



Reading in Reception
What does it look like?

Phonics - Red Rose Phonics.

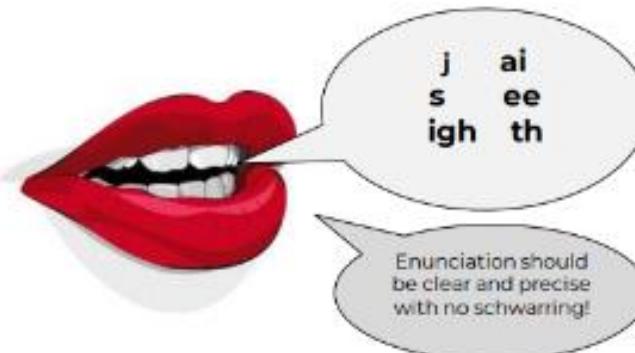
At Greenlands, we use the Red Rose Phonic scheme. As soon as children start in Reception, they begin learning Phase 2 letter sounds. Some children continue to work on Phase 1 if needed.

Children will then move onto Phase 3, 4 sounds and eventually phase 5 sounds.

Pure sounds - not capitals

No Schwarrring!

3 Sounds a week - Sheet in Pack



Phonics - Introducing phonemes and graphemes

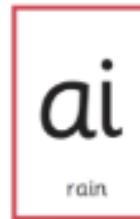


Teach a New GPC!

Hear it and say it



See it and say it



Say it and write it



Grapheme - What it looks like to read

Phoneme - What sound it makes

Pre-Cursive - lead in letters to write

Diagraph - 2 letters make one sound 'Sh' 'ng'

Trigraph - 3 letters make one sound 'igh' 'air'

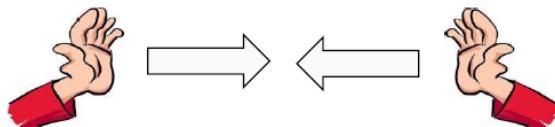
Blending and Blending to Read

We teach children to 'Orally Blend' words in Reception for example c-a-t.

Children practice this skill everyday in phonics. It is a vital skill children require in order to read words. If they cannot orally blend, they will not be able to apply this when reading.

When we know a word, we just read it, without needing to sound it out. As your child builds up their fluency they will be able to blend words in their head and just say the word they see. Children will eventually be able to recognise words without having to blend at all.

Oral Blending



Let's merge the phonemes using our blending hands.

Blending



Let's use our reading finger to point to the sound buttons. Build and blend then smooth read. Encourage children to point then swipe from left to right.

Reading requires two skills

Phonics & Word Recognition

The ability to recognise words within a book and their immediate environment.
Being able to blend letter sounds together to read a word.

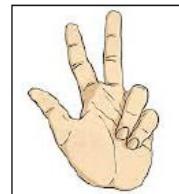
Comprehension

Having an understanding and being able to discuss the text they have read.

Segmenting to spell and write

We teach children to 'Segment' words to be able to write the phoneme sounds they can hear this means children write phonetically decodable sentences rather than spell correctly at this stage.

Oral Segmenting



Let's use our phonic fingers to segment the phonemes in the word. Encourage children to use the opposite hand to the one they write with.



Tricky Words

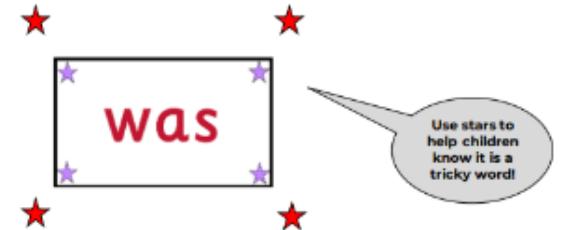
Tricky words are all words that cannot be sounded out and 'Blended to read'. They are words that are non-phonetic. If you sound them out and then try to blend the sounds, you will get a word that does not sound right, for example 'the'. They are words that must be recognised by sight.

As we get going with more tricky words in phonics your child will get an Elmer sheet in their Reading diary with some words on. Please practise these!

Each week, your class teacher will assess your child and tick off the recognised words. It is important you bring your books in your bag **everyday**. Please do not write on your Elmer Tricky Words sheet, these are for teachers only. Once all words in the set have been ticked off, we will send home the next set.

Please revisit previous words, even when you move on to the next set.
Please do not remove the Elmer words from your child's diary.
Please have a try at writing the words too.

Oral segmenting with phonic fingers.



Starting the reading journey ...

When starting in Reception, most children will begin their learning journey with a wordless book until they can orally blend. This is vital in the start of their reading journey.

Why do we send home wordless books?

- It improves speaking and listening skills
- It develops understanding/ comprehension skills
- Aids story telling
- Gives a greater depth in the understanding of story structure
- It teaches children book skills e.g. left to right, turning pages correctly...
- Talking about the features of a book, the front, back cover, illustrator, title and blurb.

A guide to wordless books: <https://youtu.be/TKJcDQNmu0>

Reading Book Progression

Once your child is able to confidently recognise the sounds they have been taught and they are beginning to blend they will get their first book with words that matches their phonic ability and the sounds they are learning in Phonics.

When your child progresses onto a word book. It is not about 'racing' through the books. You need to read books more than once, it will help your child build up fluency. Doesn't have to be the whole book in one go it might be little and often.

Books are matched to the phonics scheme so your child will bring home a book with the phomemes that they have been learning in class.

How can you help your children to read?

- Tuning into sounds 'What can we hear?'
- I spy...
- Alliteration (giggly girl, bouncy boy, and with their names e.g. super Sam, silly Sam, happy Harry etc...)
- Sound talking games (pass me the c-u-p please or go to b-e-d etc...)
- Rhyme is extremely important and teaches children how language works and notice patterns of sounds within words.
- Sing nursery rhymes (pause and let your child learn to anticipate the rhyming word).
- Play rhyme games e.g. Silly Soup and read books with rhyming words.

Silly Soup Rhyme

I'm making lots of silly soup,
I'm making soup that's silly.
I'm going to cook it in the
fridge,
To make it nice and chilly
Have a tray of rhyming
objects for the children to
add to the bowl eg bat,
rat,cat,

Silly soup video: <https://youtu.be/Fy1gtlRF8EI>

Engaging your child

Join the local library.

Build a home library.

Let your child choose the book.

Use funny voices!

Tell them about your day.

Spot new learning in books and make links to phonics.

Tap into their interests e.g books about dinosaurs etc.

Take books with you on journeys.

Use technology to your advantage.

Useful Links

Phonics Play - Interactive games that can be played on an iPad, tablet, phone, laptop, computer etc.

<https://www.phonicsplay.co.uk/>

Teach Your Monster to Read

<https://www.teachyourmonstertoread.com/>

We will be sending home phonic update links via Dojo to support your child's Reading ability.

General Reminders

Books will only be changed if you comment in diaries.

Bring bags everyday!

Earrings

Learning Logs

Water Policy

Naming Belongings

Dojo and End of day!

THANK YOU!

Please take a pack home to help!

Thank you for listening!

If you are worried about anything, please come and speak to us at the end of the school day or drop a message/ question on to Dojo.

We are always here to help.