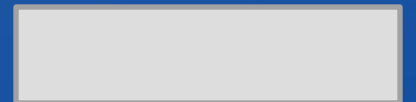


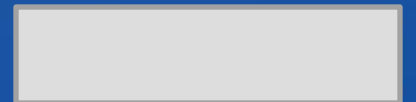
# Reception: How We Teach Reading

1. Phonics
2. The reading process
3. How reading looks to your child
4. How you can help



# Your child is unique

We teach them to read at the level they are ready for and support them with additional tools.



# Phonics

## Phonemes – Phase 2

**Set 1:** s, a, t, p

**Set 2:** i, n, m, d

**Set 3:** g, o, c, k

**Set 4:** ck, e, u, r

**Set 5:** h, b, f, ff, l, ll, ss

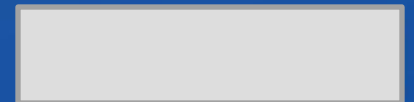
## Digraphs – Phase 3

- **Set 6:** j, v, w, x

- **Set 7:** y, z, zz, qu

- **Consonant digraphs:** ch, sh, th, ng

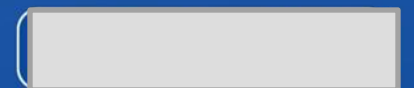
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



- Each letter has a SOUND and a NAME

- We teach the letter SOUNDS, but will connect them to their names

- We will teach the names outside of phonic sessions.



# *Synthetic Phonics – What does it mean?*

**Teaching the letter sounds.**

**This helps your child to read.**

**Cat      C-a-t**

**If you blend the sounds together they make the word 'cat'. If you try to blend the letter names, it doesn't help you hear the word.**



# Phases

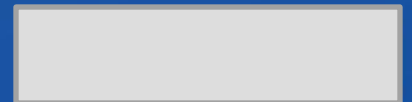
- In nursery, children learn Phase One which teaches them listening skills. The nursery will move on to Phase Two when they feel the children are ready. Listening skills are essential for reading and writing.
- In reception, children will learn Phase Two, Three and Phase Four. Here they will learn the letter sounds and use them to read and write.
- Phase Four has no new sounds. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

# This year

In reception, we have a range of starting points and this knowledge comes from our assessments so far.

- Phase One and Phase Two
- Phase Two and Phase Three

Reception have a discrete phonics lesson every day where they will recognise sounds, build words, write words and read words.



This is what a text looks like to a child at the beginning stages of reading.





When we teach children to read, we tell them to:  
“Look at the letter and make the sound.”

pin



tin



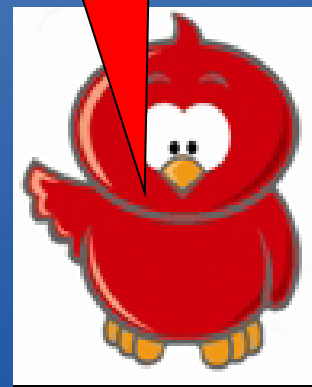
This is called blending or sounding out.

# *Synthetic Phonics*

At first we will concentrate on simple sound to letter correspondence.

This is when a phoneme is represented by a single letter as in the word /m/ /a/ /t/.

*Fast!*



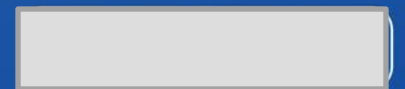
Then we will concentrate on the more difficult code  
such as one phoneme (sound) represented by 2 letters.

**sh ch qu ck ng**

We use those phonemes in these words:

**ring king shop chop**

**thing quiz** ....and others!



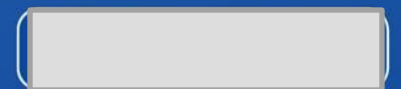
At the same time as learning to blend the sounds to read, your child will also learn to break down a word to write (segmenting).



3 sounds (phonemes)



These sounds need to be short sounds otherwise the word will not be heard by your child.



# High Frequency and Tricky words

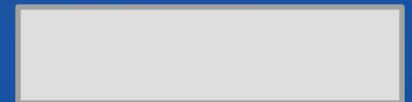
## High frequency words

a	can	go	look	said	was
all	cat	going	me	see	we
am	come	he	mum	she	went
and	dad	I	my	the	yes
are	day	in	no	they	you
at	dog	is	of	this	came
away	for	it	on	to	gone
big	get	like	play	up	run

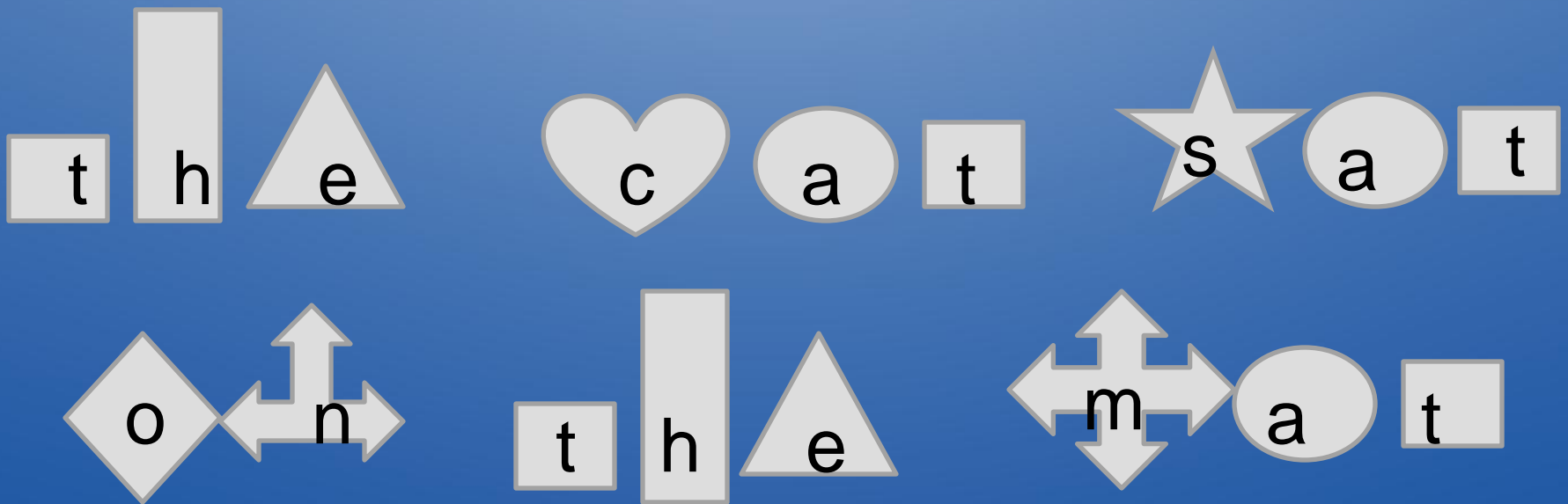
## Tricky words

Words that you cannot sound out for example:

- Was
- Said
- Me
- The



Now having worked on these skills  
the child can begin to decode and  
recognise the text.



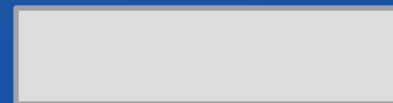
# How can we help your child?

## School

- We will provide communications books so we can talk about strategies and progress.
- We will read with the children twice a week.
- We will do a guided reading session with them once a week.
- If they are at the early stages of reading we will send a sound ring so they can practice sounds.
- We also can provide tools to practice blending – like our CVC bones.

## Home

- Write in the communication book and let us know how things are going.
- Try to read a little every day.
- Using pictures to work out words is all part of the reading process.
- If they are tired and it is causing stress – STOP and come back to it – just let us know in the book.



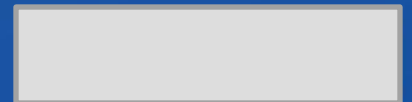
# Reading for Pleasure

We do want children to love and enjoy books. There is no point them knowing how to read if they don't want to read. SO:

- Keep on having a cosy bedtime story with your child before they go to sleep.
- Talk about the characters and their favourite part of the story.
- Read to them, making the characters have different and exciting voices.

This will keep children curious about books and stories. If they can recognise words during a bed time story, then that should be celebrated but don't let it stop you from enjoying the fun and adventure of a story with your child.

- Decoding the text is not the only part of reading.
- *Enjoy!*





# Terminology

Phonemes – Single sound

Graphemes - A letter

Digraphs - Two letter that make one sound

Consonant – A speech sound e.g. s/t/p/m

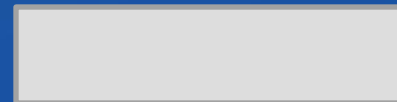
Vowel – A speech sound e.g. a/e/i/o/u

Consonant digraph – sh/th/ng

Verb digraph – ai/ee/igh/oa/oo

Blending – Combining sounds to read

Segmenting – Breaking up sounds to write



# Reading scheme

## Reading books

LILAC

No words picture books

PINK

Phase 2 sounds

RED

Phase 2 and 3 sounds

YELLOW

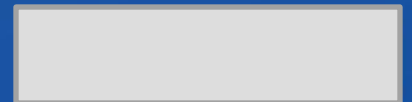
Phase 2 and 3 and adjacent consonants

## Breadth and depth

There are a range of books in each level and the children need to experience many of these to achieve a breadth of reading.

YELLOW - we begin to explore:

- Comprehension
- Expression



Finally...

If you have any questions,  
please ask a member of  
staff.

