

# Phonics and Reading in Reception



# Reading Early Learning Goal to be achieved by the end of Reception.

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

# Expectations in Reading in Reception

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.



# Phonics

- Phonics is taught on a daily basis for 20-30 minutes
- A **grapheme** is a written symbol that represents a sound (**phoneme**). This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, etc. So when a child says the sound /t/ this is a **phoneme**, but when they write the letter 't' this is a **grapheme**.
- Children practise and revise 'phonemes' and 'tricky words' learnt previously
- Children learn new phonemes and graphemes each day and begin to blend the sounds together to read words (Phase 2)
- Children begin to learn CVC words such as 'cat, pin, mog'.
- Children read simple sentences with both decodable and tricky words with adult support where needed, for example, 'The cat sat on the pot'.
- Children learn new phonemes in Phase 3 most comprising of two letters, sh, ch, th, (digraphs)
- Children practise writing new graphemes and words. Children then write sentences using the new graphemes on whiteboards

# Reading in Reception

- Every day after lunch children read with their teacher in small groups
- Children read a range of books matching their knowledge of phonics
- Books are available for children to access throughout the day, each classroom has an inviting reading corner with a range of books and puppets. The outdoor area has a 'reading den' where children can share books and stories with one another in a cosy space.



# Reading activities within the classroom

- Each day the classrooms are set up to match the learning objectives in Maths and Literacy.
- Independent reading activities are set up in all areas, these may include; sharing books in the book corner, matching sounds and pictures, finding hidden sounds and words around the environment, phonic puzzles and matching topic words to pictures.
- Each week a planned 'reading activity' takes place led by the teacher when working with a small group of children.

# Supporting your child at home using the Phonic Homework Pack

- Practise phonemes (saying the sounds) on the alphabet mat with your child on a daily basis
- Enjoy reading a range of books together and talking about the story/characters/settings and the beginning, middle and end of the story
- Talk about the author and any other books they may have written.
- Talk about the illustrator and the style of illustrations in the book
- Read the book sent home from school daily and write any comments in the reading record for us to share
- Complete the phonics homework pack on a daily/weekly basis

# Weekly Phonics Homework Pack

## Week 1 Homework

Using flashcards practice reading letters: **s, a, t, p**

**Reading words and spelling words** (ask children to try to read these then ask children to attempt to spell these on the back of this page):

**sat cat mat pat tap**

Tricky word to practice reading and spelling:

**I** .....                      .....                      .....                      .....

Sentence to read:

**I sat on a mat**



# Reading books and records

- Share your child's reading book with them on a daily basis.
- Please write into the reading log book so we know how you feel your child is doing with their reading. Do they need a more challenging book or is it too difficult?
- Return the school reading book each Monday so we can issue your child with a new book
- Go to the library to choose library books for your child based on their interests

# How else can you support your child to read?

- **Make space**

Have a special place or time when you read together without any distractions (turn the television, radio or computer off).

- **Make it fun!**

Enjoy reading together. Give characters funny voices and engage in the pictures. Make a game out of finding words that rhyme or start with the same sound.

- **Be seen reading**

Make sure your child sees you reading a range of reading materials; books, magazines, brochures...

- **Go online**

Look online and in app stores for online reading stories, word and spelling games.

- **Use your local library**

Go to your library regularly. Find the books that you loved to read as a child.