

Phonics and Reading in Reception

January 2020



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

- At De Bohun we follow **Letters and Sounds**
- Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

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

Phonic Glossary

CVC

A consonant-vowel-consonant word, such as **cat**, **pin** or **top**. You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as **clap** and **from**. Also CVCC for words such as **mask** and **belt**.

Phoneme

Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word **sit** /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, **fit**. If you change the phoneme /t/ in fit for a /sh/, you have a new word, **fish** - /f/-/i/-/sh/.

Grapheme

Graphemes are the written representation of sounds.

Early Reading

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.

Teacher led reading groups in each classroom

Teachers listen to children read their own reading book from home or another Big Cat Collins books matching their phonic/reading ability. Teachers listen to children in small groups or one by one.

Independent reading groups in classrooms

- Exploring different types of texts
Comic/magazines/papers available
- Fiction and non-fiction books from the reading corner
- Phonics games/matching words to pictures

RECEPTION DAILY READING

Shared reading group in the reading den

- Sharing a group story, read aloud by the adult
- Discussing characters, settings, storylines
- Asking children key questions and prompts
- Encouraging children to join in with repeated refrains
- Developing understanding of new vocabulary
- Developing attentive listening
- Encouraging children to make predictions about the story
- Encouraging children to explain their understanding of the story
- Encouraging children to discuss what they liked or disliked

Shared reading group in the workshop

- Sharing a group story, read aloud by the adult
- Discussing characters, settings, storylines
- Asking children key questions and prompts
- Encouraging children to join in with repeated refrains
- Developing understanding of new vocabulary
- Developing attentive listening
- Encouraging children to make predictions about the story
- Encouraging children to explain their understanding of the story
- Encouraging children to discuss what they liked or disliked

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.

Supporting reading at
home

Reading at home

Children learning to read

- **Learn to read.** Each week a Big Cat Collins book matching the children's knowledge of phonics will be sent home. Using this book the children will practise the skills they've learnt to decode and read words in the books.
- **Sharing reading.** A book from the library/class reading area will accompany the Big Cat Collins book. These books will be books to share with an older child or adult at home.

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 everyday

Big Cat Collins Books

- Encourage your child to point to the word they are reading
- Encourage your child to say the sounds (if they are unsure of the word)
- Ask your child to find words in the books or sounds
- Discuss the pictures in the book

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.

Supporting your child at home

- 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

Children who are read to regularly up to the age of 8 achieve better in all curriculum areas.

Any Questions?