

Reading in Reception



The more that you **read**,



the more **things** you will **know**.

The more that you **learn**,

the more **places** you will go.

Why is reading important?

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



End of Year Expectations for Reception

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.

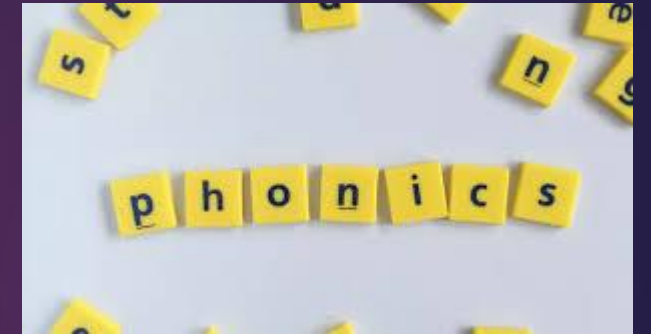


Our books are mostly Collins Big Cat and are matched very closely to the phases in our phonics curriculum which is based on Jolly Phonics and Letters and Sounds.

Please look after our books, no writing in them or ripping of pages please.

Phonics – Glossary

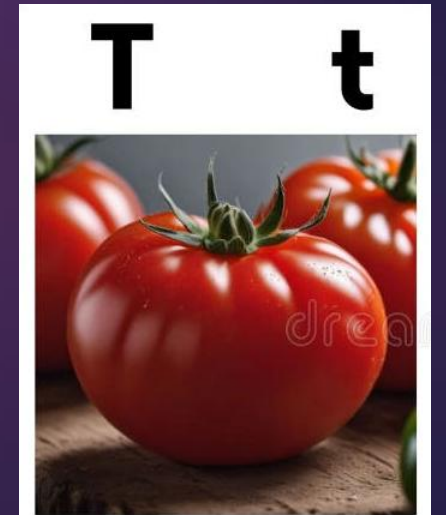
Phoneme	A single, individual Sound e.g. s, t
Grapheme	A single, individual letter
Blend	Merging sounds together to make a word e.g. c-a-t makes 'cat'
Segment	Sounding out and separating the word into its sounds e.g. the sounds in the word 'tap' are /t/ /a/ /p/
Digraph/Trigraph	2/3 letters that represent a sound
CVC	Words consisting of a consonant, vowel and consonant e.g. c a t
Tricky words/common exception words	words that cannot be sounded out e.g. the, are, was, they



Letters names or Sounds?

Both!

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



Phase 1 (Sound)

The practice of distinguishing between phoneme segmentation, blending, syllables, alliteration, rhyming words and other early listening skills. It includes seven aspects:

- ▶ Develop listening skills and awareness of sounds in the environment
- ▶ Identify and remember the differences between sounds
- ▶ Develop awareness of sounds made with instruments and the differences between them
- ▶ Use a wide vocabulary to talk about sounds
- ▶ Develop awareness of sounds and rhythms
- ▶ Distinguish between sounds and remember patterns of sound
- ▶ Talk about sounds we make with our bodies and what the sounds mean



Phase 1 (Sound)

























- ▶ Experience and appreciate rhythm and rhyme
- ▶ Develop awareness of rhythm and rhyme in speech and words
- ▶ Talk about words that rhyme and produce rhyming words
- ▶ Develop understanding of alliteration
- ▶ Listen to sounds at the beginning of words and hear the differences between them
- ▶ Explore how different sounds are articulated including speech sounds • Explore speech sounds
- ▶ Talk about the different sounds that we can make with our voices
- ▶ Develop oral blending and segmenting of sounds in words
- ▶ Listen to sounds within words and remember them in the order in which they occur
- ▶ Talk about the different sounds that make up words



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



Phase 2 (single sounds)

➤ mat → m-a-t
● ● ●

➤ pot → p-o-t
● ● ●






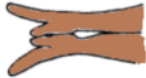











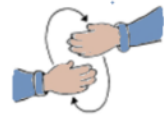




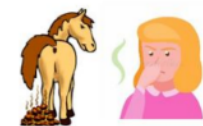
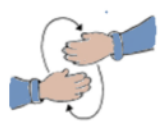
➤ can → c-a-n
● ● ●

➤ dog → d-o-g
● ● ●



Phase 3 (digraph/trigraph)

Phase 3 Sound Mat

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



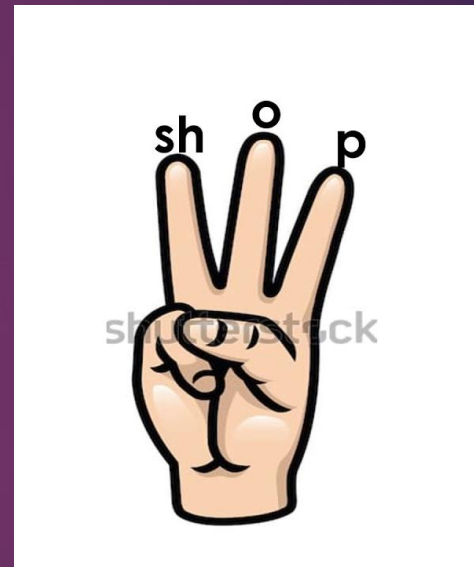
Phonics – Phase 3 (digraph/trigraph)

➤ shop → sh-o-p

➤ ring → r-i-ng

➤ coat → c-oa-t

➤ rain → r-ai-n



- 'dots' to represent one letter making one sound, e.g. *s*
- a 'dash' to represent digraphs and trigraphs, e.g. *light*



Tricky words

These are words that cannot be sounded out. We just need to learn them by sight. Practise, practise, practise!

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 to read everyday
- ▶ Remove distractions
- ▶ Make it fun!
- ▶ Show enthusiasm
- ▶ Find the right place
- ▶ Rewards for the amount of times read
- ▶ Little and often
- ▶ Involve them in choosing their own books to read from bookstore/library



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/ /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

Published by Collins
An imprint of HarperCollinsPublishers
The News Building
1 London Bridge Street
London
SE1 9GF

Browse the complete Collins catalogue at
www.collins.co.uk

© HarperCollinsPublishers Limited 2018
10 9 8 7 6 5 4

ISBN 978-0-00-823016-6

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British Library Cataloguing in Publication Data
A catalogue record for this publication is available from the British Library.

Author: Charlotte Ruby
Reading ideas author: Rachel Russ
Illustrator: Emma Latham (Sylvie Poggio Artists)
Series editor: Charlotte Ruby and Emily Guille-Morrett
Commissioning editor: Kerri McFarlane
In-house commissioning editor: Sarah Thomas
In-house project lead: Natasha Paul
Project manager: Emily Houston
Proofreader: Gaynor Spey
Designer: 2Hoots Publishing Services Ltd
Production controller: Sarah Burke

Printed in Great Britain by Martinus the Printers

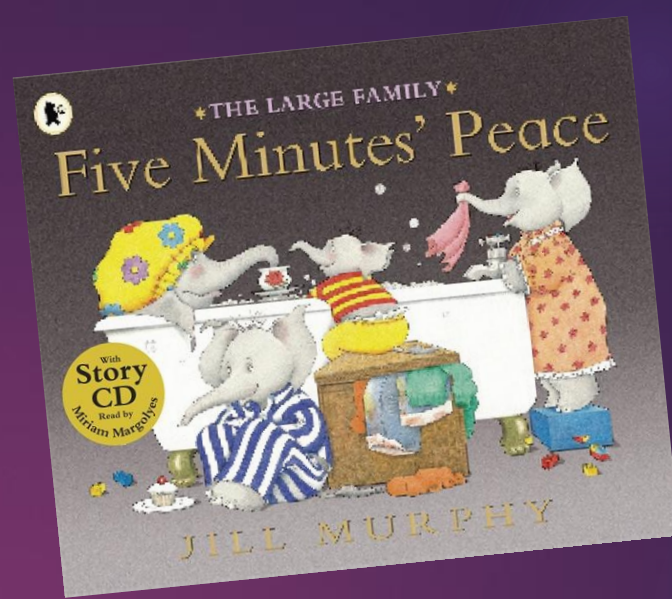
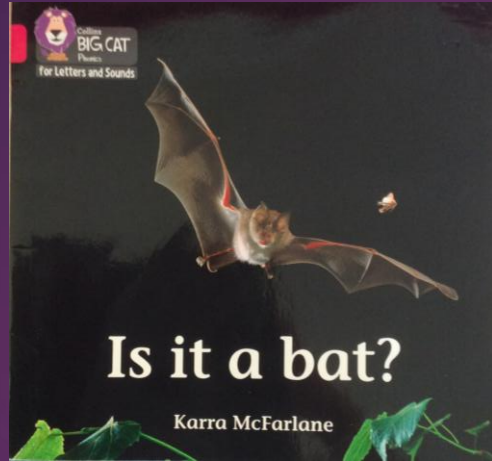
Collins would like to thank the teachers and children at St Andrew's Church of England Primary School and Grange Primary School who took part in the development of Collins Big Cat.

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.collins.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?

Make up a quiz

Read to a sibling / teddy

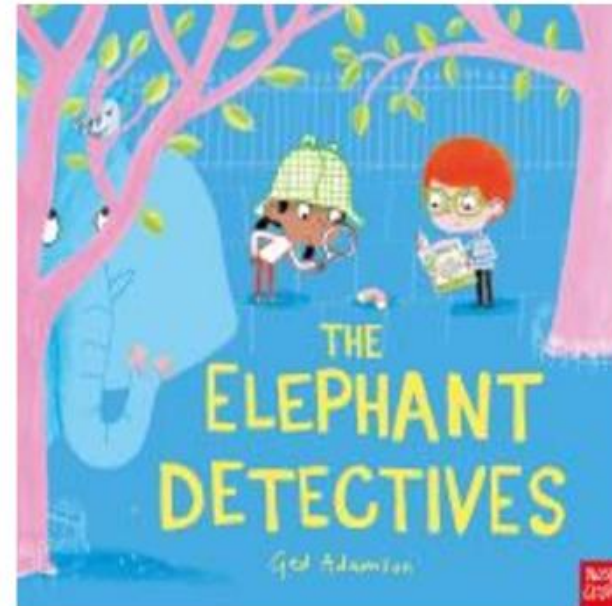
How else can I help?

- ▶ Read everywhere
- ▶ Instructions / Packaging / Recipes Shopping Lists / Other books/Magazines/Newspapers
- ▶ Different genres of books
- ▶ Sound talk to help practise blending. Its time to go to b..e..d.
- ▶ Visit Cheshunt Library



My First Library Adventure

- Bookmarks have been sent to all Reception children via schools
- Runs from September until the end of term (Saturday 20 December)
- It's a challenge for Reception children to have their own library card and borrow at least one book
- Opportunity to win an author visit for their class or a personalised, signed picture book from author/illustrator Ged Adamson



My First Library Card

www.hertfordshire.gov.uk/libraries

Hertfordshire

My First Library Card

I started my library adventure on _____

www.hertfordshire.gov.uk/libraries

Hertfordshire

My First Baby Rhyme Time

I enjoyed my first rhyme time on _____

www.hertfordshire.gov.uk/libraries

Hertfordshire

My First Tooth

Smile-you have grown your first tooth!

www.hertfordshire.gov.uk/libraries

Hertfordshire

My First Birthday

Congratulations on your first birthday!

www.hertfordshire.gov.uk/libraries

Hertfordshire

My First Storytime

I enjoyed my first storytime on _____

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Hertfordshire

My First Day at School

I started school on _____

www.hertfordshire.gov.uk/libraries

Hertfordshire

Why use the library?

- Picture books – to enjoy together
- Beginning to read titles - to build children's confidence as they learn to read. These fiction and non-fiction books have been chosen to compliment the schemes they will be using at school, with minimal words on each page
- Information books - as they start to want to learn more facts or want to know more about what they are interested in





A love of books is a gift for life

Children who choose to read and who read regularly:

- are happier and healthier
- form stronger bonds and relationships
- do better at school, and are more creative

Why use the library?

Read eBooks and listen to audiobooks for free on BorrowBox – with no overdue charges



My First Library Adventure

- ▶ <https://www.youtube.com/watch?v=hW-fTukzzJY>
- ▶ Up to 1min



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?



An Example



Handwriting

- ▶ We teach letter formation in letter families depending on the letter direction:



Letter Formation

c a d g q e s f o

l i t j y u

r b n h m k p

v w x z

twinkl visit [twinkl.com](https://www.twinkl.com)

Handwriting

- ▶ All children learn to form letters in 4 letter families, according to the direction and orientation of the letter:
 1. **Curly caterpillar letters:** 'Curl back down the caterpillar'.
 2. **Long ladder letters:** 'down the ladder'
 3. **One-armed robot letters:** 'Down the robot's body, then up and over the robot's arm'.
 4. **Zig-zag monsters:** 'zig-zag'



Handwriting – Letter Phrases for formation

Curly caterpillar letters	
c	<i>Curl back down the caterpillar.</i>
a	<i>Curl back down the caterpillar, up, down, flick.</i>
d	<i>Curl back down the caterpillar, up to the sky, down and flick</i>
g	<i>Curl back down the caterpillar, up, down and curl down underground.</i>
q	<i>Curl back down the caterpillar, up, down and kick.</i>
o	<i>Curl back down the caterpillar, and round to the top.</i>
e	<i>Draw and line and curl back down the caterpillar.</i>
s	<i>Curl back down the caterpillar, and curl back the other way.</i>
f	<i>Curl back down the caterpillar, down underground and cross.</i>

Ladder letters

If your child is struggling to hold a pencil, you can purchase this for them.



Useful websites

- ▶ <https://www.booktrust.org.uk/>
- ▶ <http://www.loveyourbooks.co.uk/>
- ▶ <https://www.borrowbox.com/>
- ▶ www.teachyourmonstertoread.com/
- ▶ <https://www.oxfordowl.co.uk/>
- ▶ www.phonicsplay.com
- ▶ <https://www.twinkl.co.uk/resources/home-early-years/literacy-eyfs-early-years/early-years-communication-and-language-and-literacy-phonics>
- ▶ www.ictgames.com/literacy.html
- ▶ <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>



Useful phonics videos on Burleigh school website

Phase 2 sounds re-cap
Blending videos
Phase 3 sounds – after half term

How to find them:

Burleigh Primary School website → Our Classes → Reception → Phonics

<https://www.burleighschool.co.uk/page/?title=Phonics&pid=77>






The screenshot shows a web browser at the URL [burleighschool.co.uk/page/?title=Phonics&pid=77](https://www.burleighschool.co.uk/page/?title=Phonics&pid=77). The page has a navigation menu with 'Our Classes' selected. Below the navigation, there's a breadcrumb trail: HOME → OUR CLASSES → RECEPTION → PHONICS. The main heading is 'Phonics'. A video player is embedded, showing a close-up of a person's mouth with the phoneme 'oi' displayed. Below the video, there are four download links for PDFs: 'Phase 2 Sounds', 'Phase 3 Sounds', 'Reception's Tricky Words', and 'Letter Formation Families in Reception'. A sidebar on the right titled 'In This Section' lists: 'Information about Reception', 'EVFS Weekly Newsletters', 'Our Work', 'Phonics', 'Useful Resources', and 'Letters for EVFS'. A large yellow star is visible in the bottom right corner of the page content.

Useful information:

- ▶ Some children will be 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 in their phonics wallet pack.
- ▶ Your child will have 1-2 books a week.
- ▶ Your child will be heard to 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. Please read with your child daily and ask questions.
- ▶ Practise sounds daily – children need to know their sounds before they can read



A Reading Record example

Grandpa 29 tags		
1-10-23 Andy the HERO 32 Pages	Read all the words correctly	
02-10-23 Don't worry Grandpa 32 Pages	Excited and motivated to read today	
9-10-23 Andy the HERO 32 Pages	Happy to read this book	
11-10-23 Don't worry Grandpa	Benefit reading the book again to build fluency Read very well	

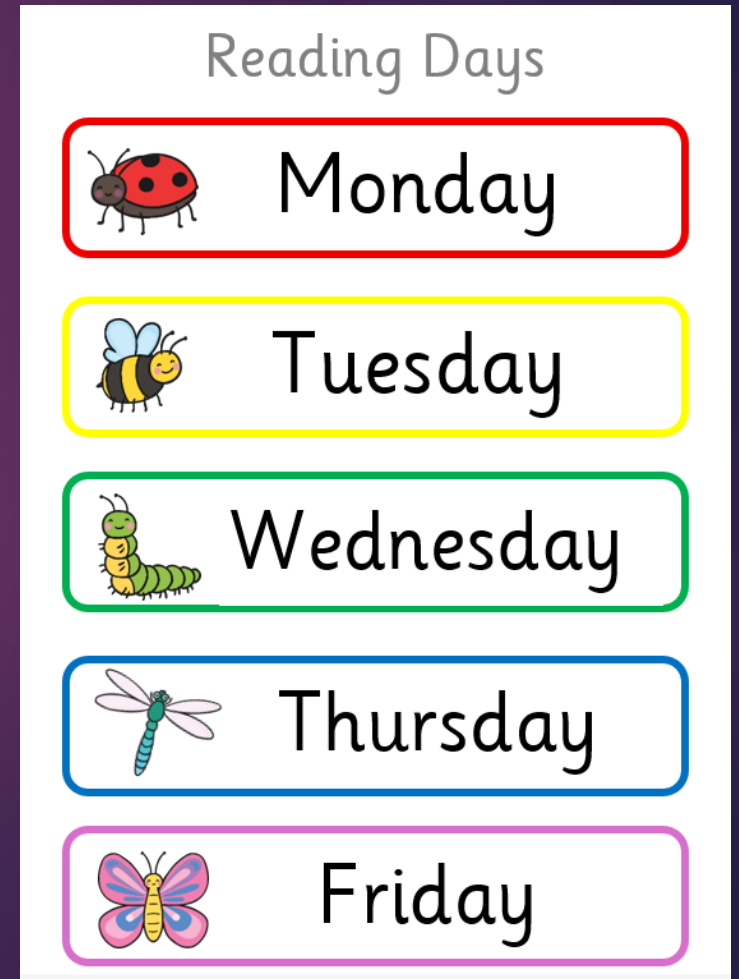
Reading days

– Please ask your child's teacher what group they are in.

RMO



RMM

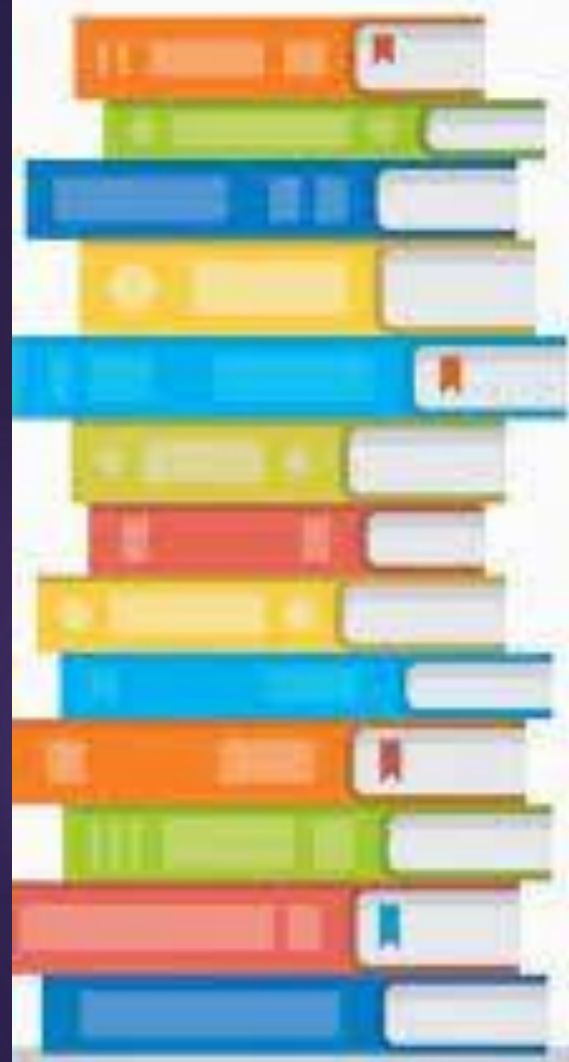




Our Burleigh Telephone box

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 by the front office.





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?

