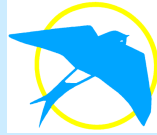


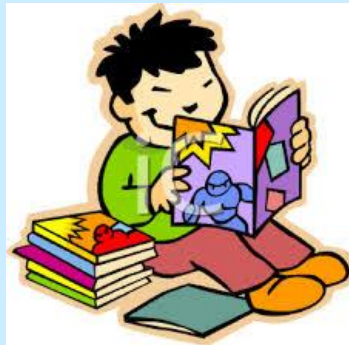
Reception Reading Workshop:

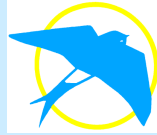
**How to support your
child with their reading**



The Power of Reading!

Creating a love of reading in children is one of the most powerful ways of improving their academic success.





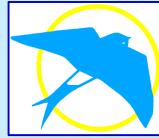
Reading requires two skills

Phonics and Word Recognition

- The ability to blend letter sounds (phonemes) together to read words.
- The ability to recognise harder to read words presented in and out of context.

Understanding

- The ability to understand the meaning of the words and sentences in a text.
- The ability to understand the ideas, information and themes in a text.

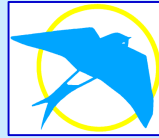


Phonics

- 44 main phonemes (sounds) in the English Language.
- Each sound is represented by a grapheme (the written representation of a sound).

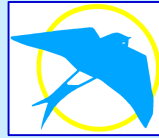
a, b, c...

oo, ch, ar...



Essential Letters and Sounds

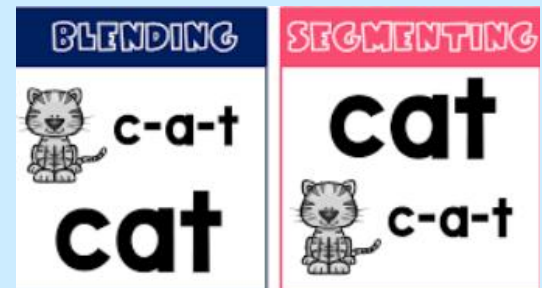
- Consistent approach and routine
- Daily lessons
- 5 phases:
 - phase 1 in Nursery
 - phases 2 to 4 in Reception
 - phase 5 in Year 1



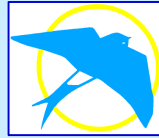
Phase 1 - Nursery

Children learn to listen to surrounding sounds and distinguish between them
e.g.

- instruments
- environmental
- rhythm and rhyme
- alliteration

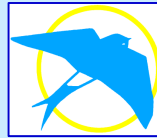


Start to orally blend and segment


























Phase 2 - Reception

- Learn letter shapes and sounds
- Move from oral blending and segmenting to working with letters - CVC words
- Then start to read simple captions, e.g. Mum had a big bag
- Start to recognise Hard to Read words




Phase 2 - Reception

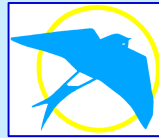
Phase 2 Sounds

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

www.communication4all.co.uk



**Harder to
read words**
the, to, go,
no, into, I

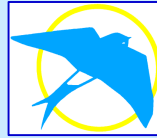


Phase 3 - Reception

Phonemes – c, digraphs - ch,
Trigraphs - igh and split graphs - ake



**Harder to
read words**
he, she, me,
be, we, was,
you, they, all,
are, my, her.



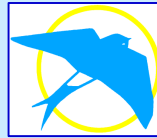
Phase 4 - Reception

adjacent consonants – e.g. swim, paint
polysyllabic words – e.g. laptop, driftwood



Harder to read words

said, so, do, have,
like, some, come,
were, there, little,
one, when, out,
what



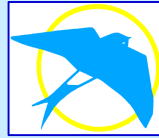
Phase 5 – Year 1

Alternative pronunciations for graphemes -
e.g. the 'or' phoneme can be spelt; aw (paw), au
(Paul), al (all) our (tour)

Harder to read words

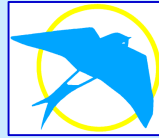
said, so, do, have,
like, some, come,
were, there, little,
one, when, out,
what





More information about phonics

**www.martinprimary.org.uk
[Learning/curriculum/phonics](http://www.martinprimary.org.uk/Learning/curriculum/phonics)**



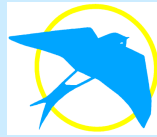
What else do we do at school

- Shared reading
- Guided reading
- Independent reading
- Class stories
- Library time
- Send books home (pls remember to return!)

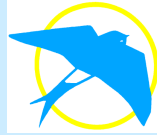
**We want our children to
love reading!**



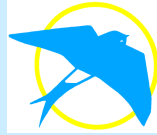
**What can you do
to help?**



- Encourage talk, singing and drama!
 - Telling made up stories
 - Nursery rhymes/songs
 - I went to the shops and I bought...
 - Would you rather.. (e.g. have feet for hands or hands for feet?)
 - Role play
 - Charades
 - 20 questions



- Use magnetic letters on your fridge and ask you child to find the letters they know
- Use the letters to make words such as c-a-t, i-t, a-m (blend)
- Separate the sounds in words met = m-e-t (segment)
- Cut up Hard to Read words and play games: e.g. snap or pairs
- **Read books with your child every day**



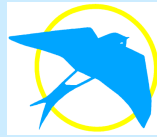
Reading sequence

1. introduce the book
2. 'walk' through the book
3. read together
4. recall and respond



Introduce the book

- look at the front cover
- read the title
- child's own experience?
- what might happen?
- 'blurb' on the back



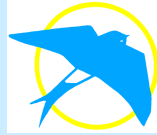
‘Walk’ through the book

- flick through
- ask open questions
- tricky words
- what might happen next?



Read together

- look at the pictures
- sound out the word and blend
- finally, ask a friend



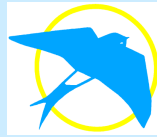
Recall and respond to the text

Fiction

- Where did the story take place?
- Who are the characters?
- What do you like about this story?

Non-fiction

- Tell me an interesting fact about...
- What do you like about this book?



Some other tips

- make reading visible
- introduce a variety of genres – respect their choices and interests
- share books every day – little and often
- talk about books
- sit and listen - don't do chores around the reader!
- boys need to see that reading is something men do

**Most importantly
remember to
enjoy reading!**