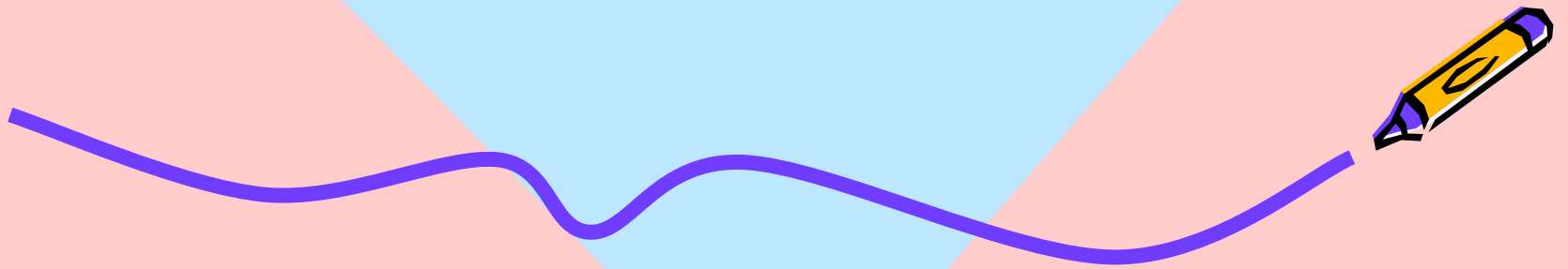
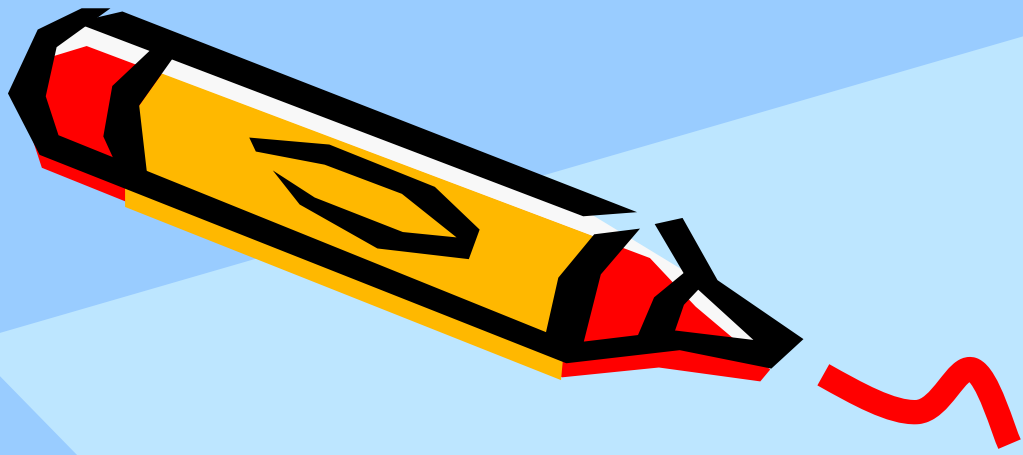


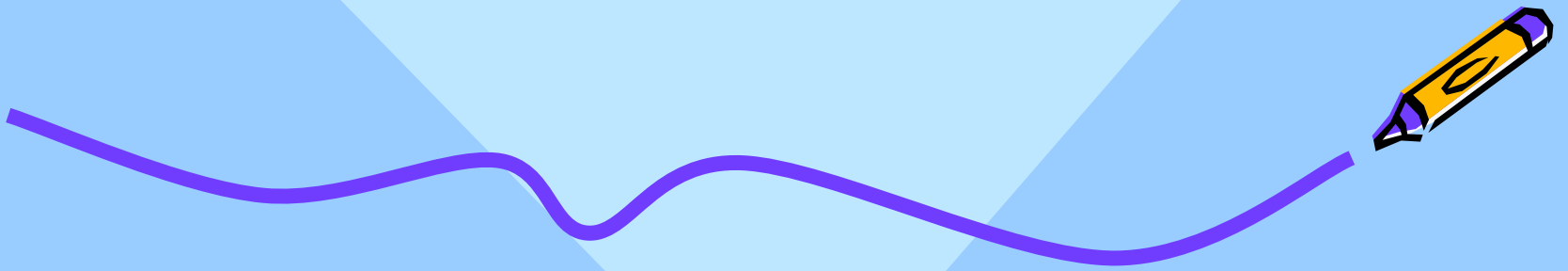
Welcome 😊

Reception Reading and
Phonics Meeting





Phonics



In Reception the Children:



- Take part in small group phonics sessions which follow the Little Wandle Letters and Sounds scheme.
- Learn the sounds (phonemes) and letters (graphemes) needed to read and write.
- Practise letter formation.
- Blend and segment words on a daily basis.
- Work through phases 2 to 4 in Reception
- Have opportunities to practise reading and writing every day.

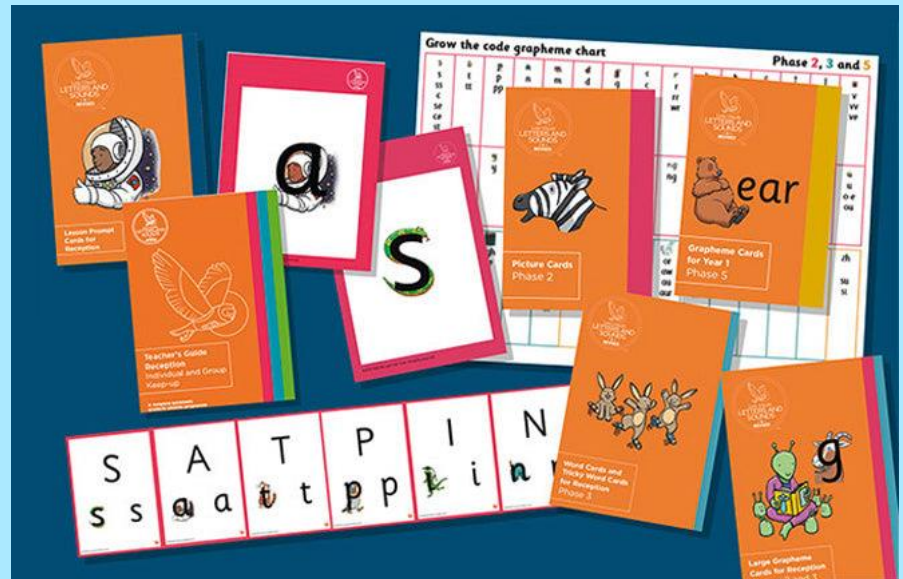


Little Wandle



Grapheme chart **Phase 2 and 3**

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr	h	bb	ff	ll	j	vv
							ck							
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	



Phonemes and Graphemes?!



A phoneme is the smallest unit of sound in a word.

It can be made up of one or more graphemes (letters). For example:—

‘a’ - c, a, t

‘ai’ - r, ai, n

‘igh’ - n, igh, t



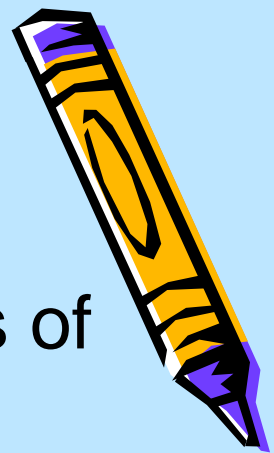
Blending and Segmenting:

- Words are made up of different numbers of phonemes.
- We teach the children to orally blend the phonemes (put them together) to read, for example:

c/u/p - cup

- We also teach how to segment words (break them down) to spell, for example:

dog – d/o/g



High frequency words:



- These are words which can often be found in books. They are often **words** that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence. Children should become more confident with recognising these words on sight as they start to identify them more often in books.
- Examples of high frequency words are:
I, is, it, at, in, on, if, and, put, can, not, get

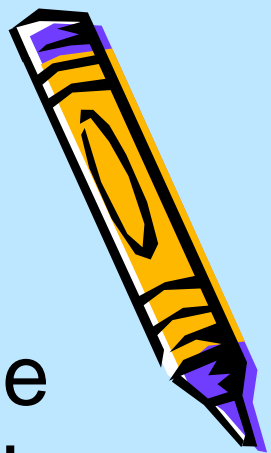


'Tricky Words'

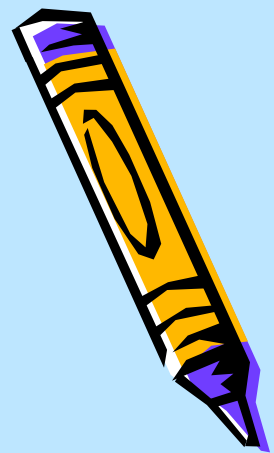
There are some words that cannot be sounded out. We call these 'tricky' words. The phase 2 tricky words which children have learnt so far are :

**is, I, the, as, has, his, her, go, no, to,
into, she, he, of, we, me, be**

Children just have to learn to recognise and spell these words.



How can you help at home?



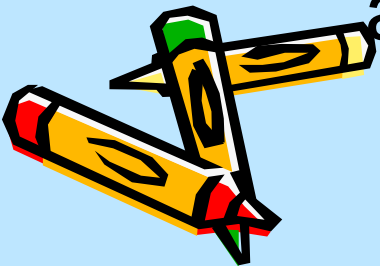
Every week you could:

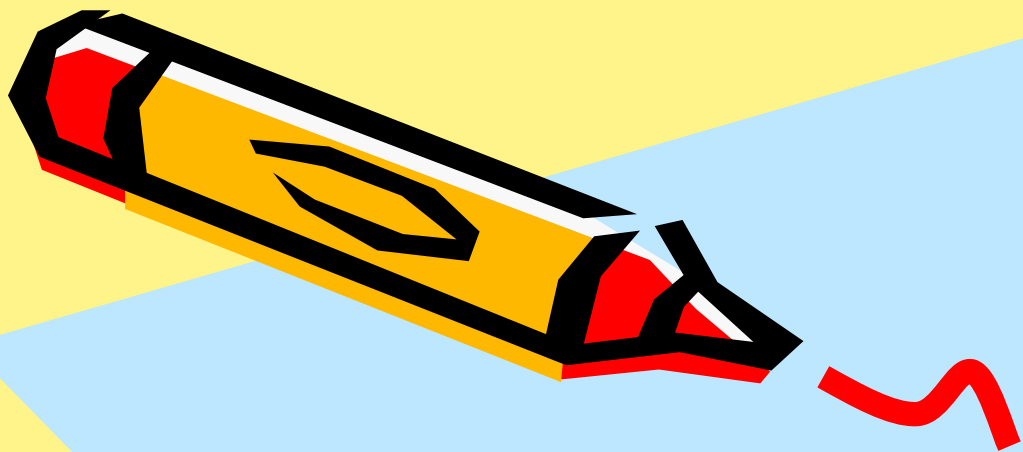
- Practise individual letter sounds (phonemes) using flashcards. Encourage children to say the phoneme aloud.
- Use letter sounds (phonemes) to create short words and encourage children to segment and blend them together.
- Learn Tricky Words – encourage children to recognise these words on sight.



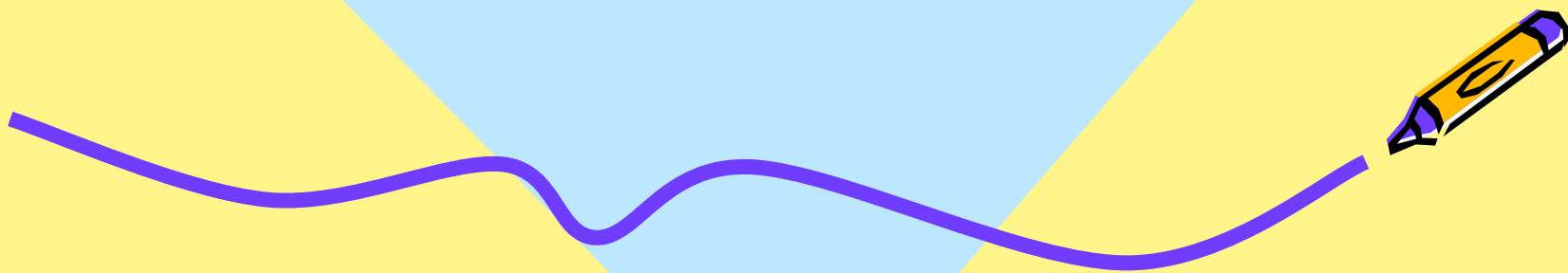
How can you help at home?

- Sound talk
- Magnetic letters
- Recognising phonemes in the home/everyday environment.
 - Write – make it fun!
 - Read as much as possible
 - Read and write for a purpose and give children a meaningful context.





Reading



In Reception the Children:



- Have opportunities for shared reading and writing daily – this is whole class and led by the teacher.
 - Reading and writing daily in phonics.
- Shared reading with an adult three times a week – in small groups where children are taught how to read.
 - Opportunities to practise reading and writing during independent play.
- Are provided with a variety of mark-making resources in each area of the classroom environment.
- Are given chance to engage with a variety of different prints in the environment, e.g. magazines, newspapers etc.
- Have a shared class story (story time) at the end of each day.



Shared Reading

- Is taught 3 times per week.
- The three sessions are decoding, prosody and comprehension.
- Groups of up to six children all reading at a similar level
- Children taught how to read – using phonics to decode and read words by blending and segmenting.
 - Variety of books – fiction and non-fiction
- Basic comprehension skills – discussion of events, characters and settings.



Reading in Reception

Through our curriculum, the children are listen to and read lots of different types of books.

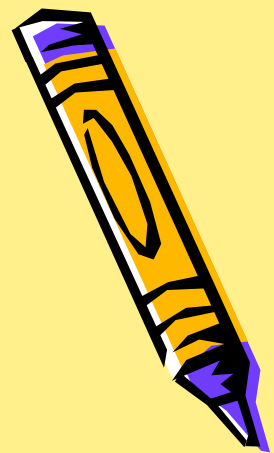
Reading is not just about word recognition, children are expected to phonetically decode words and understand what words mean through discussion.

We learn what makes a story – characters, setting, events and story language.

We do this not just by reading stories but by retelling them and acting them out with puppets and in role play.



Big Cat Collins:



E-Books

- Each child will be given an e-book login with a username and password.
- You can access the e-book using a phone, tablet or computer device.
- The book that your child has been reading in class will be assigned to them (one book per week).
- Children will be given rewards in school each week once they have read their e-book at home.



How can you help at home?

- Share school reading books as often as possible through E-books.
- Share Nursery Rhymes, songs and poems which encourage rhyme, repetition and rhythm.
 - Practise phonics and tricky words
- Share a range of stories and information books, ask questions about the book.
- Retell stories and even make up your own
- Have fun – enjoy this quality time with your child 😊



Thank you!

Thank you for your time, we hope you found it useful.

Please take a pack!

Any questions?

