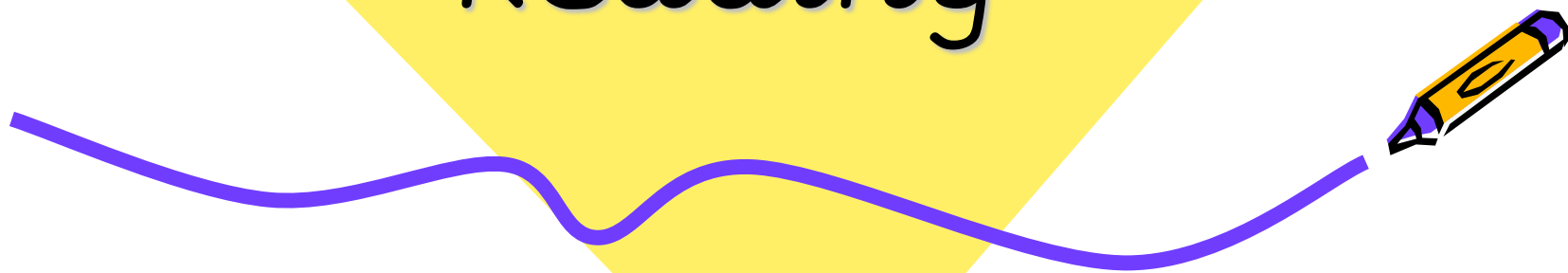


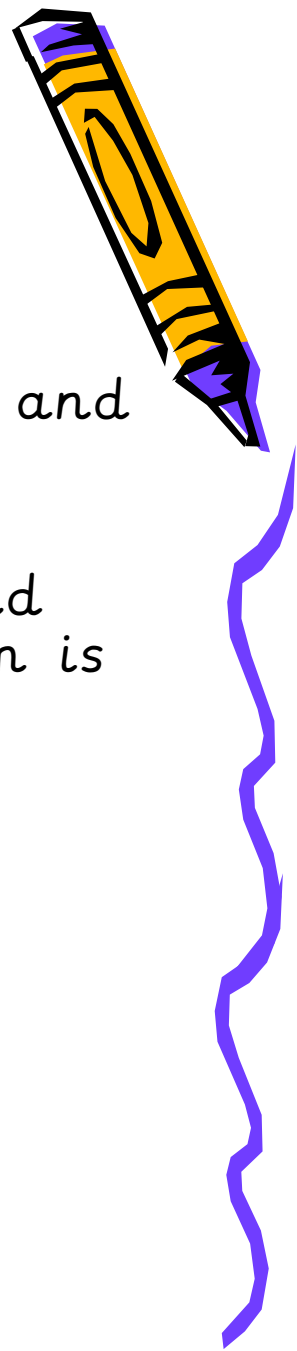


Helping your child at home

Reading



Welcome



- Children make the best progress when school and parents work in partnership together.
- The Reception children learn new literacy and phonics skills every week, and practising them is really important.
- Please practise, practise and practise.



End of year expectations



At the end of Reception, the majority of children are expected to achieve the Early Learning Goals.

The Early Learning Goals for reading are as follows:

ELG Word Reading

Children at the expected level of development will:

- Say a sound for each letter of the alphabet and at least 10 diagraphs (sounds with more than 2 letters e.g. **sh** as in ship or **ch** as in chin).
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books which are consistent with their phonic knowledge, including some common exception words. (Words that can't be sounded out e.g. the)





ELG Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by re telling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhyme and poems during role play.



What happens at school?



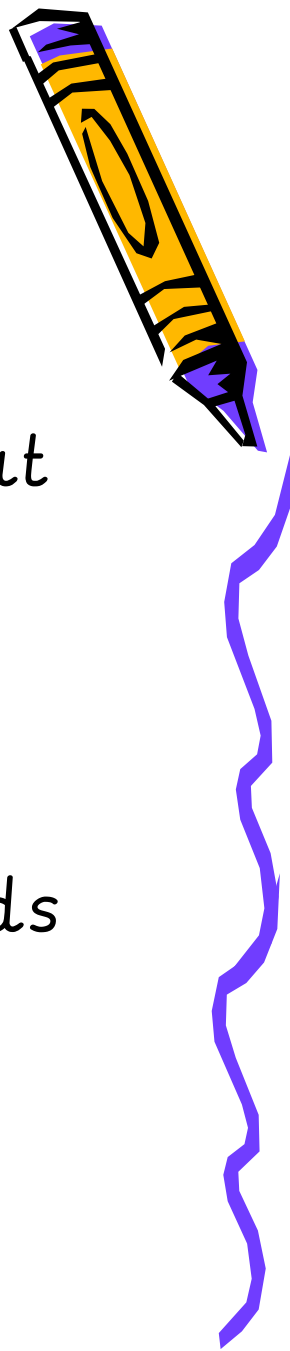
- A daily phonic session for all children.
- Individual reading with teachers.
- Small group reading with teachers.
- Sharing books as a whole class in story times.
- Visiting the school library to take books home to share.
- Phonic and reading homework.



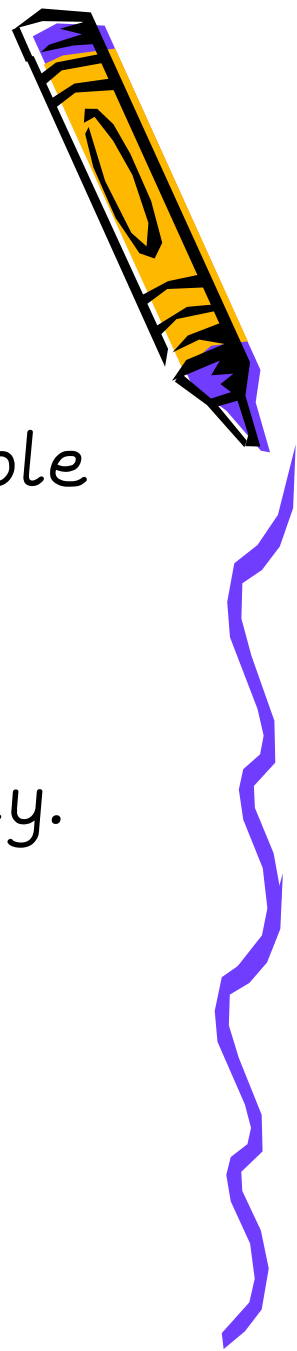
What is phonics?

Phonic activities teach the skills that are required to

- recognise letter symbols
- blend sounds together to read words
- split up sounds to spell words.



Sounds - Write



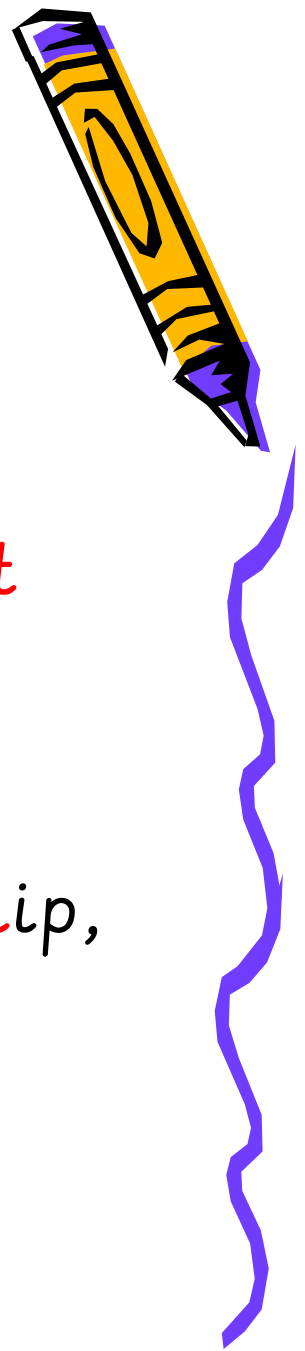
- This year we have changed our phonics programme across the whole school.
- We are using the Sounds - Write scheme to teach phonics every day.



Conceptual Knowledge in Reception

Children will be introduced to the concept that

- Letters are symbols (spellings) that represent sounds (the code).
- Some sounds are represented by more than one letter e.g. *deep*, *chip*, *rain*

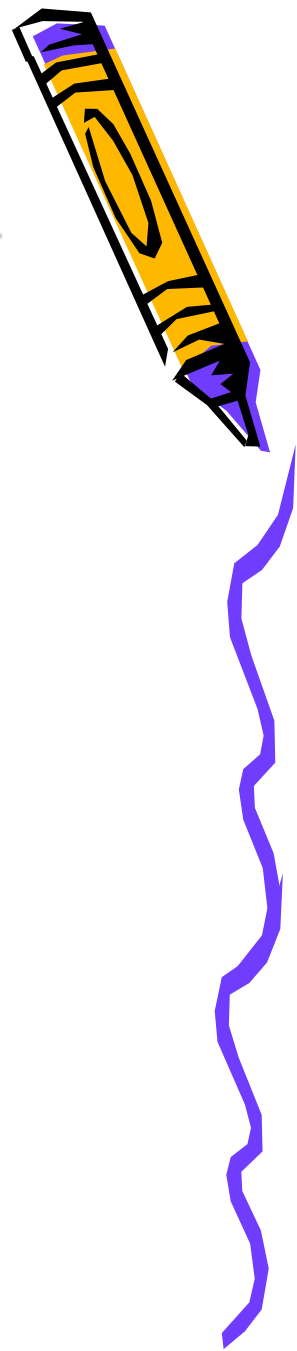


Skills learnt in Reception

Blending - The ability to push sounds together to build words.

Segmenting - the ability to pull apart individual sounds in words.

Phoneme (sound) manipulation - the ability to insert / delete and move sounds in words.



Blending



- Blending is a key skill.
- It requires the children to say the sounds in order, then blend them to read the word.

c a t

sh e d



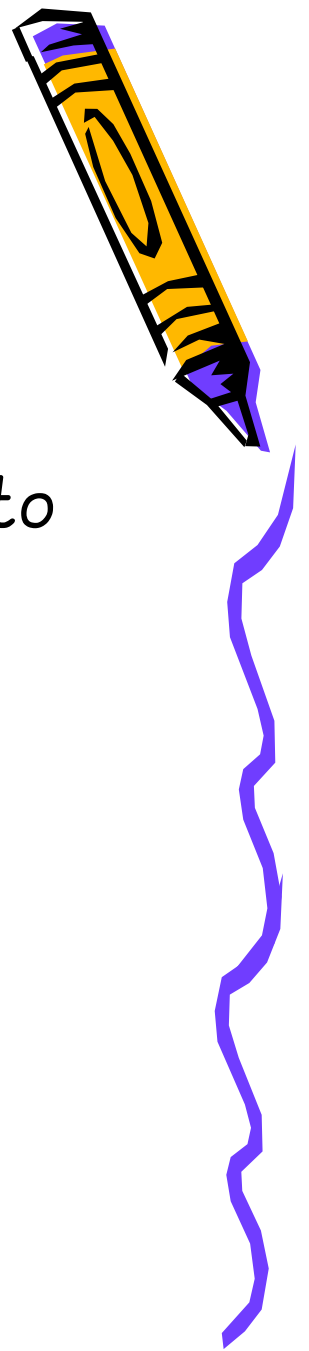
Model skill



SOUNDS-WRITE
First Rate Phonics



Segmenting



- Segmenting is the ability to pull apart individual sounds in words to spell them.

pig p/i/g

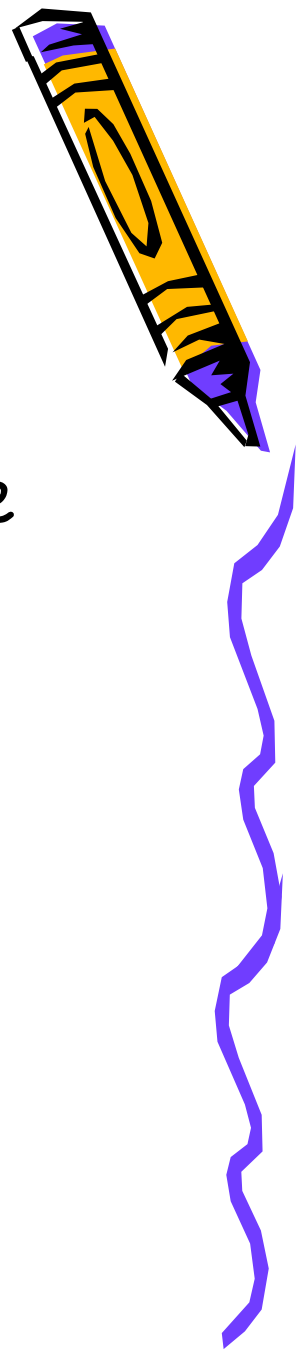


Model skill



SOUNDS - WRITE
First Rate Phonics

Phoneme Manipulation



- This is the ability to insert sounds within words or delete sounds within words to change them.

Use these letters p i g t n

Can you change the word pig into pit?



Sounds - Write

Each Unit takes 2 weeks

Autumn term

Unit 1 code a, i, m, s, t

Unit 2 code n, c, c

Unit 3 code b, c, g, h

Unit 4 code d, e, f, v

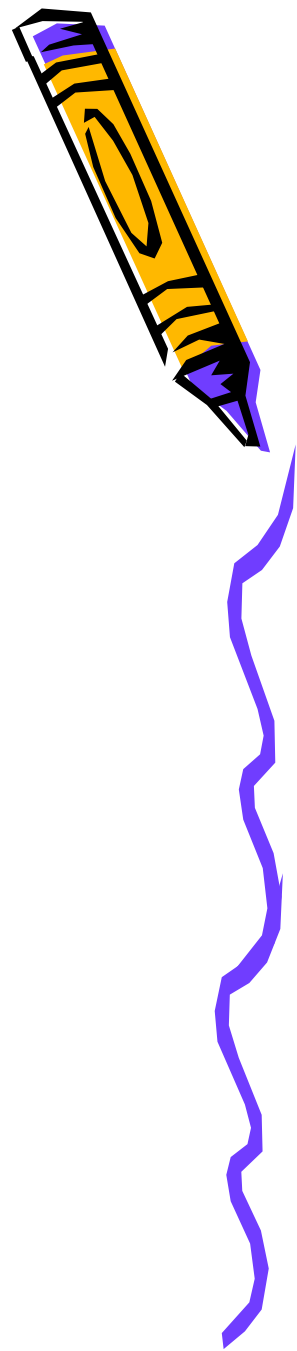
Unit 5 code k, l, r, u

Unit 6 code j, w, z

Unit 7 code x, y, ff, ll, ss, zz



A parent leaflet shows what will be covered throughout the year.



How can you help?

Hearing letter sounds

Children need to be able to hear the sounds in words.

- Play I spy with my little eye.
- At home you could try talking like a robot. For example, it is time for b e d. Can you pick up your s o c k s?
- Clap out words. Split up the word into the sounds and clap them d o g , t o p



Letter symbols

How can you help?

- Look for letters when you are out and about e.g. when shopping, getting the metro or bus. Encourage children to say the sound the letter symbol represents.
- When we pronounce the sounds it is important not to add uh. Say mmm not muh, sss not suh.
- Support children to say the sounds when they are reading, then push them together (blend them) e.g. r a t rat.



Sounds with more than one letter

- Once children know all the letter sounds they will be introduced to sounds like:

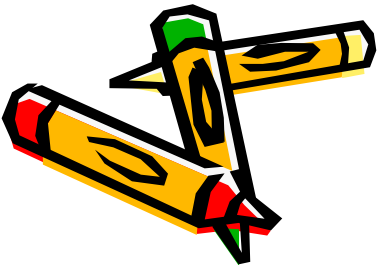
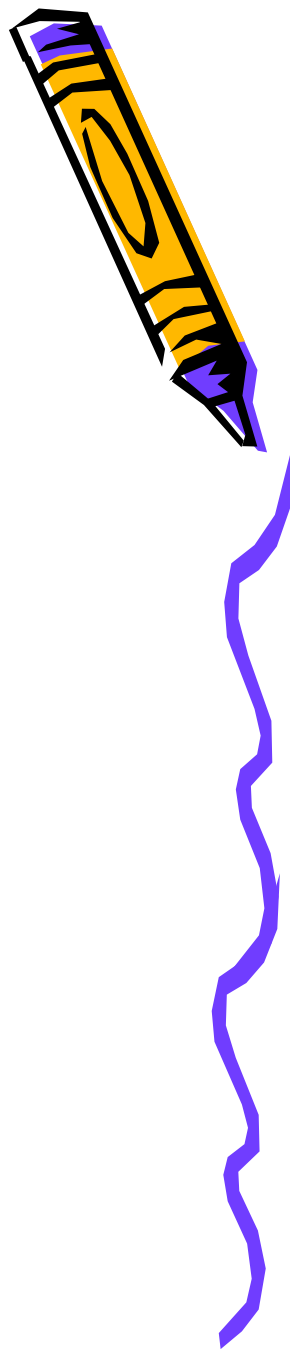
sh

ch

th

ng

Sh o p



Sight Vocabulary

When children only know a few letter symbols, some high frequency words can't be decoded e.g. I, the, said

If we come across these words in books we tell the children what they are.

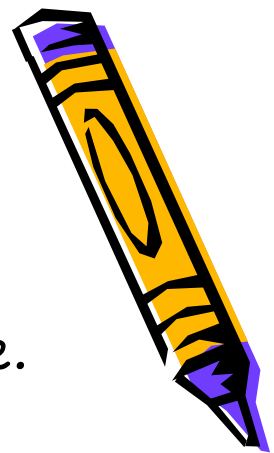
These are words that the children need to practise reading and remember by sight.

How can you help?

Encourage your child to say the sounds and read the words they know. Give them the high frequency words they don't know.



Helping at home



- Enjoy reading. Find a nice peaceful time. Share stories together.
- Introduce the book. Read the title. Guess what it might be about.
- Talk about all the pictures before reading. What is happening? What might happen next?
- Your child's library book is a book that they have chosen for you to read to them.



Reading books



- Children will bring reading books home that are matched to the sounds they have learnt.
- They need to practise their decoding skills **every day** to become fluent, quick readers.

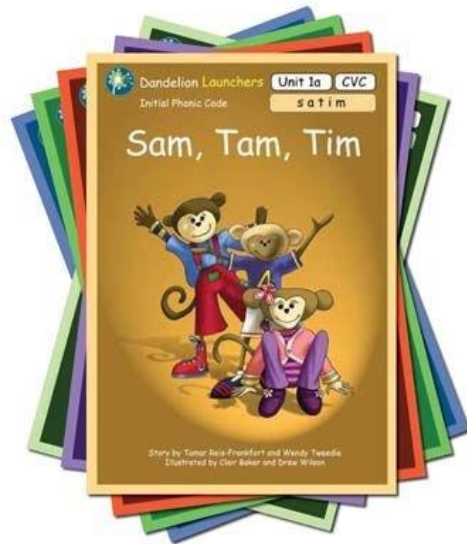
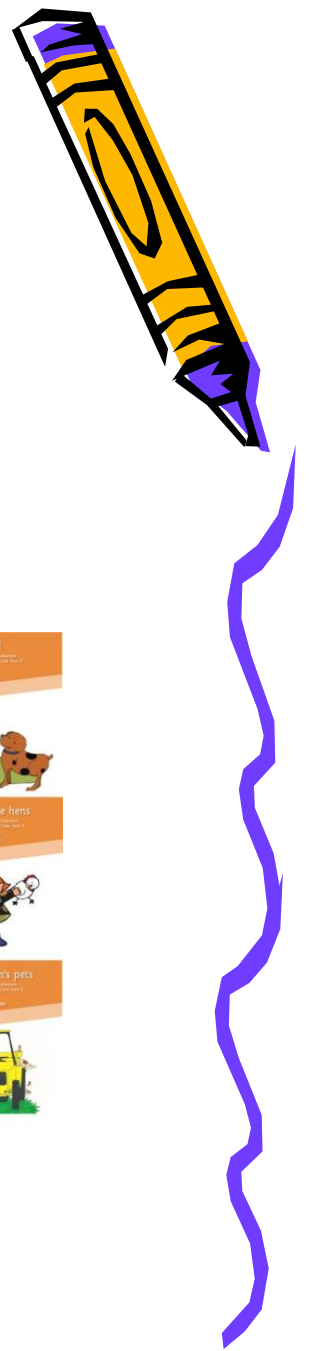


Encourage your child to say the sounds and read the words e.g.
S a m sam.

Read the high frequency word I for your child if they don't know it.



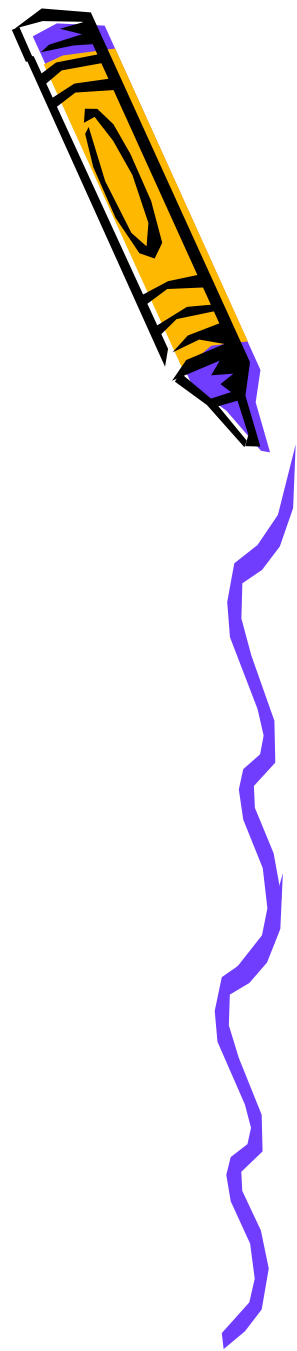
It helps to talk about all the pictures first before you start reading the book. This gives the child an idea about what is going to happen and introduces any new words they may need.



Books We Use

We use a range of Sounds-Write reading books that progress through different reading levels.

- Books with a very few words.
- Books with one sentence.
- Books with several sentences.



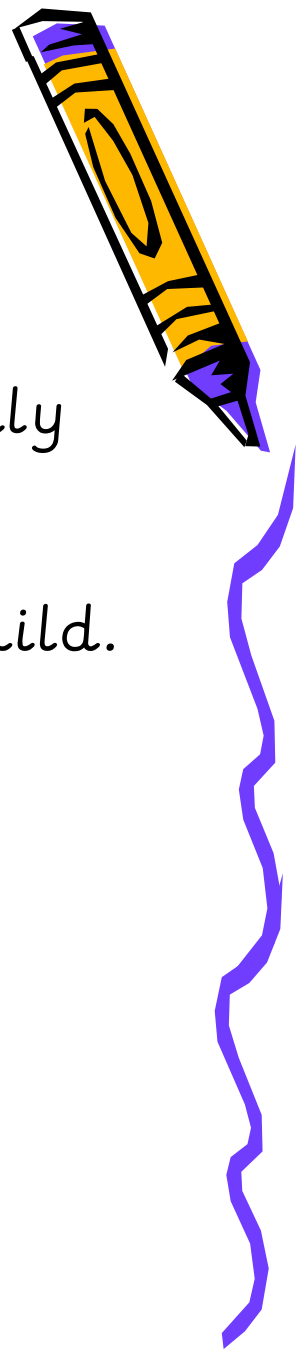
Reading Books



- Your child will bring home a reading book.
- Please read this book every day for a week.
- This builds the child's confidence and fluency and helps them to master reading.
- It is important to practice practice and practice.



Other home activities



- Rhymes to learn, talking homework. This will be sent out on dojo and in the weekly news letter.
- School library book to share with your child.
- Letter formation.
- Word building practise.
- Writing homework linked to the words we have learnt to spell.



Reading at school

Your child will read at school in small groups and 1:1 with the class teachers and Reception staff.

However

The children who become the best readers are the children who regularly practise at home.

