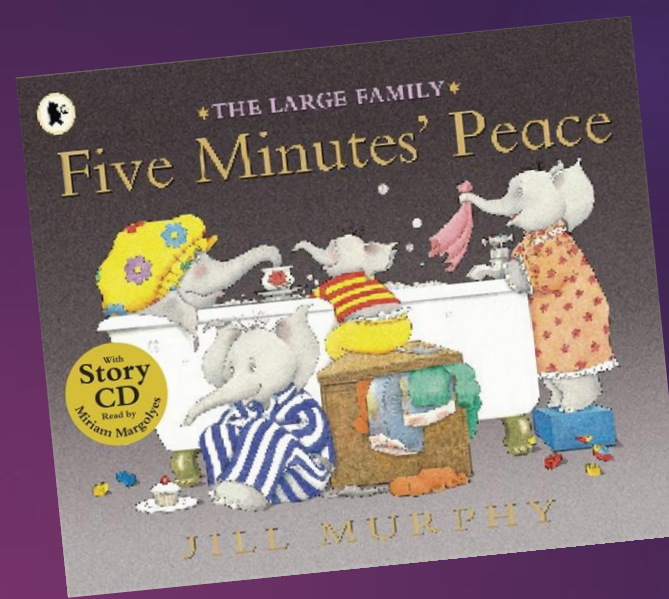
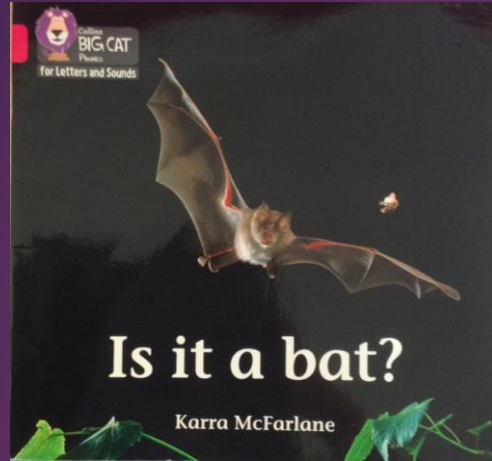
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Get the latest Collins Big Cat news at
www.collins.co.uk/collinsbigcat



This book is produced from independent sources to ensure responsible forest management.

For more information visit: www.harpercollins.co.uk



Find words they found tricky in other places e.g. books / newspaper

Predict what a story could be about

Relate the story to their life

Change the ending

Act out the story

Did they like / dislike the story? Why?

Read to a sibling / teddy

Make up a quiz

How else can I help?

- ▶ Read everywhere
- ▶ Instructions / Packaging / Recipes
Shopping Lists / Other books
- ▶ Sound talk to help practise
blending. Its time to go to b..e..d.

Fluency

Once the children are blending confidently, we then work on developing their fluency.

Fluency is defined as **the ability to read with speed, accuracy, and expression**. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.

So what does fluency look like in Reception by the end of the year?



Useful websites

- ▶ www.teachyourmonstertoread.com/
- ▶ <https://www.oxfordowl.co.uk/>
- ▶ www.phonicsplay.com
- ▶ www.twinkl.co.uk
- ▶ www.ictgames.com/literacy.html



Useful phonics videos on Burleigh school website

Phase 2 sounds re-cap

Blending videos

Phase 3 sounds – after half term

End of Year Expectations



Early Learning Goals.pdf

Learning At Home In EYFS



1. Main tasks to
be done each
day



2. Extra daily
activities



3. Useful
websites for
additional work



4. Phonics
Videos



5. Handwriting
Videos for
Summer term



6. Story Time
Videos

How to find them:

Burleigh school website – children – class
pages – reception – scroll down to learning
at home in EYFS – pink pencil

Useful information:

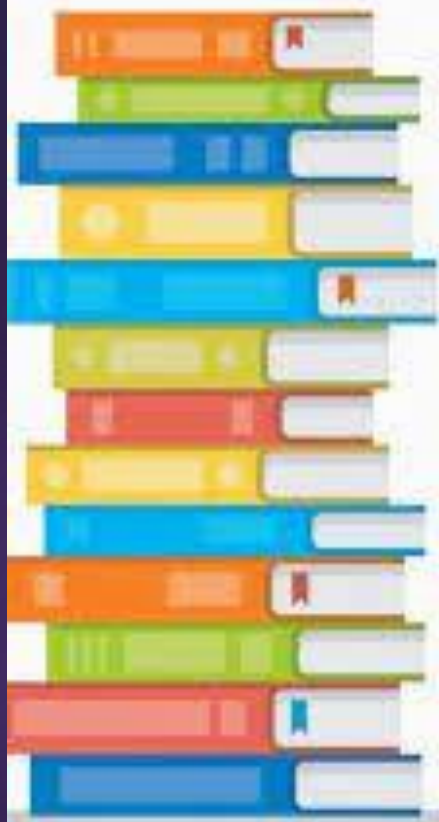
- ▶ Some children have already been given a reading book if they know their sounds and are having a try at blending. If your child does not have a book yet, please continue to practise recognising their sounds.
- ▶ Your child will have 1-2 books a week
- ▶ Your child will be heard read and books changed once a week on their reading day
- ▶ Reading books to be in book bags every day as if we get the chance to hear them read more than once then we will
- ▶ Please focus on understanding as well as reading
- ▶ Practise sounds daily – children need to know their sounds before they can read
- ▶ Please read with your child daily and ask questions



Our Burleigh Telephone box

If you would like some extra books to share at home, please help yourself to our Burleigh book swap telephone box which is found in the main reception area.





If you and your
kids read just
one book a day
together, they
will have enjoyed

1,825

books by their
5th birthdays.

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.



-Dr. Seuss

Thank you for your time.

Any questions?

