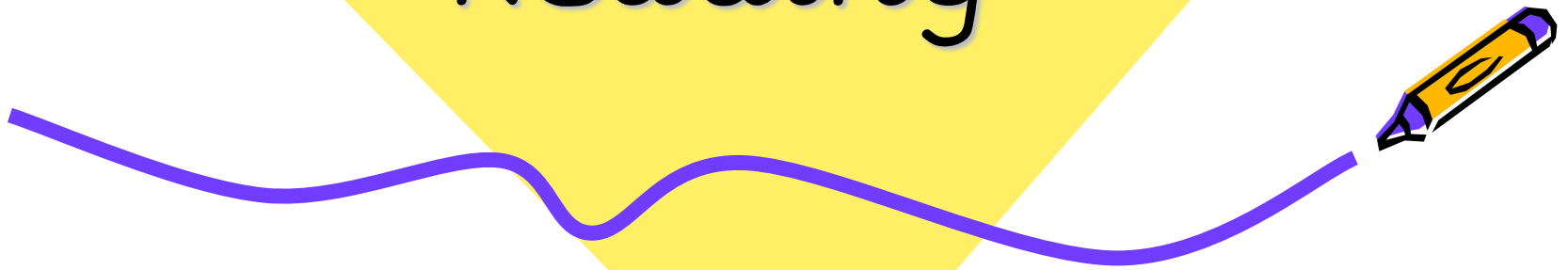




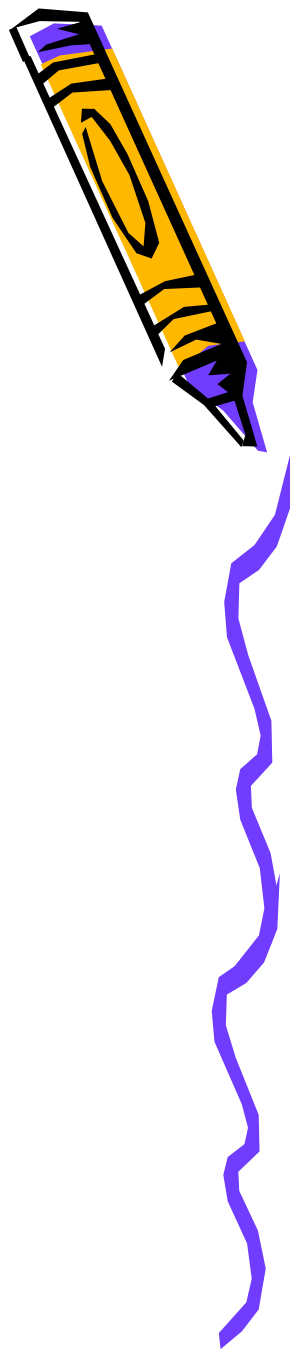
Helping your child at home

Reading



# Welcome

- A big thank you for attending today.
- The children are really looking forward to showing you what they can already do!



# End of year expectations

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

## 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.



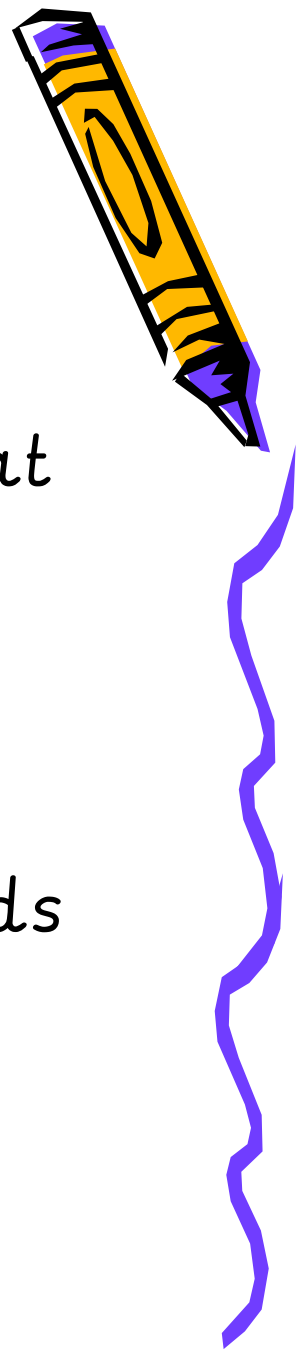
# What happens at school?



- A daily phonic session for all children.
- Individual reading with teachers, teaching assistants and parent volunteers.
- Sharing books as a whole class in story times.
- Daily handwriting.
- Visiting the school library to take books home to share.



# What is phonics?

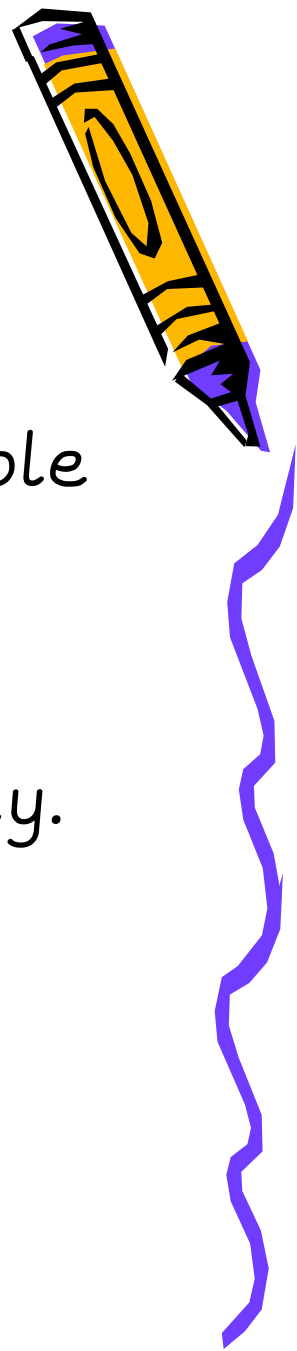


Phonic activities teach the skills that are required to

- 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.

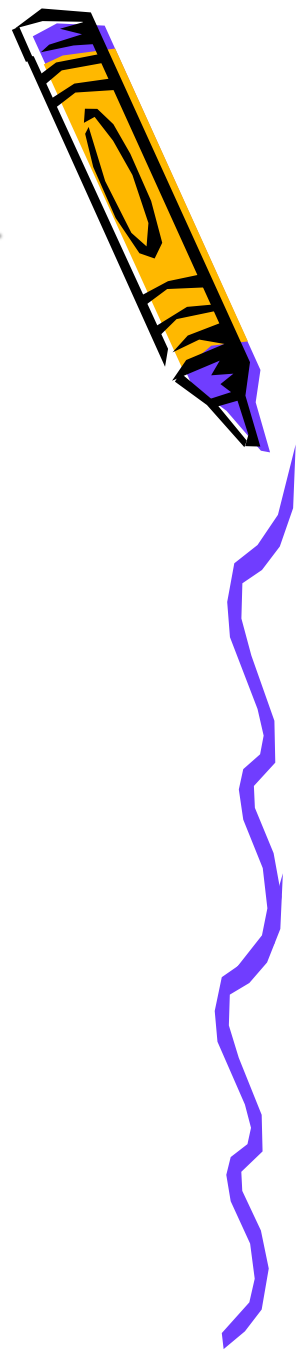


# Skills learnt in Reception

**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.





# Conceptual Knowledge in Reception



The children now know

- that letters are symbols (spellings) that represent sounds (the code).
- how to read and spell CVC words e.g. dog
- that some sounds are represented by more than one letter e.g. full, buzz.

Children to arrive.

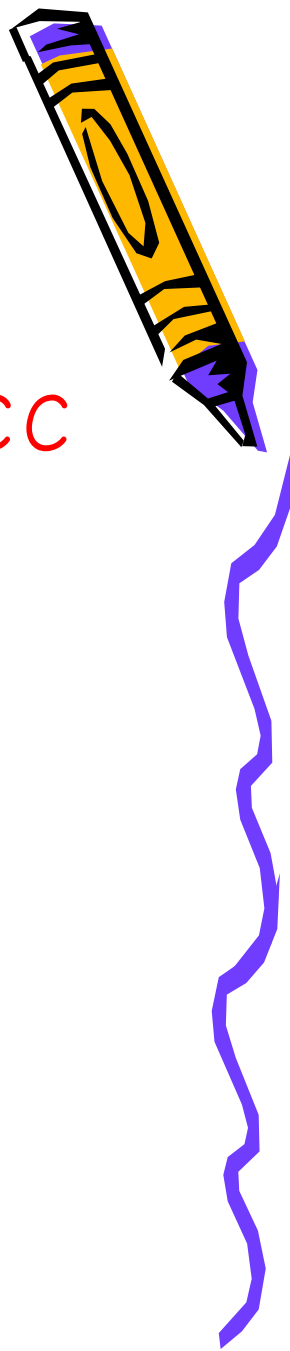


# Next steps

Learning to blend and segment CVCC words with 4 sounds e.g.

- nest
- pond
- sink

Model word build.

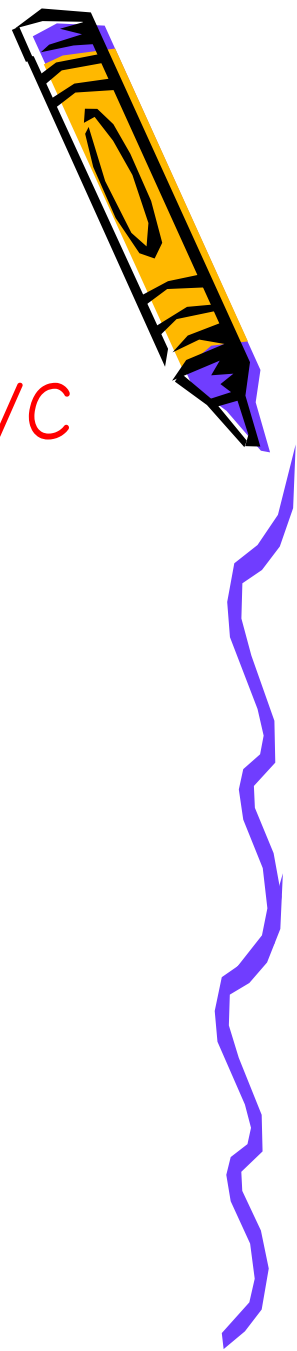


# Next steps

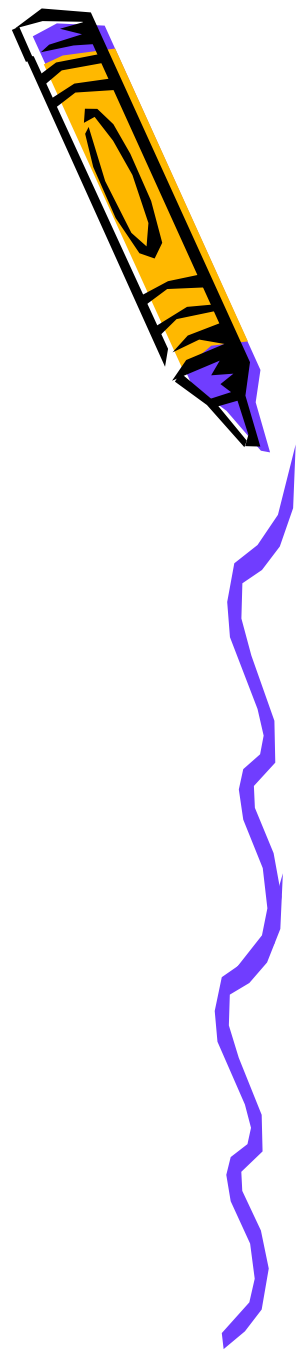
Learning to blend and segment **CCVC**  
words with 4 sounds e.g.

- crab
- frog
- swim
- sniff

Children to build words swim twin  
Need blank squares to write s w i m t n



# Next steps

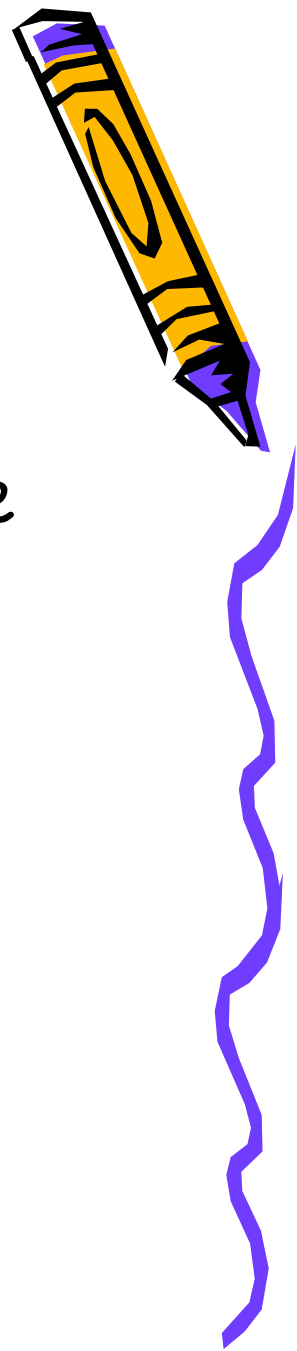


Learning to blend and segment  
**CCVCC** words with 5 sounds e.g.

- drank
- twist
- print
- swept



# Phoneme Manipulation

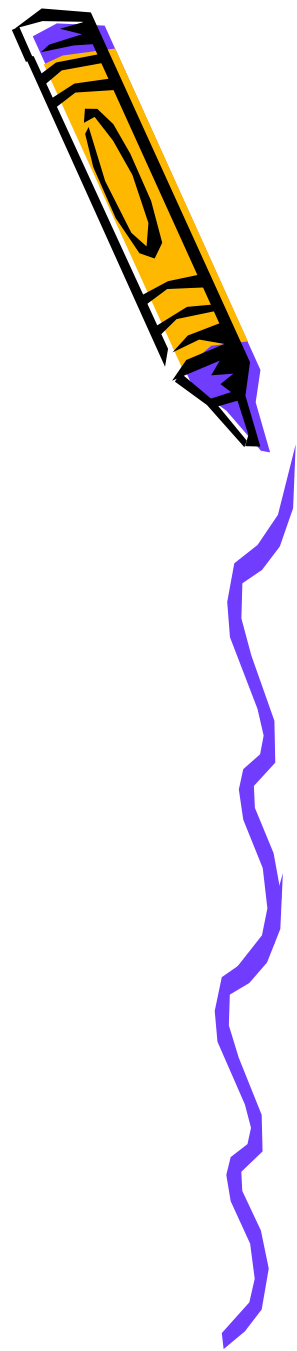


- This is the ability to insert sounds within words or delete sounds within words to change them.
- Nonsense word sound swap



Model skill - sound swap  
blop blip brip bip bop lop  
Need b l o p i r l

# Sounds with more than one letter



Some sounds have more than one letter.

The children already know

ll (bell), ss (miss), ff (huff), zz (buzz).

Next steps:

sh (dish) ch (chin) th (thin) ng (ring)



# Everyday words

When children are beginning to read they can't sound out (decode) all words.

For example *the, said, we, be, come, all.*

We call these words everyday words.

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 everyday words they don't know.

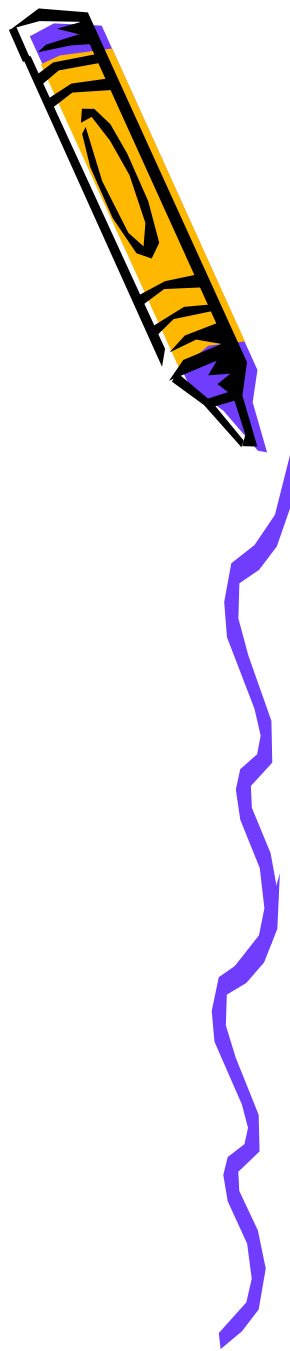


# Dictation

- We use dictation to teach the children how to write sentences.

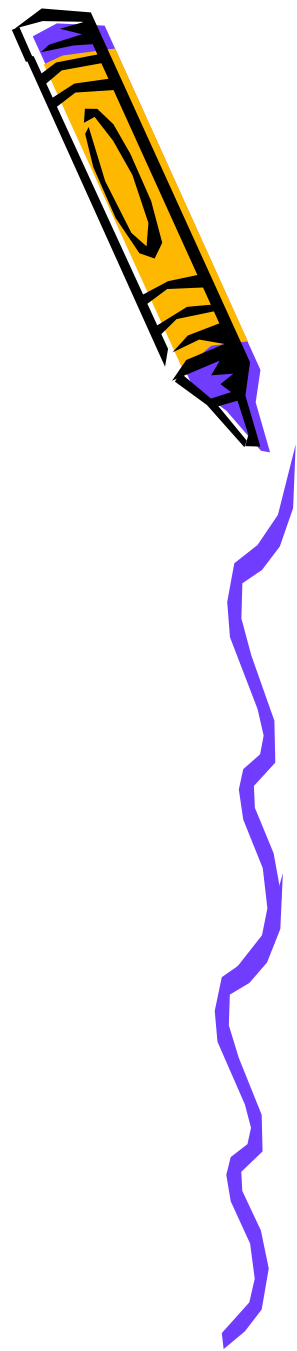
Your child will show you how!

You need your white board, pen and rubber.





Where is Bob?



# Helping at home

- 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.



# Writing at home.

- Encourage your child to write sentences. Talk about what is happening in the picture.
- Say the sentence several times out loud to help remember it.
- Start with a capital letter.
- Encourage your child to listen to the sounds they can hear and write them down.
- Leave a finger space after every word.
- Put a full stop at the end.



# Reading at school

Your child will read at school 1:1 with the class teachers, teaching assistants and parent helpers.

However

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

