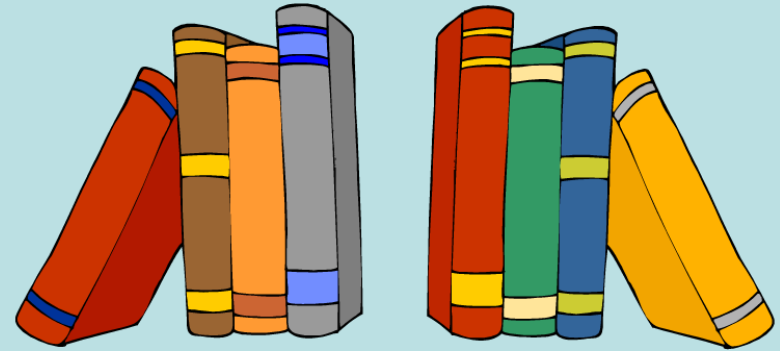
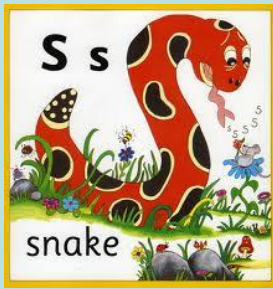


# Reception Reading Meeting



- Phonics
- Reading Books
- Ways to support your child with their reading



# Phonics

- 20 minutes everyday with whole of Reception
- New phonemes each week
- Each sound is taught with an action and song (which you can find on YouTube)
- Phonemes: smallest unit of sound
- Graphemes: the way the phoneme is written.
- We are learning 'grapheme phoneme correspondence'
- Digraph: two letters, one sound e.g. th, sh, ch
- Trigraph: three letters, one sound e.g. igh, air
- Split digraph: When the digraph is split by a consonant e.g. maake, time, phone

# The 44 phonemes

/b /	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
/p /	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
/s h/	/zh/	/a/	/e/	/i/	/o/	/u/	/æ/	/ee/	/ie/	/oe/
/u e/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/

# Decodable words

We are teaching the children to **blend**.

**Oral blending** is where the child hears the sounds and can merge them to make the word.

**Blending** is where the child can recognise the written phonemes and merge them together to read a word.

**Segmenting** is where the child hears each sound in a word and is able to write them down.

# High frequency words

Some **decodable** e.g at (a-t), it, and

Some **tricky** e.g the, said, no, go

(These are known as common exception words and we will teach the letter names as opposed to the sounds).

# Phase 1

- The phonics scheme we follow is called 'Letters and Sounds'. This divides the teaching into six phases which continue throughout Key Stage One.
- We begin with Phase 1 in Reception. The objective of this phase is to develop children's listening skills as they need to be able to hear the sounds in a word, starting with the initial sound.
- Listening games such as 'Eye Spy' and reading rhyming books and nursery rhymes are a good way to support this.
- Phase 1 games online (guess the animal, rhyming games)

# Useful Websites

## Phonics games:

[www.topmarks.co.uk](http://www.topmarks.co.uk) (search listening/rhyming games)

<http://www.letters-and-sounds.com/phase-2-games.html>

<http://www.phonicsplay.co.uk/Phase2Menu.htm>

## Jolly Phonic songs:

<https://www.youtube.com/watch?v=Djz82FBYiug>

## Free worksheets for handwriting and segmenting work available:

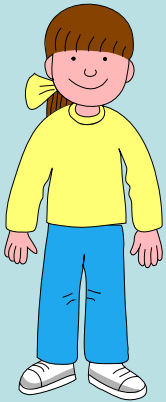
[http://www.sparklebox.co.uk/literacy/alphabet/activity-booklets/cursive.html#.UmVc3\\_mkpVI](http://www.sparklebox.co.uk/literacy/alphabet/activity-booklets/cursive.html#.UmVc3_mkpVI)

# Opportunities for Reading in School

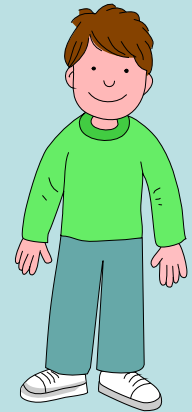
- Daily Phonic Sessions (All Reception)
- Daily Story Times (Morning and Afternoon)
- Book corner during Child Initiated time
- Shared reading of Big books
- Reading to an adult in school



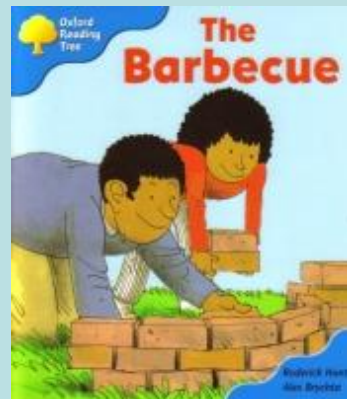
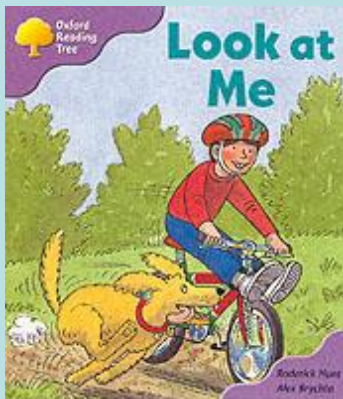




# Reading Books



- Book Banded with different schemes
- Reading Record Book
- New Reading Books
- Bug Club





# Bug Club

[www.bugclub.co.uk](http://www.bugclub.co.uk)

Username: first four letters of your child's first name and the first four letters of their surname

Password: changeme

School code: 9lct (letter L not number 1!)

All children have been allocated Lilac (no text) and Pink (simple CVC blending) books

# Library

The children will be able to choose one book every Friday to borrow from our Library and will be able to swap it the following Friday providing their previous book has been returned!

# 10 top tips on helping your child read

1. Choose a quiet time (before / after school)
2. Make reading enjoyable
3. Maintain the flow
4. Be positive
5. Praise!
6. Talk about the book
  - Look at the front cover, predict what the story is about?
  - Can they predict through pictures?
  - Sound out words using their phonics?
  - Can they recall the main points of the story back to you?
7. Read together regularly
8. Visit the Library
9. Model reading (children will often copy what they see the adult doing)  
(ipad / Kindle / Cookery Books / Good old fashioned hardback!!)
10. Variety is important!  
(Stories, poems, rhymes, non fiction, comics)

# Questioning

What happened after...?

Describe what happened at...?

How would you explain...?

Which is true or false?

How would you show...?

What do you think could have happened next...?

Can you explain what is happening?

Who do you think...?

Where does it show/ tell us....?

What is the main idea?

Could this have happened in...?

What questions would you ask...?

What questions would you ask if you had an interview with...?

Would this information be useful if you had a...?

If....happened what might the ending have been?

How is...related to...?

Can you list the parts...?

What evidence can you find...?

What is relationship between...?

What is the function of...?

What changes would you make...?

How would you improve...?

What would happen if...?

What way would you design...?

Can you predict the outcome if...?

How many ways can you...?

Can you create new and unusual uses for...?

Suppose you could...what would you do...?

Do you think...is a good or bad thing?

What changes to...would you recommend?

What is your opinion of?

Would it be better if...?

How would you evaluate...?

What choice would you have made?

What would you select?

Based on what you know, how would you explain...?

How would you feel if...?

What do you think about...?

# A quick note on writing!

- We will be teaching children to write in print. This is the letter shape only, not the lead in and lead out.
- Each child will have a name card to take home. These are laminated so can be written on with whiteboard pens.
- We expect children to be at the mark making stage when they start Reception. This means using a variety of writing tools for different purposes.

And finally...

Breadsticks please!

