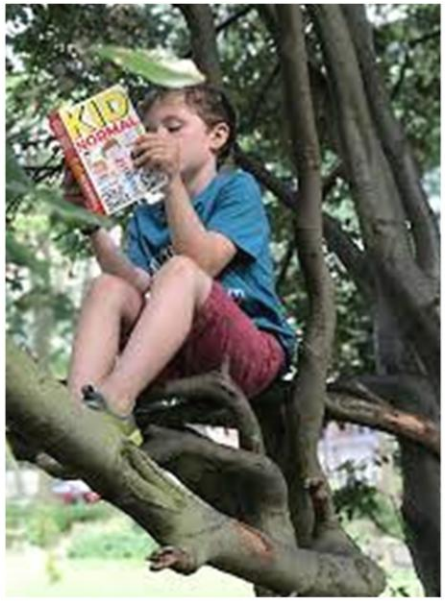
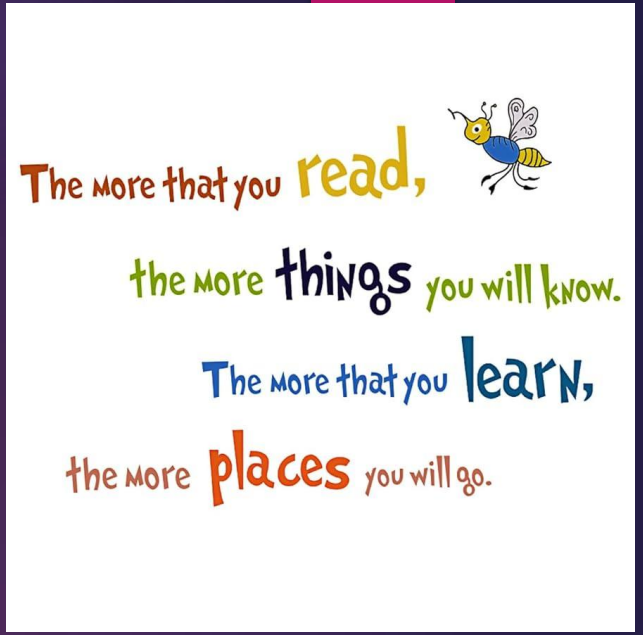
Reading in Reception





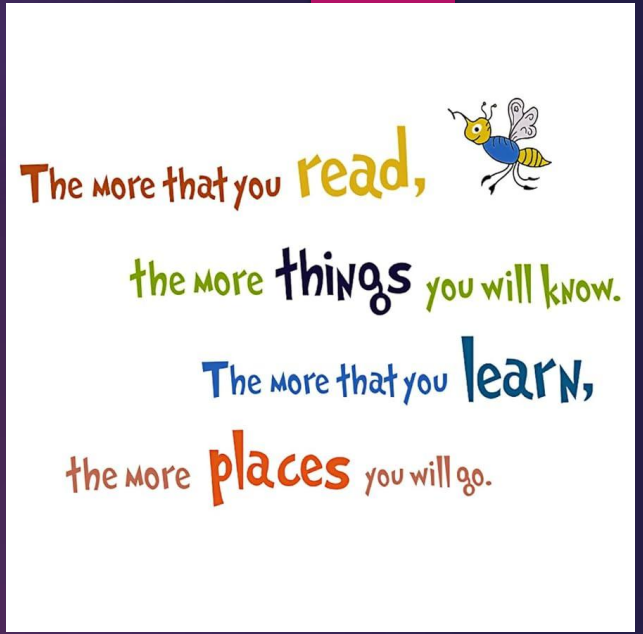
BURLEIGH

Why is reading important?



- Develops their understanding of new Vocabulary language structures.
- Reading calms and regulates our minds and bodies!
- Helps build relationships.
- Better Readers become better writers!
- Children who read achieve better across the curriculum.

- **Read to your child** as well as hearing them Read to you – this is the most important thing can do!



BURLEIGH

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.

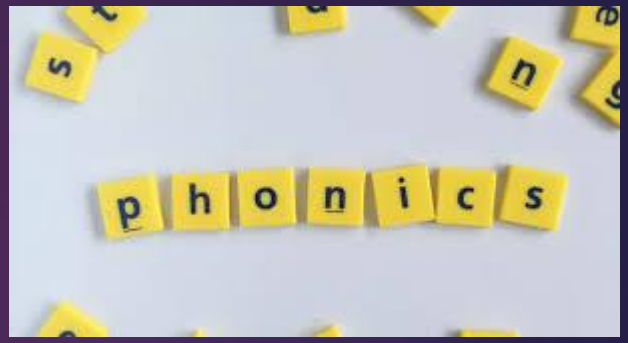


Our books are mostly Collins Big Cat and are matched very closely to the phases in our phonics curriculum.

Please look after our books – watch out for leaking water bottles!

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)

- Develop listening skills and awareness of sounds in the environment.
- 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.
- Rhyme

- Identifying the first, middle and final sounds in a word.
- Oral blending and segmenting.

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

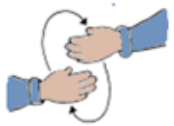
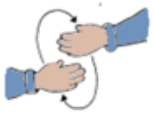


Phase 2 (single sounds)

- mat → m-a-t
- pot → p-o-t
- can → c-a-n
- dog → d-o-g



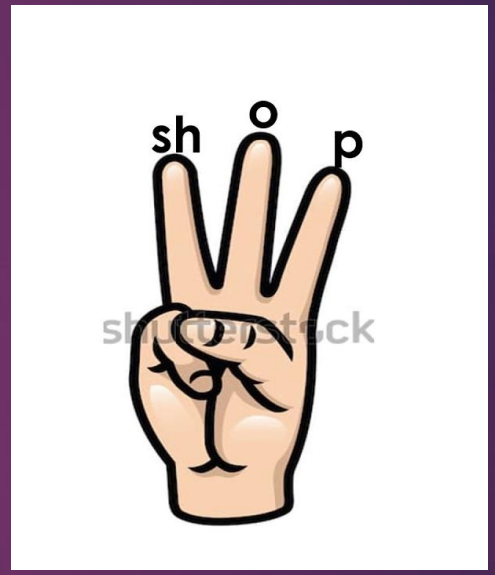
Phase 3 (digraph/trigraph)

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



Phonics – Phase 3 (digraph/trigraph)

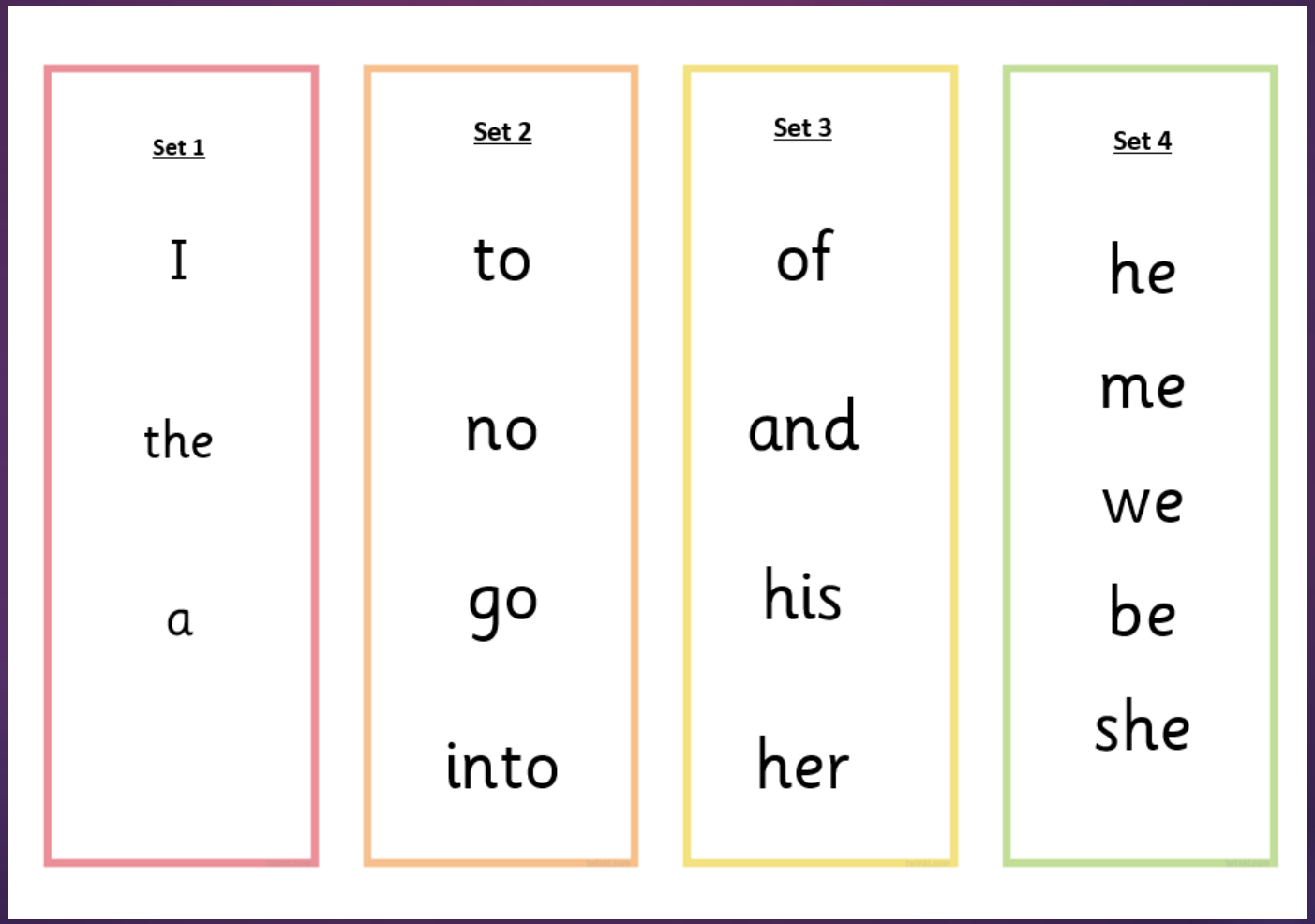
- shop → sh-o-p
- ring → r-i-ng
- coat → c-oa-t
- rain → r-ai-n



- *'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!



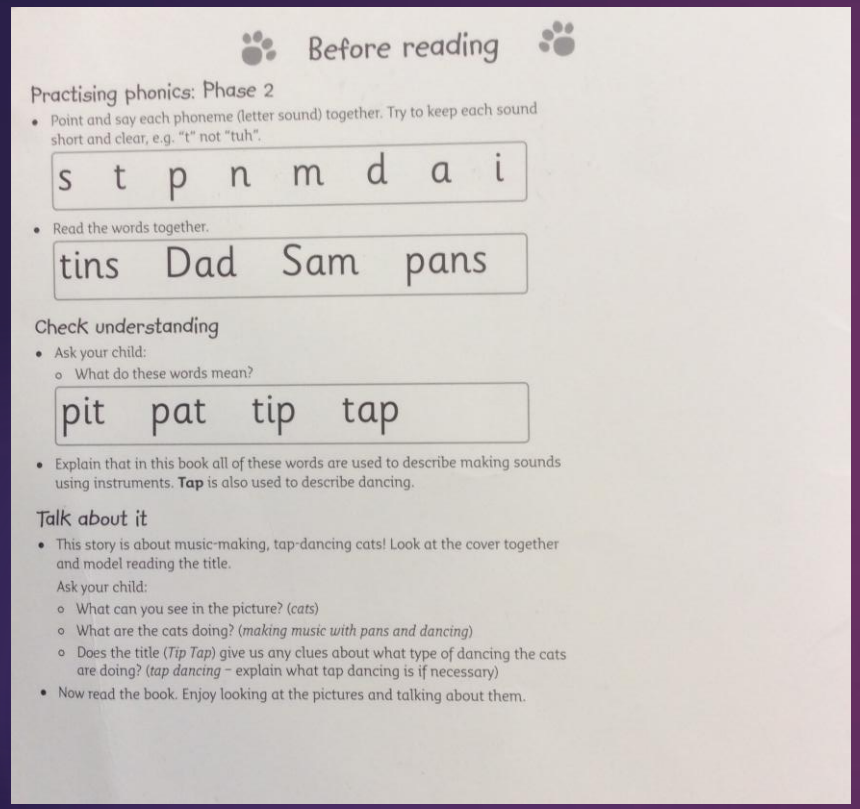
Set 1	Set 2	Set 3	Set 4
I	to	of	he
the	no	and	me
a	go	his	we
	into	her	be
			she

How to get your child to read!

- Make time to read everyday
- Read to them
- Remove distractions
- Show enthusiasm
- Find the right place
- 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

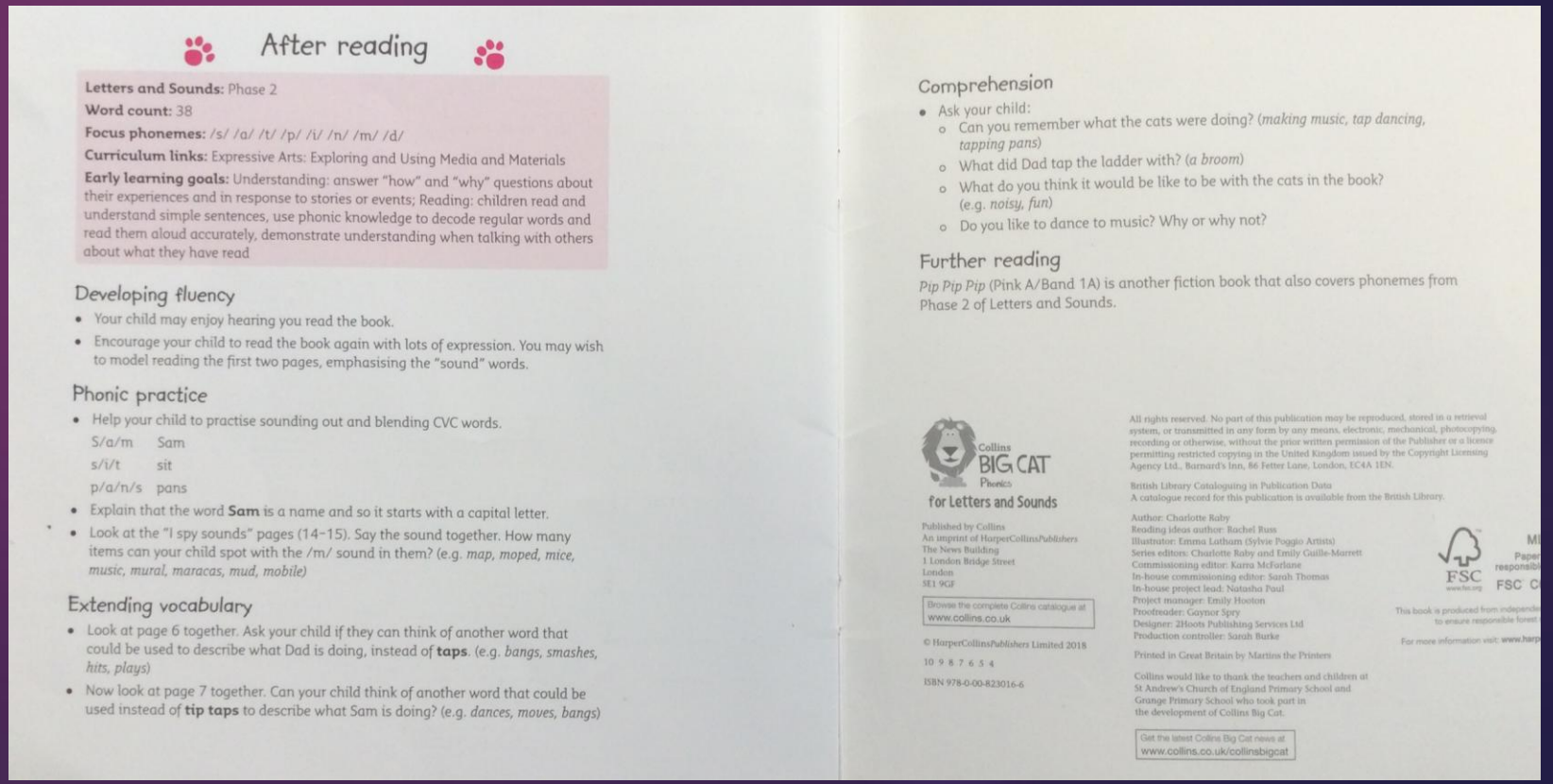
- Explain that in this book all of these words are used to describe making sounds using instruments. **Tap** is also used to describe dancing.

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/ /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.

Collins BIG CAT Phonics for Letters and Sounds

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

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

© HarperCollins*Publishers* Limited 2018

10 9 8 7 6 5 4

ISBN 978-0-00-823016-6

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd., Barnard's Inn, 86 Fetter Lane, London, EC4A 1EN.

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

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

Printed in Great Britain by Martins the Printers

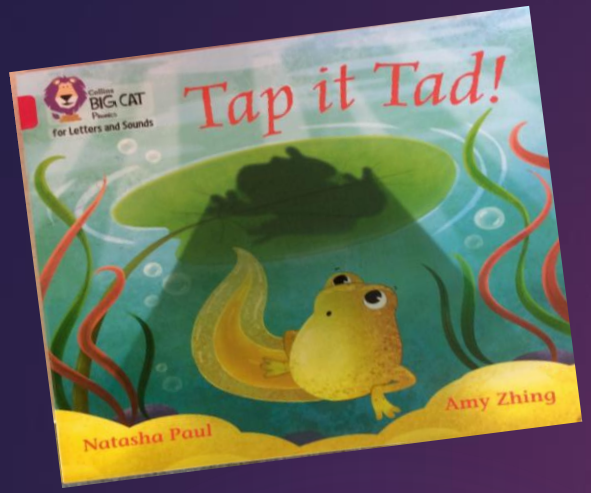
Collins would like to thank the teachers and children at St Andrew's Church of England Primary School and Grange Primary School who took part in the development of Collins Big Cat.

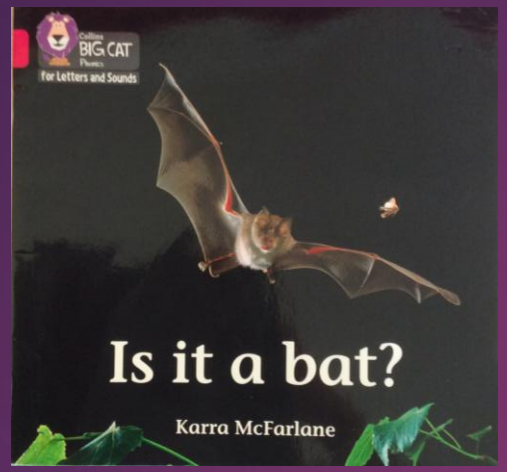
Get the latest Collins Big Cat news at www.collins.co.uk/collinsbigcat

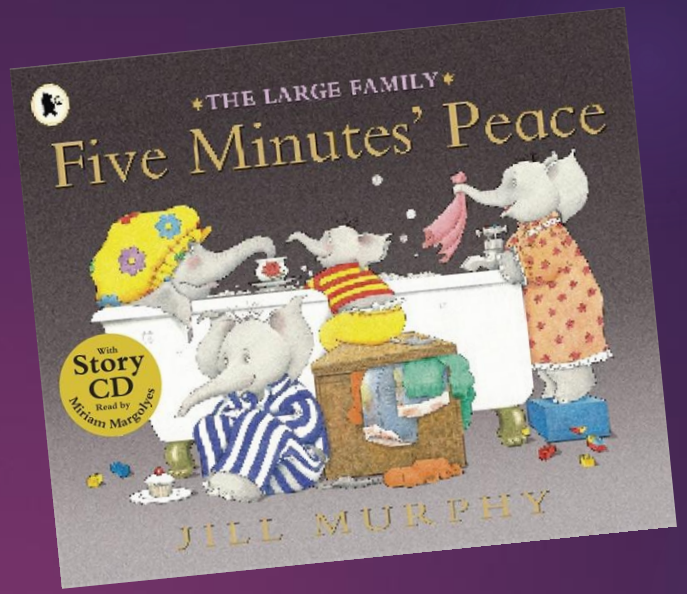
FSC

This book is produced from independe... to ensure responsible forest...

For more information visit: www.harp...







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

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**.

After sounding out, always encourage your child to read back the sentence fluently.



How else can I help?

- Rehearse oral blending and segmenting e.g. put it in the b-i-n.



- Develop an interest in a wide variety of books e.g. magazines, recipe books.

- Make time for the library.

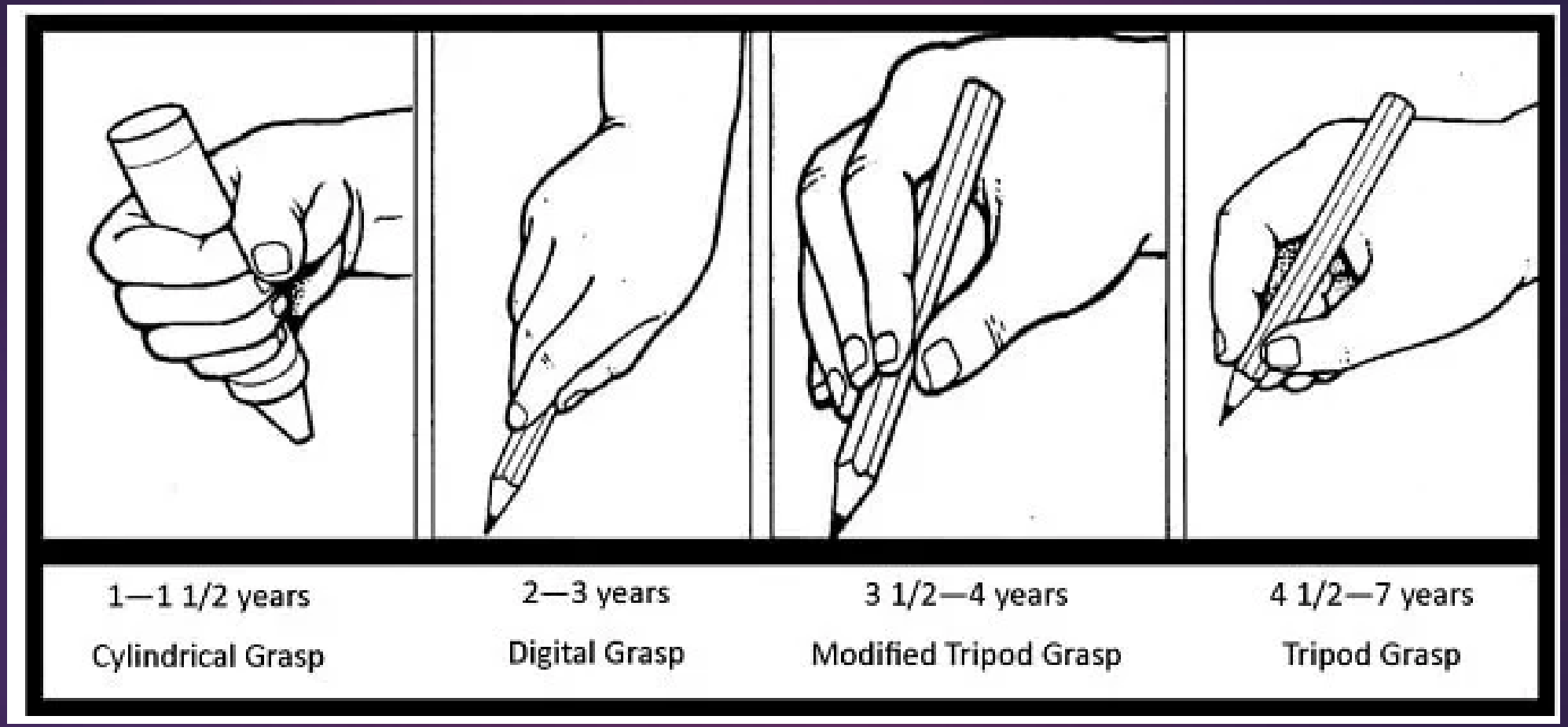
My First Library Adventure

- Bookmarks have been sent to all Reception children.
- This programme encourage all Reception children to get their first library card.
- Fifty lucky Hertfordshire Reception pupils will win a personalised, signed book from author/illustrator Ged Adamson with two overall winners enjoying an author visit with their whole class.
- Watch this space – library visit soon!





Handwriting



1—1 1/2 years	2—3 years	3 1/2—4 years	4 1/2—7 years
Cylindrical Grasp	Digital Grasp	Modified Tripod Grasp	Tripod Grasp

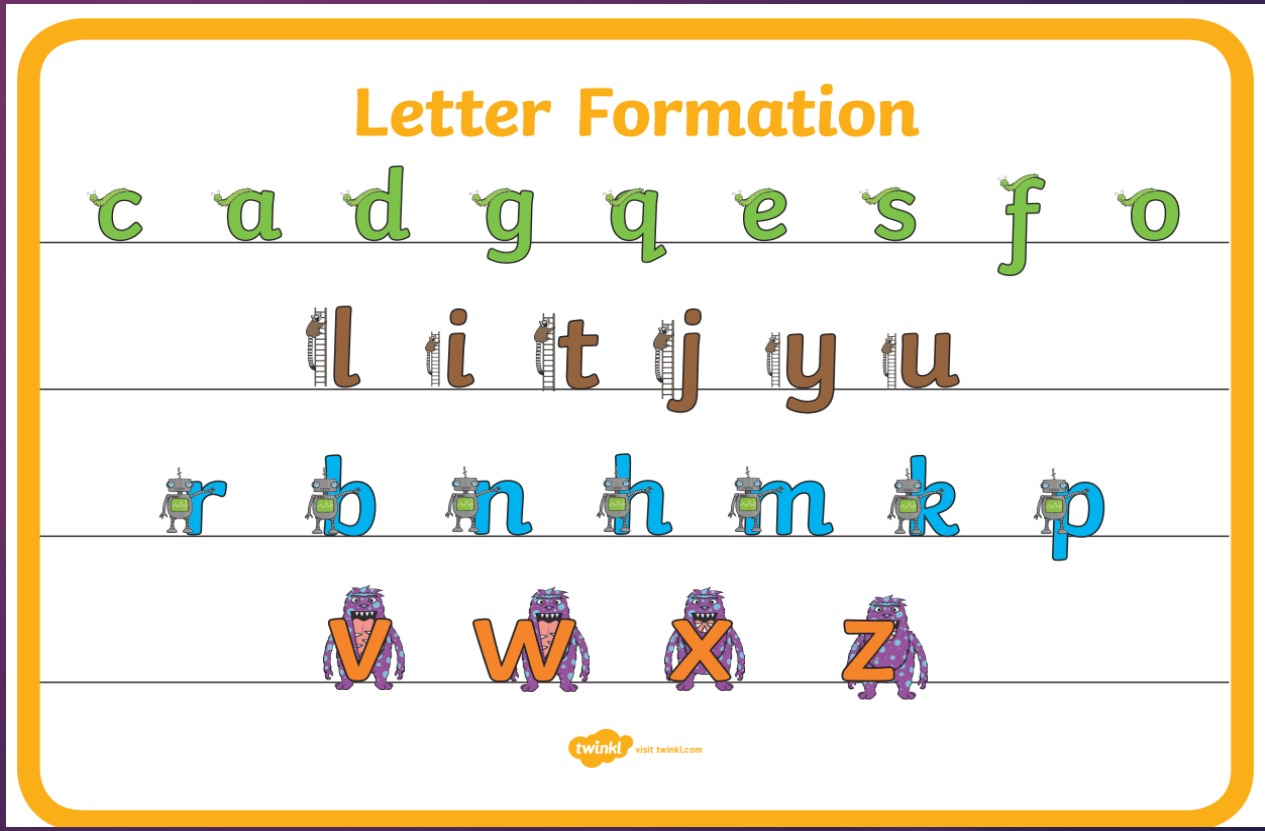
Pencil grips can be used to support.





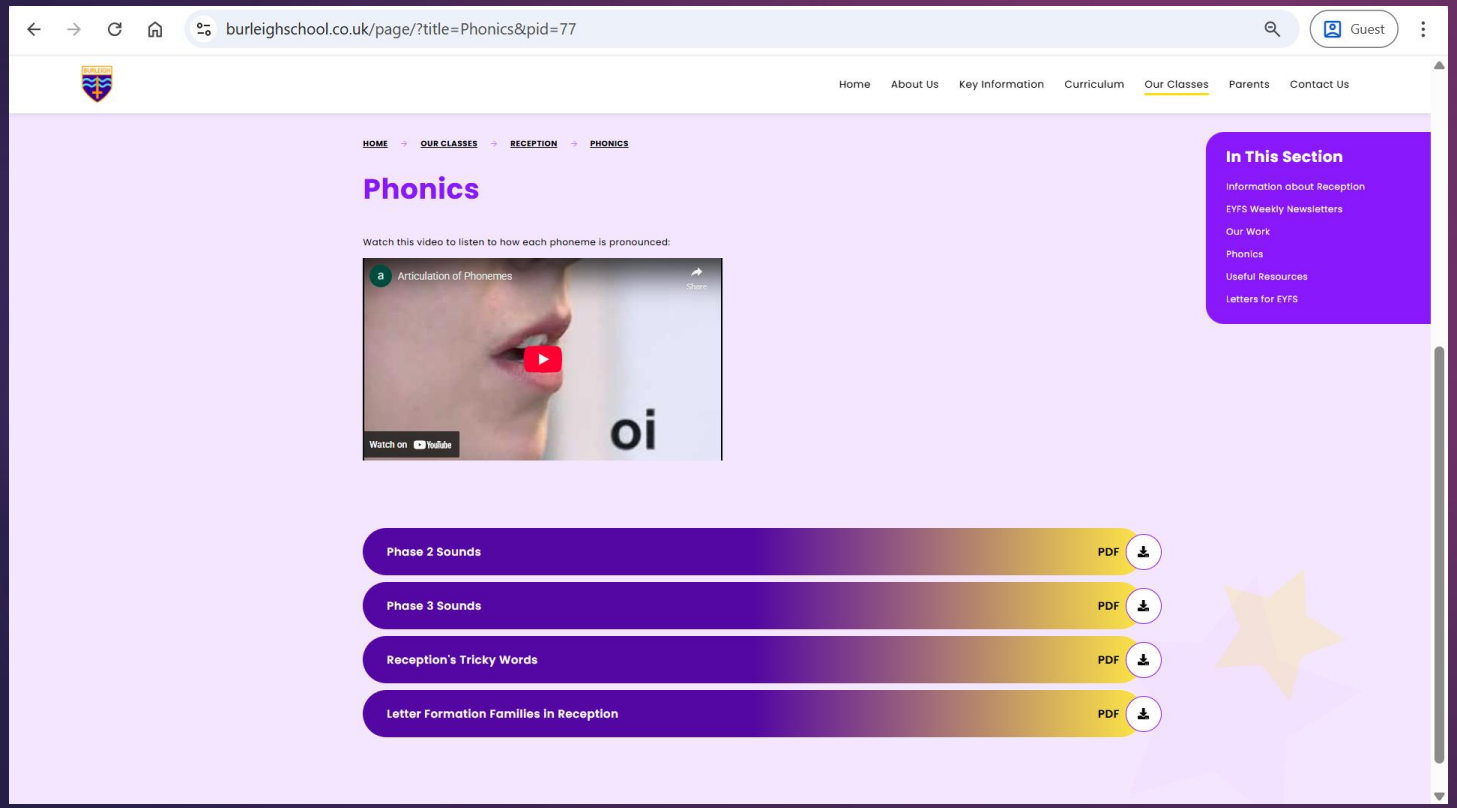
Handwriting

- All children learn to form letters in 4 letter families, according to the direction and orientation of the letter:



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

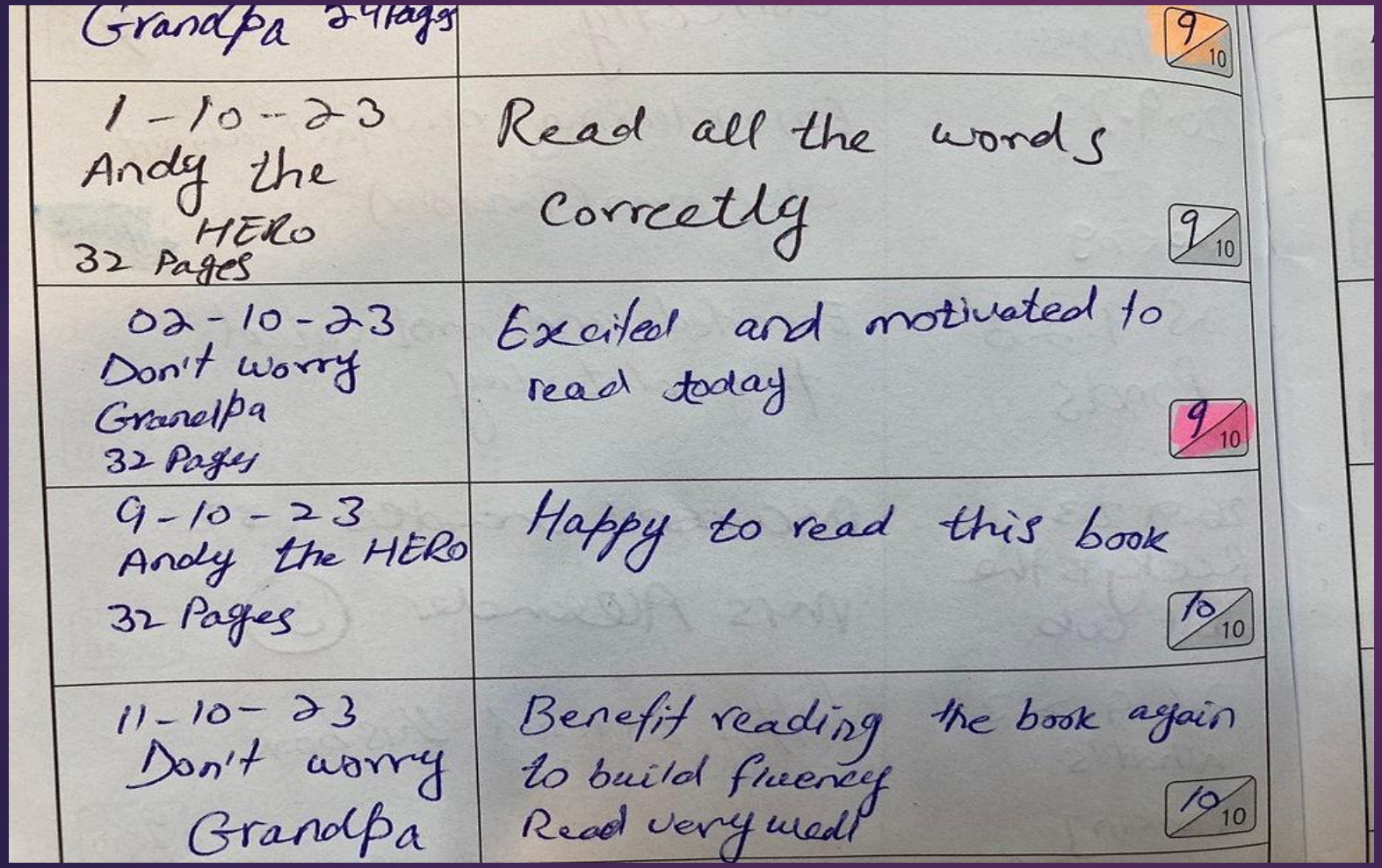
https://www.burleighschool.co.uk/page/?title=Phonics&pid=77

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 rea your child daily and ask questions.



A Reading Record example



Grandpa 24 pages	9/10
1-10-23 Andy the HERO 32 Pages	Read all the words correctly 9/10
02-10-23 Don't worry Granelpa 32 Pages	Excited and motivated to read today 9/10
9-10-23 Andy the HERO 32 Pages	Happy to read this book 10/10
11-10-23 Don't worry Grandpa	Benefit reading the book again to build fluency Read very well 10/10

Reading days

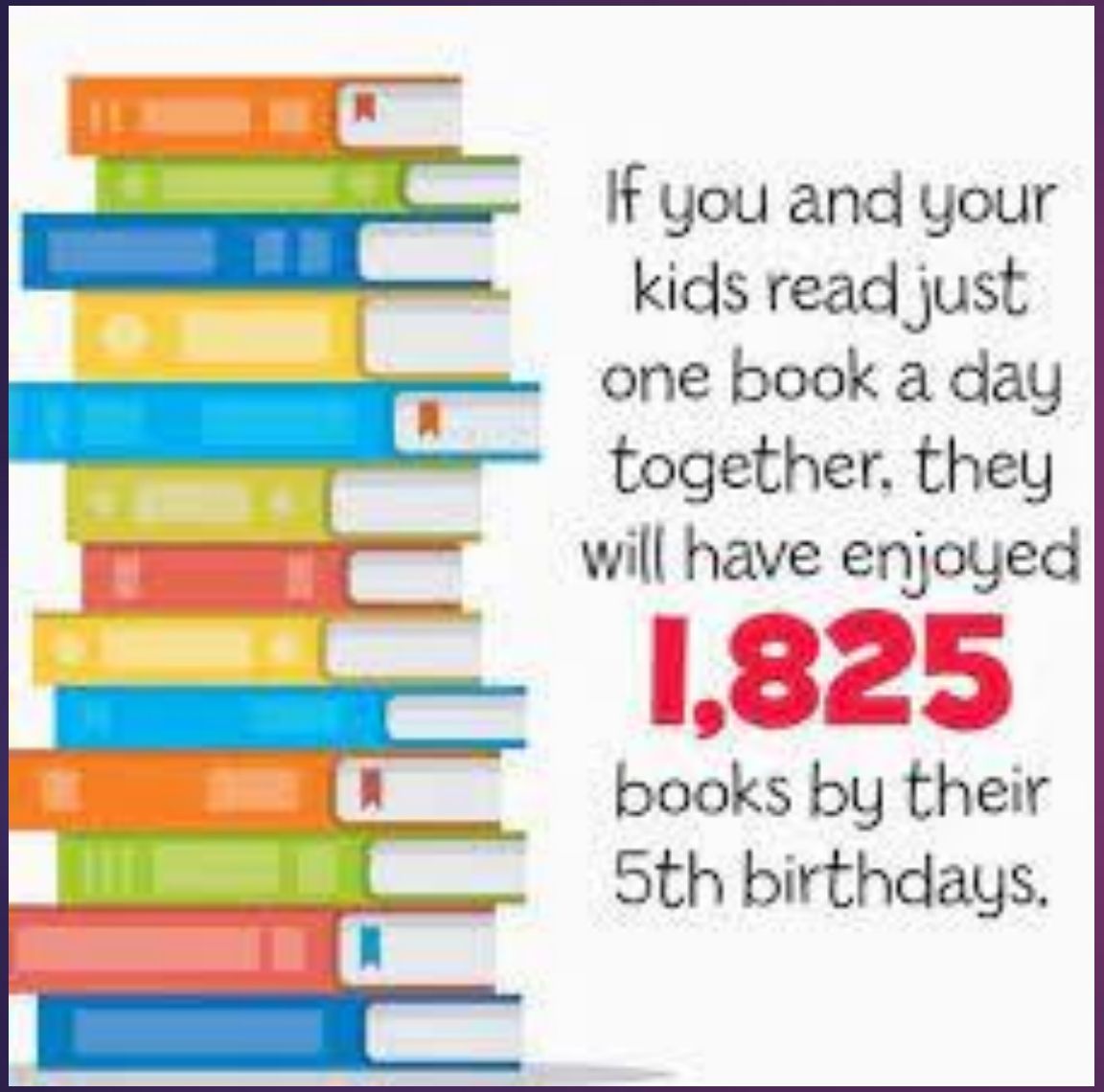
Your class teacher will let you know which day your child's book will be changed.

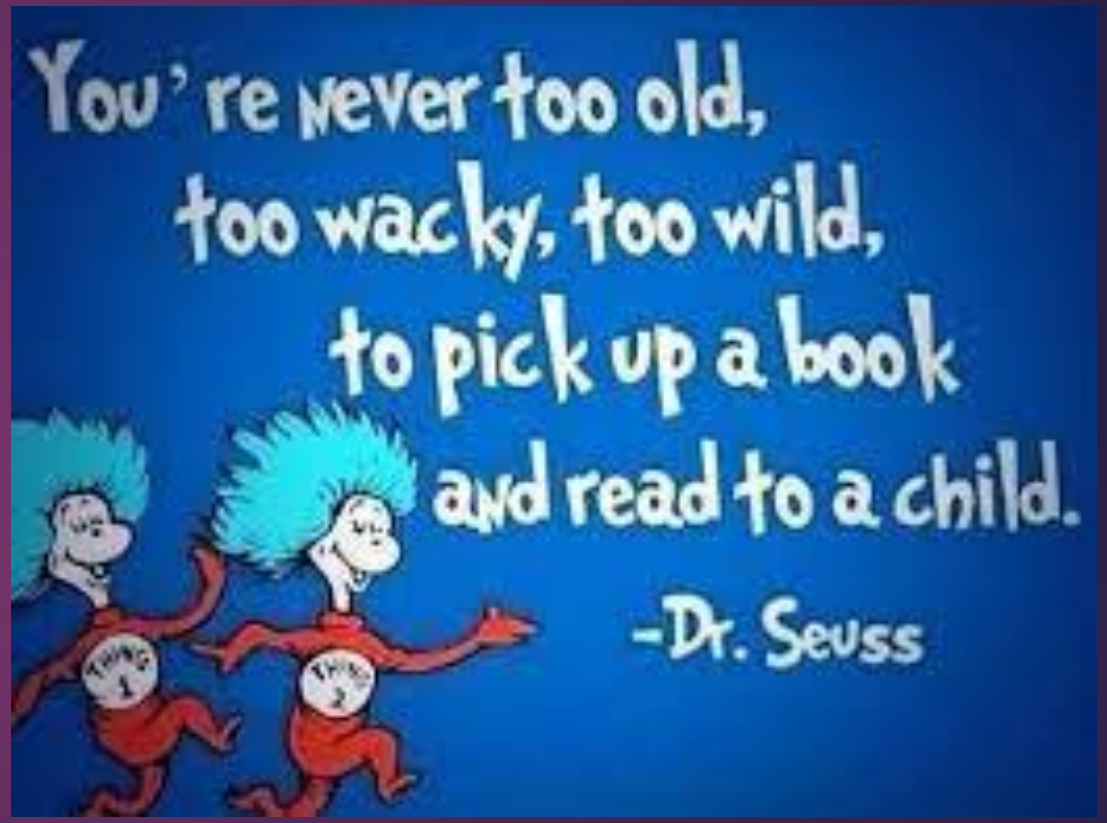
Please continue to bring in their reading record and book everyday as we may also hear them read on different days.



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

Useful websites

- https://www.booktrust.org.uk/
- http://www.lovemybooks.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



Thank you for your time!

Any questions?

