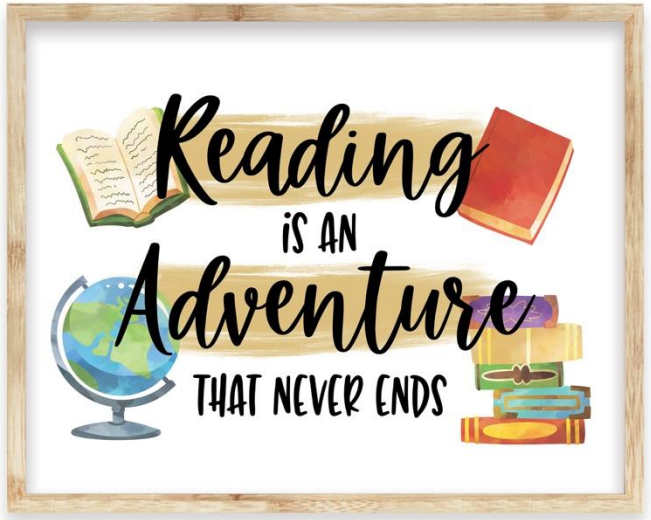
DARRICKWOOD
INFANT & NURSERY SCHOOL

Phonics and Early Reading in Reception

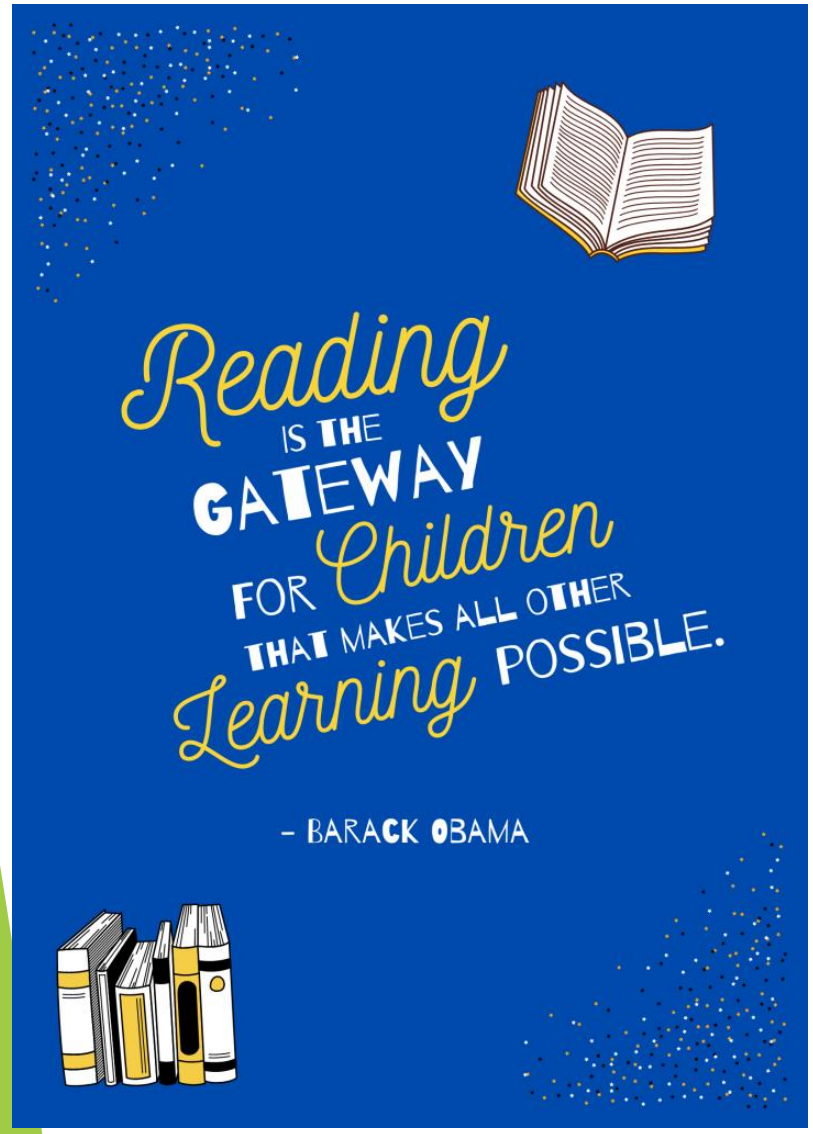
Miss Samuels

Overview

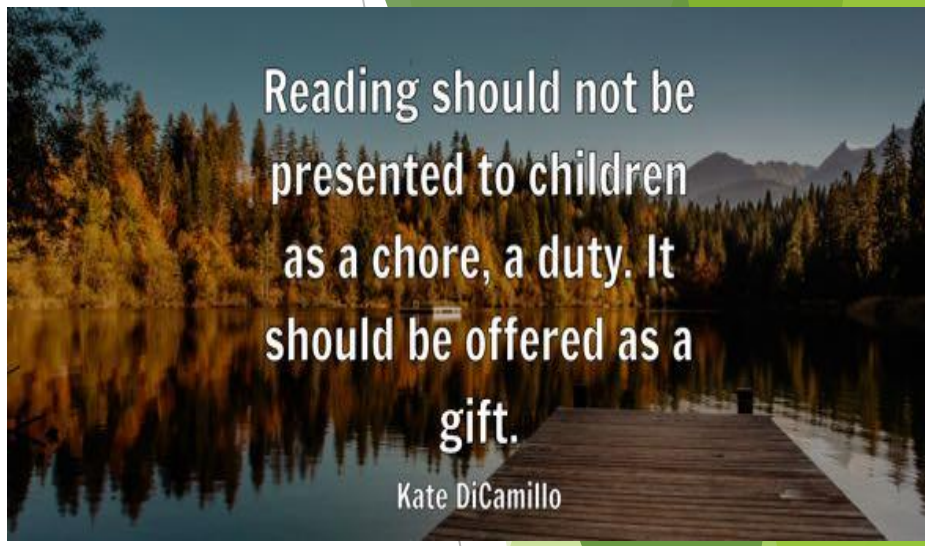
- Importance of Reading
- What is Phonics?
- Phonics Terminology
- Phonics Phases
- Pure Sounds
- Bug Club Scheme
- Tricky Irregular Words
- Language Comprehension
- VIPERS reading strategy
- BoomReader
- End of Reception Expectation
- Supporting your child with reading at home
- Turn on the Subtitles

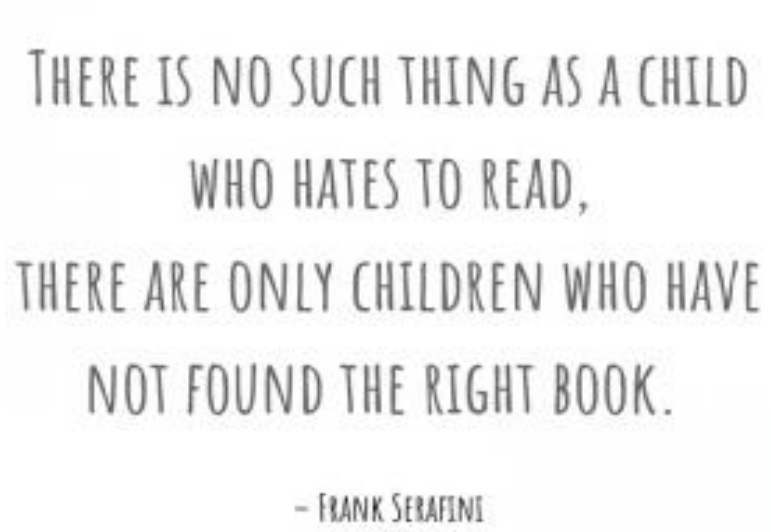


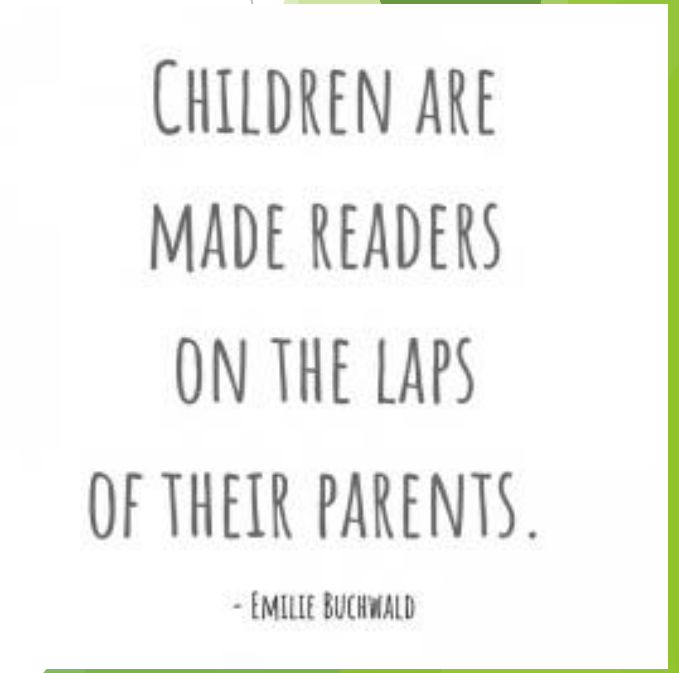
Importance of Reading











Why is reading so important?

- Reading is fundamental to education. Proficiency in reading, writing and spoken language is **vital for pupils' success**. Through these, they develop communication skills for education and for working with others. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a **subject in its own right and the medium for teaching.**
- Researchers who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings.
- Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

Why is reading so important?

- Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. But for those for whom reading is difficult fall behind, not just in their reading but in all subjects.
- Teaching children to read as well as possible produces advantages for the individual. Without reading, it **is impossible to access written information, on paper or online**. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.

https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy

What is Phonics?

- Phonics is a way of teaching children how to read and write. It involves teaching children sounds to **put together to form words**.
- It helps children **hear, identify and use different sounds** that distinguish one word from another in the English language.
- Written language can be compared to a **code**, so knowing the sounds of individual letters and how those letters sound when they are combined will help children **decode words** as they read.
- Understanding phonics will also help children know which letters to use when they are writing words.



What is Phonics?

- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as c, k, ck or ch (as in chorus).
- Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat”.

- https://literacytrust.org.uk/information/what-is-literacy/what-phonics/

What is Phonics?

- There are more than 26 sounds in English language, in fact there are 44 sounds in total.
- When children are learning phonics, they are learning these sounds and how they match to letters written on the page.
- Some of these sounds are made up of 2 or 3 letters. 2 letter sounds are called digraphs and three letter sounds are called trigraphs.

Why is phonics the best method for teaching my child to read?

- Phonics makes learning to read easier, simpler and crucially gets children reading quicker. This helps to increase a child's confidence and instill a love of reading from an early age.
- Rather than memorising 1,000s of words individually, children are instead taught a phonics ‘code’.

If you didn't learn to read using phonics it can seem very complicated, but once the concept of words being made up of just 44 sounds is understood, children are able to make remarkably quick progress in their reading.

Phonics is not taught alphabetically. The teaching order means that your child can start to merge sounds together such as satpin rather than abcde.

What is blending?

- Blending is how we bring sounds together to make a word and is how /c/, /a/, /t/ becomes cat. We ‘push’ sounds together without stopping at each individual sound.
- To learn to read well, children must be able to smoothly blend / merge sounds together. Fluid blending will improve fluency while reading, which will then help the children to understand the words they are reading.
- For both segmenting and blending it is vital that the children are pronouncing each word correctly.
- Use the sounds and not the names of letters.

b a t



Word reading

cat	goat
/c/ /a/ /t/	/g/ /oa/ /t/
cat	*goat*

This is what we do when we read:
We look at the word ‘cat’.
We break it down into the phonemes /c/ /a/ /t/.
We **blend** (synthesise) the phonemes together to read the word cat.

This means that as soon as they have learned the first six graphemes and their phonemes, children are able to read and spell simple words. Once they have learned ten graphemes and their phonemes they can read and spell short captions and children have begun their journey to becoming readers.

Tips for Blending

Model blending as much as you can:

- I need my c-oa-t.
- I’m making a cup of t-ea
- I can see a b-ir-d.

Tips for Blending

- Use pure sounds
  - Avoid using /uh/ at the end of word so not muh, luh, suhs. The technical term for //uh/ is a schwa.
  - Using pure sounds makes it easier to blend the sounda together.
  - Ssss-u-nnnn rather than suh, u, nuh

Pure Sounds

- Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. ‘f’ not ‘fuh.’ ‘d’ not ‘duh’
- Helping children to understand how to say what we call 'pure sounds' is an important factor in building a strong foundation for future and more complex phonetic skills. Being able to sound out pure sounds for letters such as 'f', 'm', and 's' as 'ff', 'mmm', and 'sss’ makes it much easier for children to blend sounds together to read.



https://www.youtube.com/watch?v=UCI2mu7URBc

Phoneme Articulation

Unvoiced		✓
/p/	as in 'pin'	
/t/	as in 'top'	
/k/	as in 'key'	
/ch/	as in 'chip'	
/f/	as in 'fish'	
/th/	as in 'thin'	
/s/	as in 'sun'	
/sh/	as in 'ship'	
/h/	as in 'hat'	

Voiced		✓
/r/	as in 'run'	
/l/	as in 'lip'	

Voiced with a small schwa		✓
/b/	as in 'boy'	
/d/	as in 'dog'	
/g/	as in 'go'	
/j/	as in 'jet'	

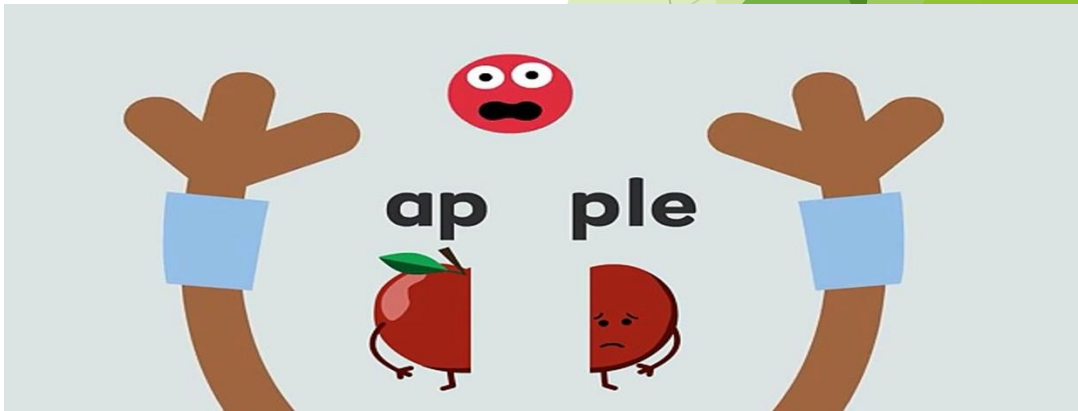
Buzzing		✓
/v/	as in 'van'	
/th/	as in 'that'	
/z/	as in 'zip'	
/zh/	as in 'vision'	

Vowel		✓
/a/	as in 'sat'	
/i/	as in 'pit'	
/e/	as in 'pet'	
/o/	as in 'on'	
/u/	as in 'up'	
/ai/	as in 'aim'	
/ee/	as in 'eel'	
/igh/	as in 'high'	
/oa/	as in 'oak'	
/ur/	as in 'fur'	
/oo/ long	as in 'zoo'	
/oo/ short	as in 'book'	
/ou/	as in 'out'	
/oi/	as in 'oil'	
/or/	as in 'for'	
/ar/	as in 'arm'	
/air/	as in 'air'	
/ear/	as in 'ear'	
/ure/	as in 'cure'	

Schwa	
/ə/	as in 'flower'

Tips for Blending

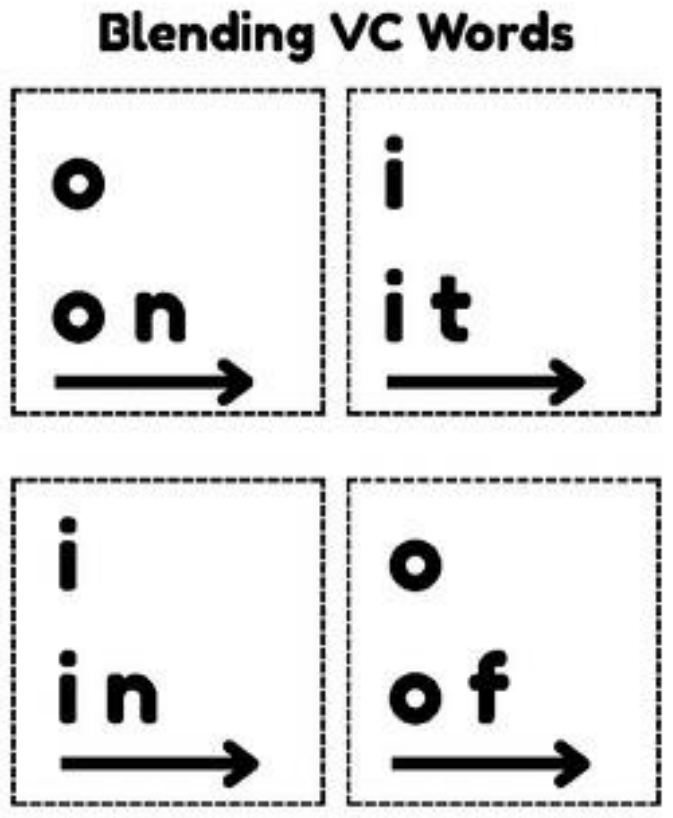
- Break words up into syllables for your child to practise blending chunks of sounds
- win-dow
- rab-bit
- Move onto blending the onset and rime in words
- C-at, b-at, h-at
- Onset and rime are the two parts of a single-syllable word, where the onset is the initial consonant sound(s) before the first vowel, and the rime is the vowel sound and any following consonant sounds



Tips for Blending

Start with VC words (vowel followed by a consonant) This is easier blending two sounds rather than three sounds.

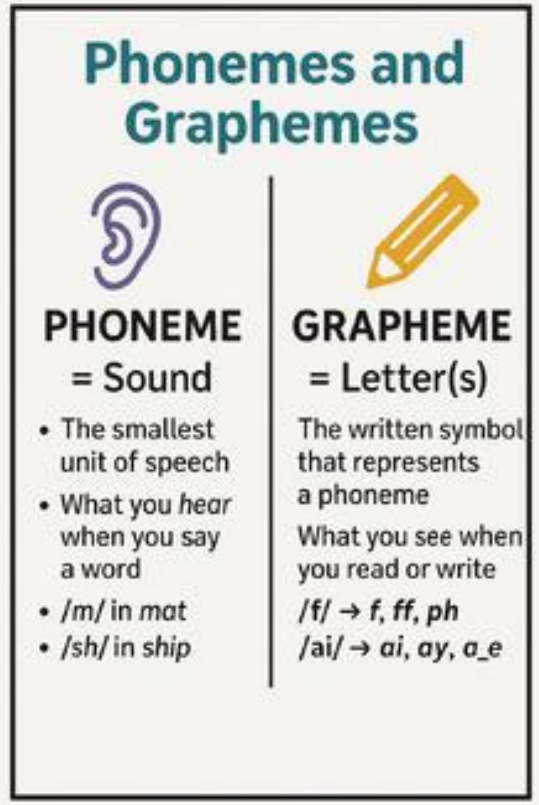
- i-n
- a-t
- i-t
- i-s
- a-m



Tips for Blending

Blending to read

- Children need to be able to quickly identify the graphemes (letters or combinations of letters) and their corresponding sounds, remember them and then merge the sounds together.
- Focus on grapheme recognition to support them to blend.



Tips for Blending

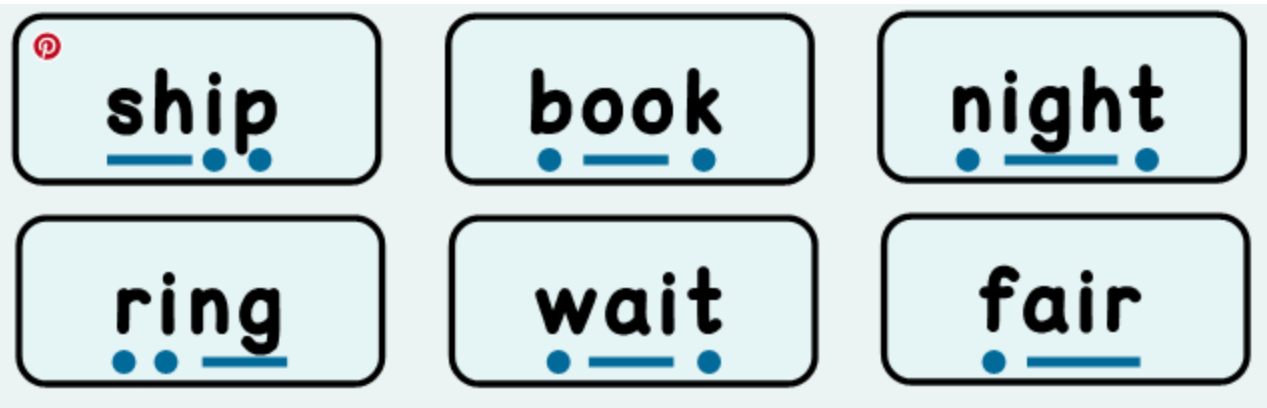
Continuous Consonants

- To help children blend CVC words, try starting with a continuous consonant. These consonant have a longer, stretched out sound like sssss, mmmmm, fffff, rather than a short sound like p, d, g.
- This will make it easier to merge the sounds together
- Ssssss-i-t
- Fffffff-u-n
- Mmm-o-p

Tips for Blending

Sound buttons

- These are the dots and lines you might see under a word. A dot for a single letter that makes one sound and a line for a combination of letters than make one sound. Every time the button is pushed, your child says the corresponding sound and meres the sounds to form a word.





Tips for Blending

- Multisensory activities
  - Playdough sound buttons
  - Magnetic letters pushed together
  - Letter cards on a washing line
  - Drive a toy car or train across letters
  - Jump on letter cards and blend
  - Letter cards on the stairs and blend the sounds ad you walk up
  - Write letters on jigsaw pieces and place together
  - Write letters on lego pieces and build words

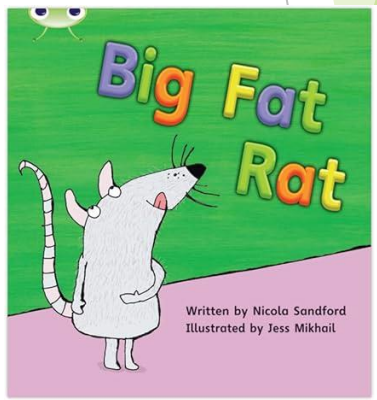


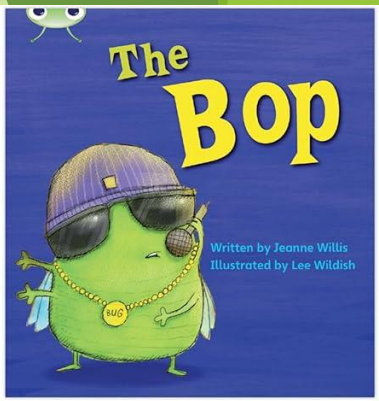


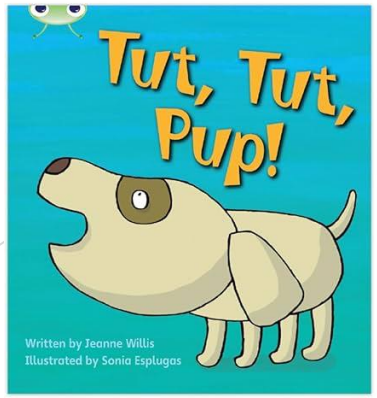


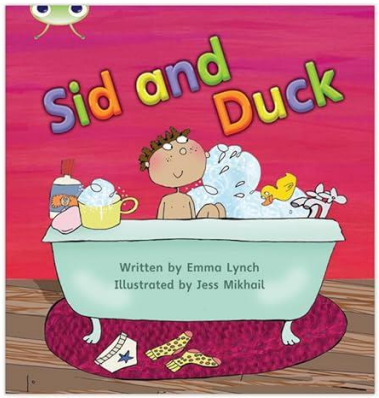
Decodable Books

- A decodable book matches the phonics scheme that your school uses and your child's reading ability. This is a book that children can use their phonics to read.
- When commenting on your child's reading, you could comment on a different reading skill each time:
- Read 1 – focus on the use of phonics
- Read 2 – focus on fluency and expression
- Read 3 – focus on comprehension skills.









What is segmenting?

- Segmenting is to sound the individual phonemes for spelling. For example, a child hears /hat/, breaks it down into /h/ /a/ /t/, and then writes the letters for those sounds.
- ‘Sounding out’ is the process of saying individual sounds when reading unfamiliar words.
- For example the word dog is made up of the sounds /d/, /o/ and /g/. Children are encouraged to segment a word out loud to make sure that they can hear and use all the sounds they need to write it down.



/f/ - /i/ - /sh/

Spelling

/dog/	/sheep/
/d/ /o/ /g/	/sh/ /ee/ /p/
write dog	write sheep

This is what we do when we want to spell a word:

We hear the word /dog/.
We say dog and break it down into phonemes /d/ /o/ /g/.
We then write the three corresponding graphemes – the letters ‘d’ ‘o’ and ‘g’.

Blending and Segmenting

- We use robot arms, voices, tapping the letters and phoneme fingers to help with blending and segmenting.



— — —

Phonics Terminology

Phoneme

a single sound - can be made using more than one letter

e.g. s, k, z, oo, ph

From the Greek: *phonema* meaning *voice* or *to sound*. Found in words such as: telephone, headphones, megaphone. A phoneme is the smallest unit of sound that changes a word's meaning, e.g. /rat/ >/cat/.

Grapheme

a written sound

e.g. a, l, sh, air, ck

From the Greek: *grapho* meaning *to write* and refers to the symbols (letters or punctuation) we make on the page. A grapheme is a letter or combination of letters that represent a phoneme, e.g. 'r', 'ch'.

Phonics Terminology

Digraph

2 letters that make a single sound
e.g. ee, oa, ea, ch, ay

Split Digraph

2 letters, which work as a pair to make one sound, but are separated within the word
e.g. a-e, e-e, i-e, o-e, u-e

Trigraph

3 letters that make a single sound
e.g. ear, air, igh, dge, tch

Terminology

- Phoneme - a sound as it is said. A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.
- Grapheme - a sound that is written. A grapheme is a letter or group of letters representing a sound.
- Digraph- two letters that work together to make the same sound
- Trigraph - Three letters that work together to make the same sound
- Split digraph - Two letters that work together to make the same sound, separated by another letter.
- Decode – reading written words.
- Oral Blending - Hearing a series of spoken sounds (phonemes) and merging them together to make a spoken word. No text is used.
- Blending - Merging the individual phonemes together to read a word.
- Segmenting - Consists of breaking words down into phonemes to spell.
- Syllable - One or more letters representing a unit of spoken language consisting of a single uninterrupted sound. Polysyllabic word - A word containing more than one syllable.
- Adjacent Consonant - Two consonants next to each other in a word, for example, trip or bend. These used to be known as ‘blends’ but must not be now. They need to be taught as separate sounds.

Letters

- A letter consists of: a sound, a shape and it has a capital form and a lower case form.
- We teach children to only use capital letters for names and, when children are ready, at the beginning of sentences.
- Letter shape= grapheme.
- Letter sound= phoneme.

Phonics Phase 1

- Phase 1 phonics is linked directly to phonological awareness and phonemic awareness. Phonological awareness allows children to recognise and work with the initial sounds of spoken language. Phonological awareness is the awareness of all of the speech sounds of language

There are three main areas of focus during Phase 1 Phonics:

- 1. Teaching children to listen for the sounds in words.
- 2. Teaching children to use the sounds in words to decode new words.
- 3. Teaching children to blend sounds into words.

Phase 1 Phonics

The aspects of Phase 1 are:

- Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme in speech and song, Alliteration, Voice sounds, Oral blending and segmenting,

These aspects are divided into strands which include:

- Tuning in (auditory discrimination)
- Listening and remembering (auditory memory and sequencing)
- Talking about (developing vocabulary and language comprehension)

Conventions of print and the vocabulary of Reading

- Phase 1

Children need to have experience of the conventions of print and the vocabulary of reading which includes:

- left-to-right directionality
- top-to-bottom directionality
- understanding that words are made up of letters
- understanding that spaces are used between words
- the use of lower- and upper-case letters
- punctuation
- positional words
- illustrations.



Nursery Rhymes

- Nursery rhymes are extremely valuable to support early language and communication development, build confidence and prepare children for reading and writing as they get older.
- How nursery rhymes support your child's learning and development:
- You will be supporting them to learn to talk as they become familiar with the words and rhythm, and begin to imitate the sounds you make, or join in with the words.
- You will support the bond between you to develop as you look at each other and imitate one another’s actions.
- You will be supporting them to develop muscle control and coordination as you help them to follow the actions in rhymes.
- You will be supporting pre-reading and pre-writing skills as they develop phonological awareness by hearing sounds in the rhymes.
- You will support them to learn to count, add and subtract numbers when you sing number rhymes.

Nursery Rhymes



Nursery Rhymes and Songs - Medleys

Includes 60', 30' and 20' medleys, counting songs, action songs and medleys by Cat Sandion and Andy Day.



Nursery Rhymes and Songs - A to Z

All of our nursery rhymes and songs arranged in alphabetical order.



New Nursery Rhymes and Songs

Take a sneak peek at our new nursery rhyme animations!



Counting songs



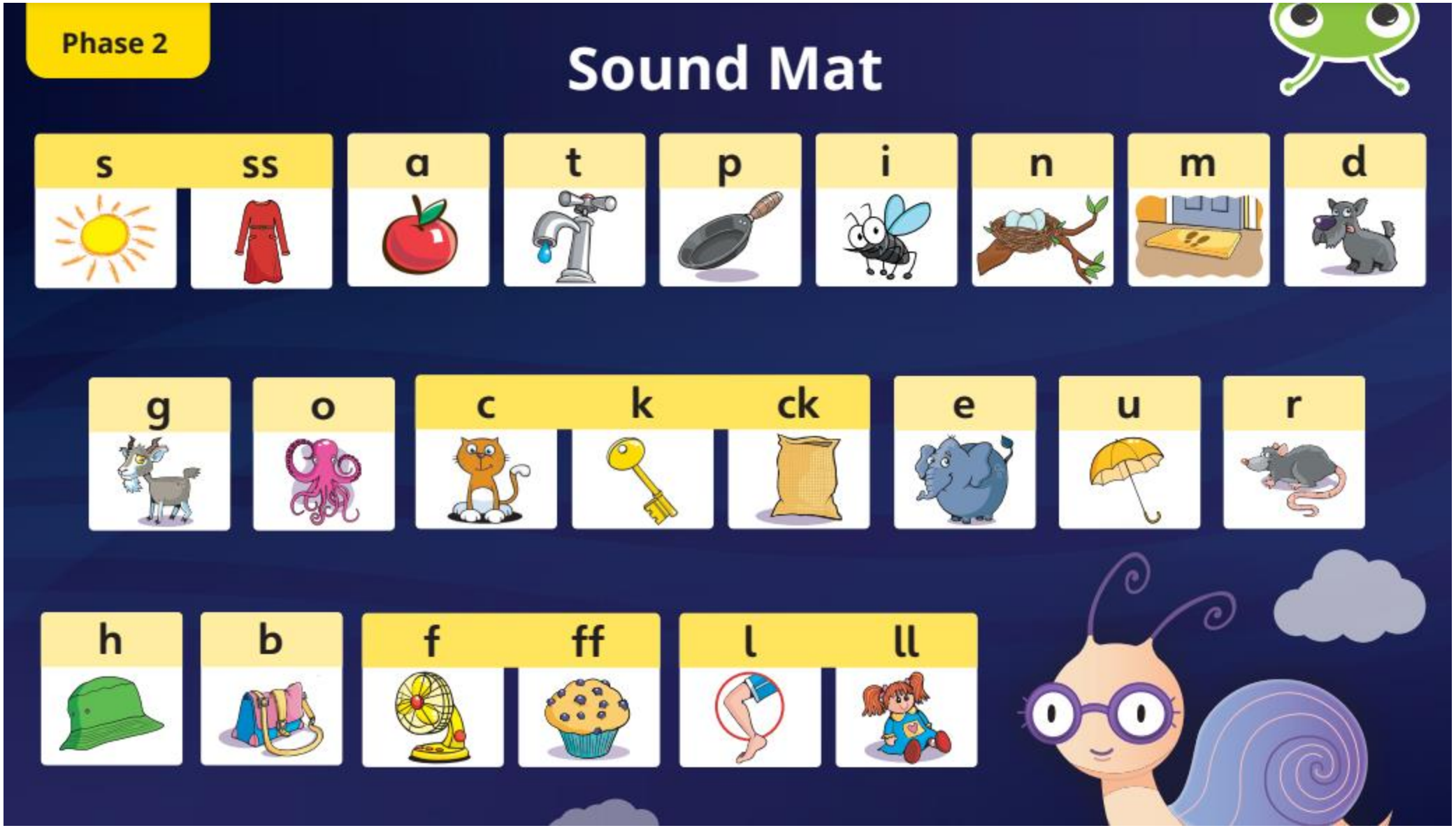
Andy Day



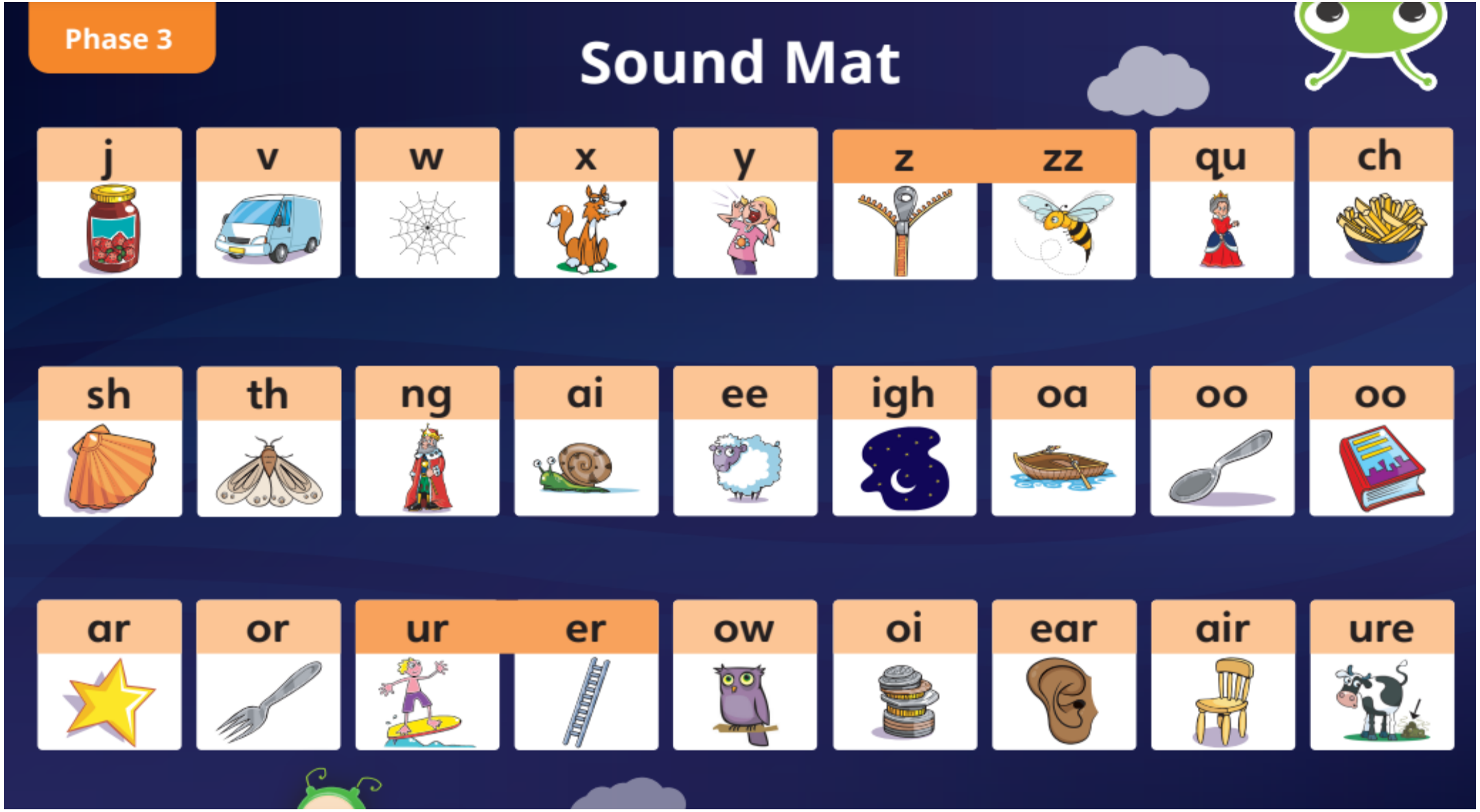
Cat Sandion

- Nursery Rhyme Week – Week Beginning 10th November
- https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx

Phonics Phases – Phase 2



Phonics Phases - Phase 3



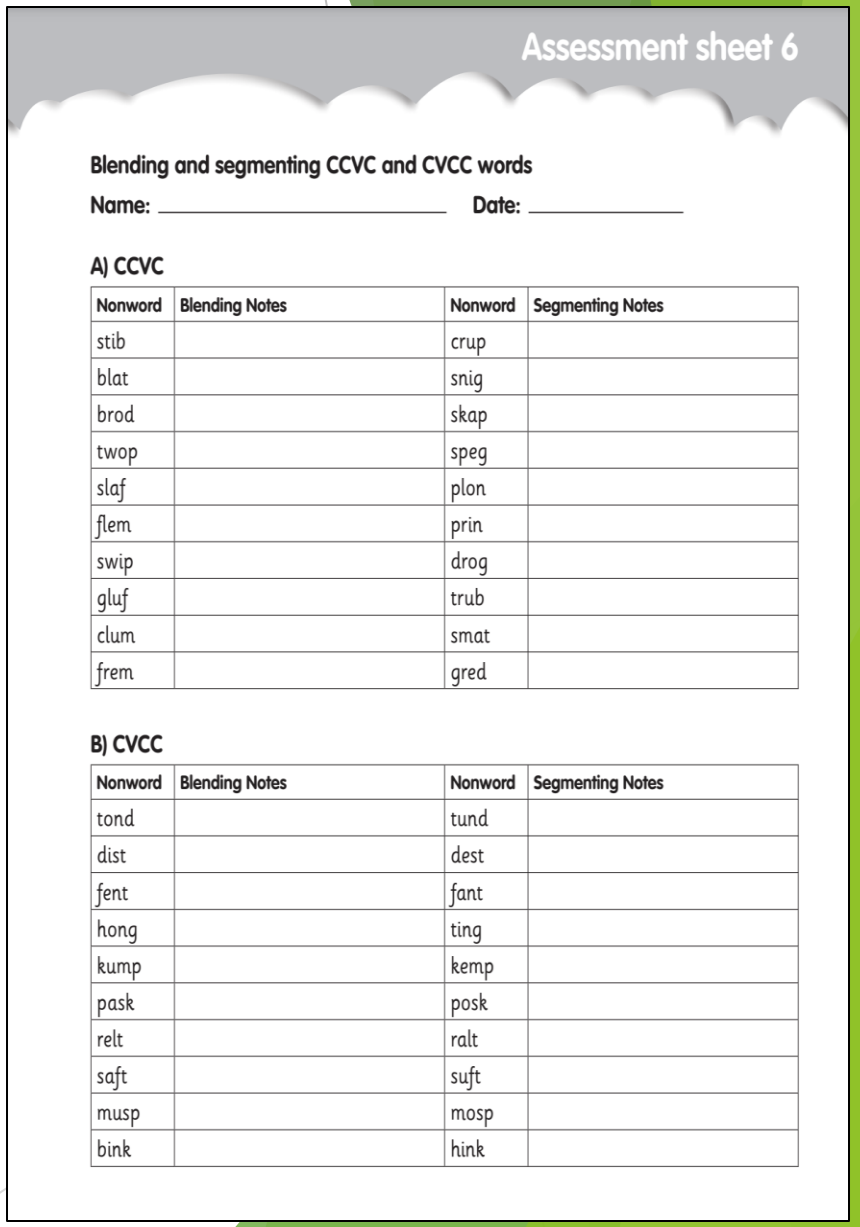
Phase 4

The focus in Phase 4 is on children:

- practising GPCs learned in Phase 2 and Phase 3, including in the context of more complex words with adjacent consonants
- building their vocabulary
- practising and developing their segmenting and spelling skills
- spending time on letter formation
- providing opportunities for children to build their fluency and writing skills in language lessons.

Adjacent consonants

- The focus of Phase 4 is:
  - reading words with adjacent consonants which are taught by blending
  - securing children's ability to blend phonemes to read longer words
  - learning different graphemes for phonemes to build confidence in spelling
  - applying learned skills to their independent writing.



Assessment sheet 6

Blending and segmenting CCVC and CVCC words

Name: _____ Date: _____

A) CCVC

Nonword	Blending Notes	Nonword	Segmenting Notes
stib		crup	
blat		snig	
brod		skap	
twop		speg	
slaf		plon	
flem		prin	
swip		drog	
gluf		trub	
clum		smat	
frem		gred	

B) CVCC

Nonword	Blending Notes	Nonword	Segmenting Notes
tond		tund	
dist		dest	
fent		fant	
hong		ting	
kump		kemp	
pask		posk	
relt		ralt	
saft		suft	
musp		mosp	
bink		hink	

Bug Club Phonics

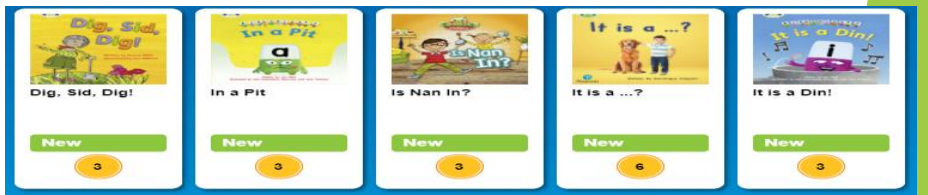
- We have chosen the DfE approved Bug Club Phonics for phonics teaching. Bug Club is a systematic synthetic phonics program which teaches children to recognise letters (graphemes) and their associated sounds (phonemes).

- We use Bug Club Phonics to teach our daily phonics lessons.

- We allocate Bug Club phonics online based on the sounds and words they have been taught. This is in the form of simple games that your child can complete.

- We allocate Bug Club books to children's personal accounts. We check Bug Club each week and expect children to access this weekly.





Phonics Lesson Structure



Step 1: warm up
Sing alphabet song.





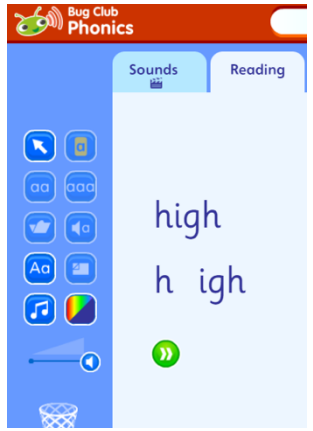
Step 2: Revision: Previously learnt phonemes flash cards; read words with phonemes learnt the previous day.

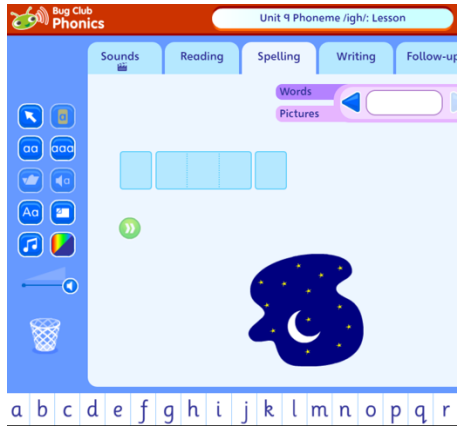


Step 3: teach: introduce new phoneme/grapheme.



Step 4: Practice - write the new phoneme/grapheme.



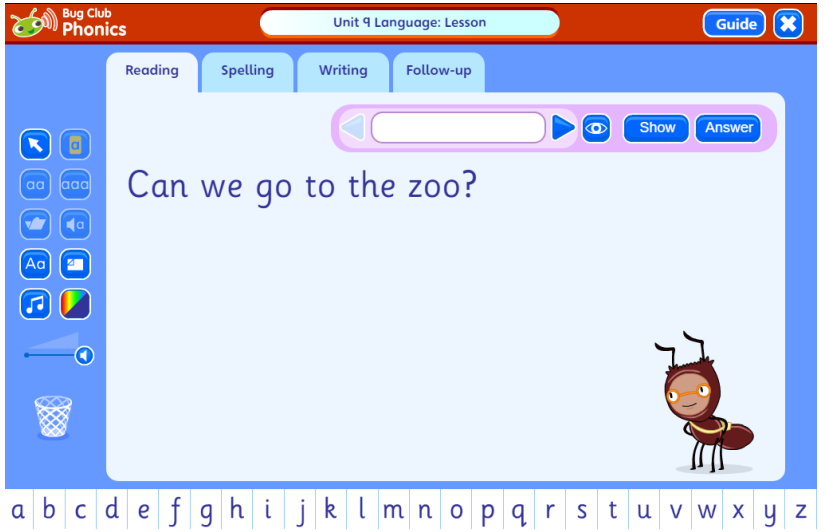


Step 5: Apply
Read and spell words with the new phoneme/grapheme.

Language lesson: to finish off the unit



Reading and spelling irregular tricky words.



Reading sentences containing all the phonemes/graphemes learnt in that unit.



Write a simple caption using the words learnt in the unit.

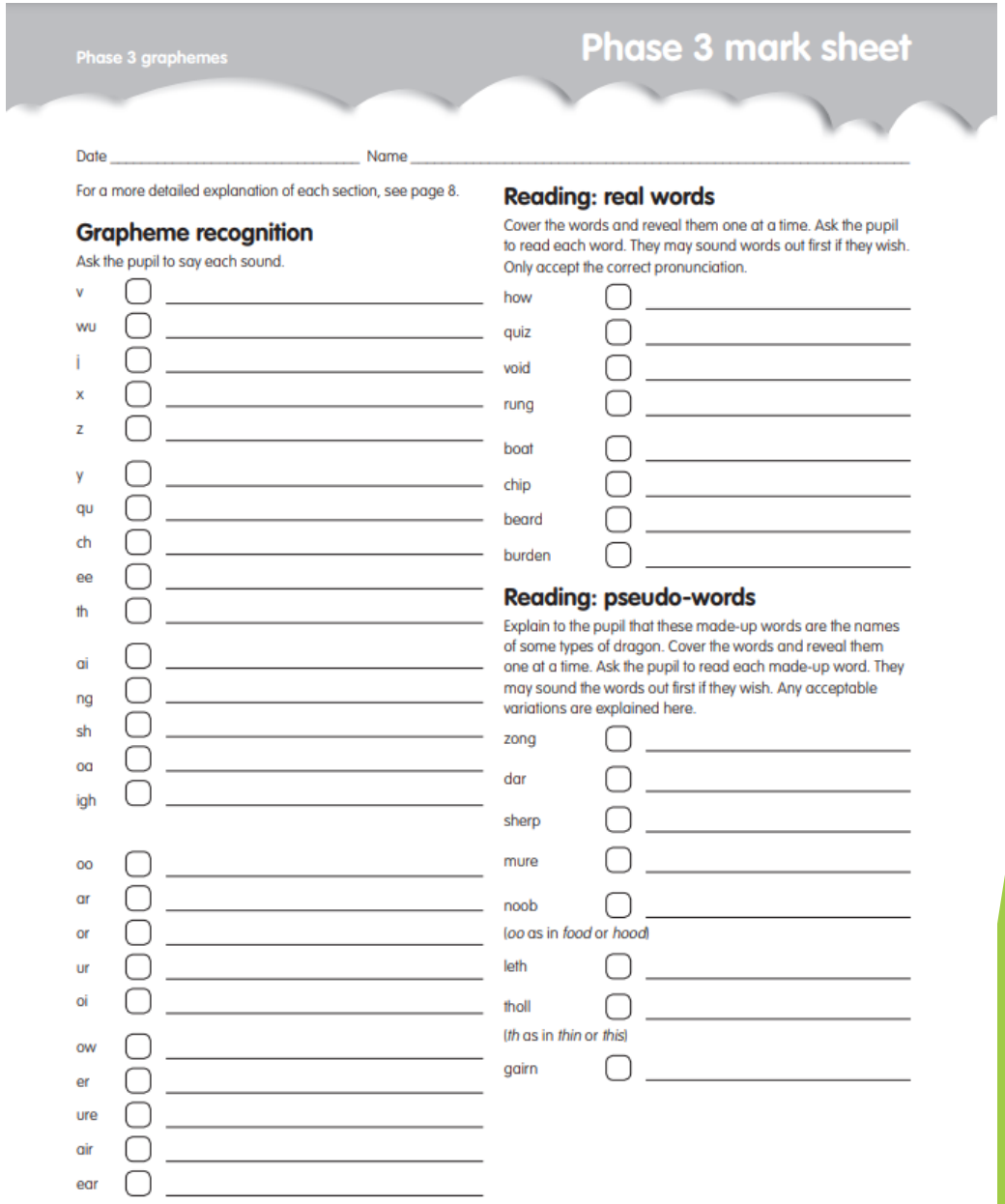
Phonics Assessment

End of unit: online games are allocated as Bug Club homework.



End of phase assessment which includes grapheme recognition, reading real words and reading pseudo words. We also check their recognition of irregular tricky words.





Phase 3 graphemes

Phase 3 mark sheet

Date _____ Name _____

For a more detailed explanation of each section, see page 8.

Grapheme recognition

Ask the pupil to say each sound.

v
wu
j
x
z
y
qu
ch
ee
th
ai
ng
sh
oa
igh
oo
ar
or
ur
oi
ow
er
ure
air
ear

Reading: real words

Cover the words and reveal them one at a time. Ask the pupil to read each word. They may sound words out first if they wish. Only accept the correct pronunciation.

how
quiz
void
rung
boat
chip
beard
burden

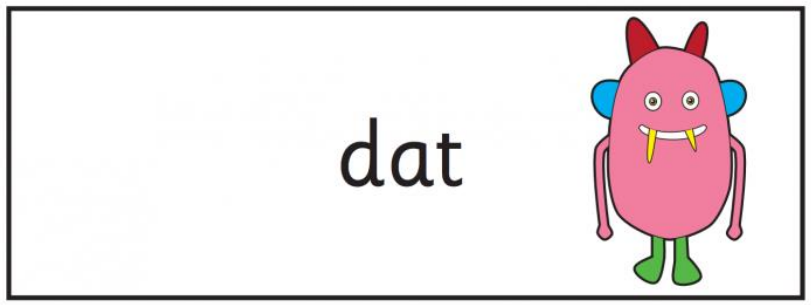
Reading: pseudo-words

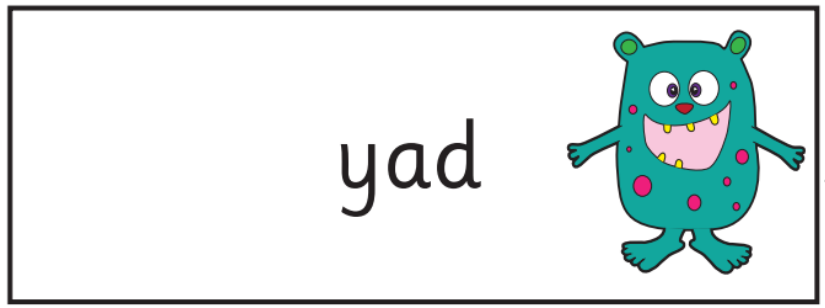
Explain to the pupil that these made-up words are the names of some types of dragon. Cover the words and reveal them one at a time. Ask the pupil to read each made-up word. They may sound the words out first if they wish. Any acceptable variations are explained here.

zong
dar
sherp
mure
noob
(*oo* as in *food* or *hood*)
leth
tholl
(*th* as in *thin* or *this*)
gairn

Pseudo-words

- Within phonics, children are shown made up words. This is because phonics should be the first approach to reading and not relying on sight reading.
- This is to assess their ability to **decode**. Pseudo-words are used to ensure that children are using their decoding skills and not just relying on their memory of words they've read before.
- In Year 1, children undertake a statutory Phonics Check, made up of 20 real words and 20 alien words. This is to check their ability to phonetically decode.
- This is because children should use and apply their phonic knowledge and skill as the **prime approach** to reading unfamiliar words that are not completely decodable.





Other opportunities to develop phonic knowledge and reading skills

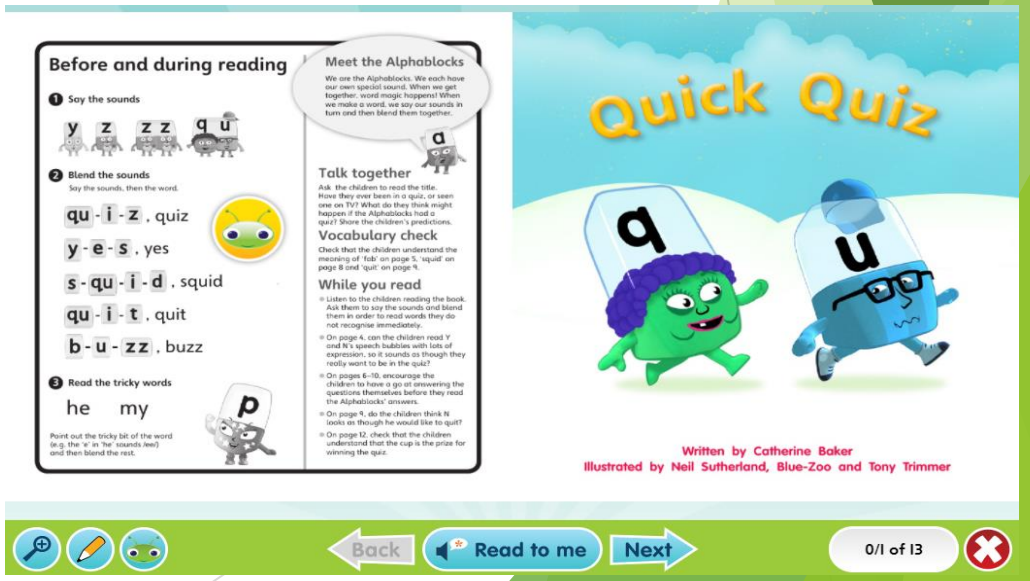
- The children have access to provision to revise and further develop their phonic skills.





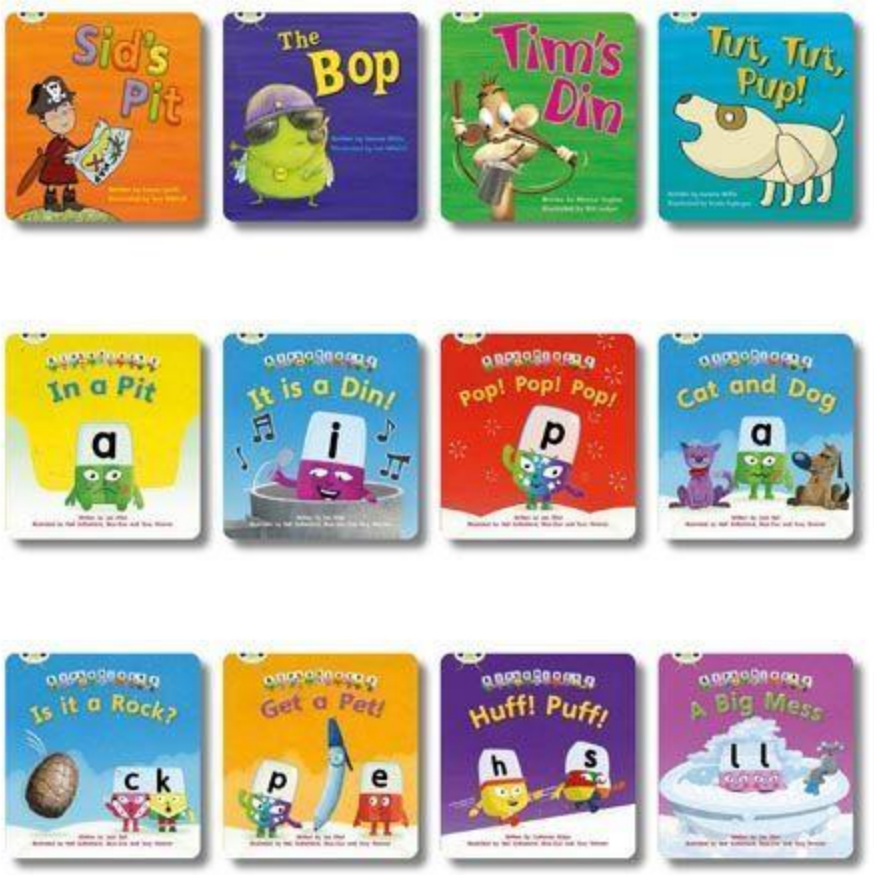


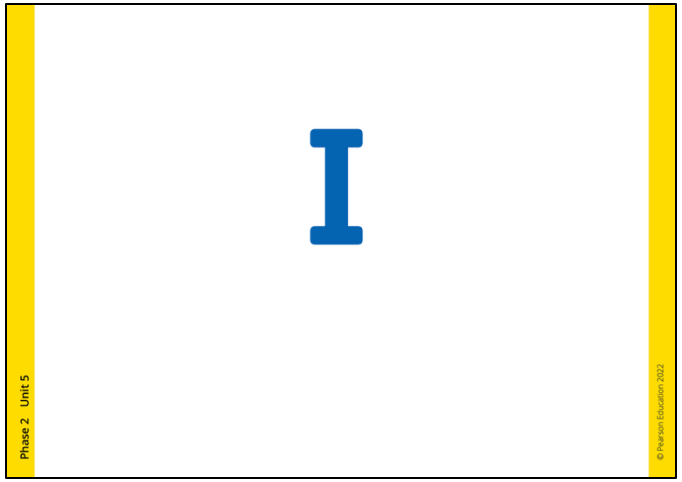
- **Whole Class Shared reading** as a whole class during which the class teacher models a variety of reading skills and strategies.



Reading Books to Support Phonics

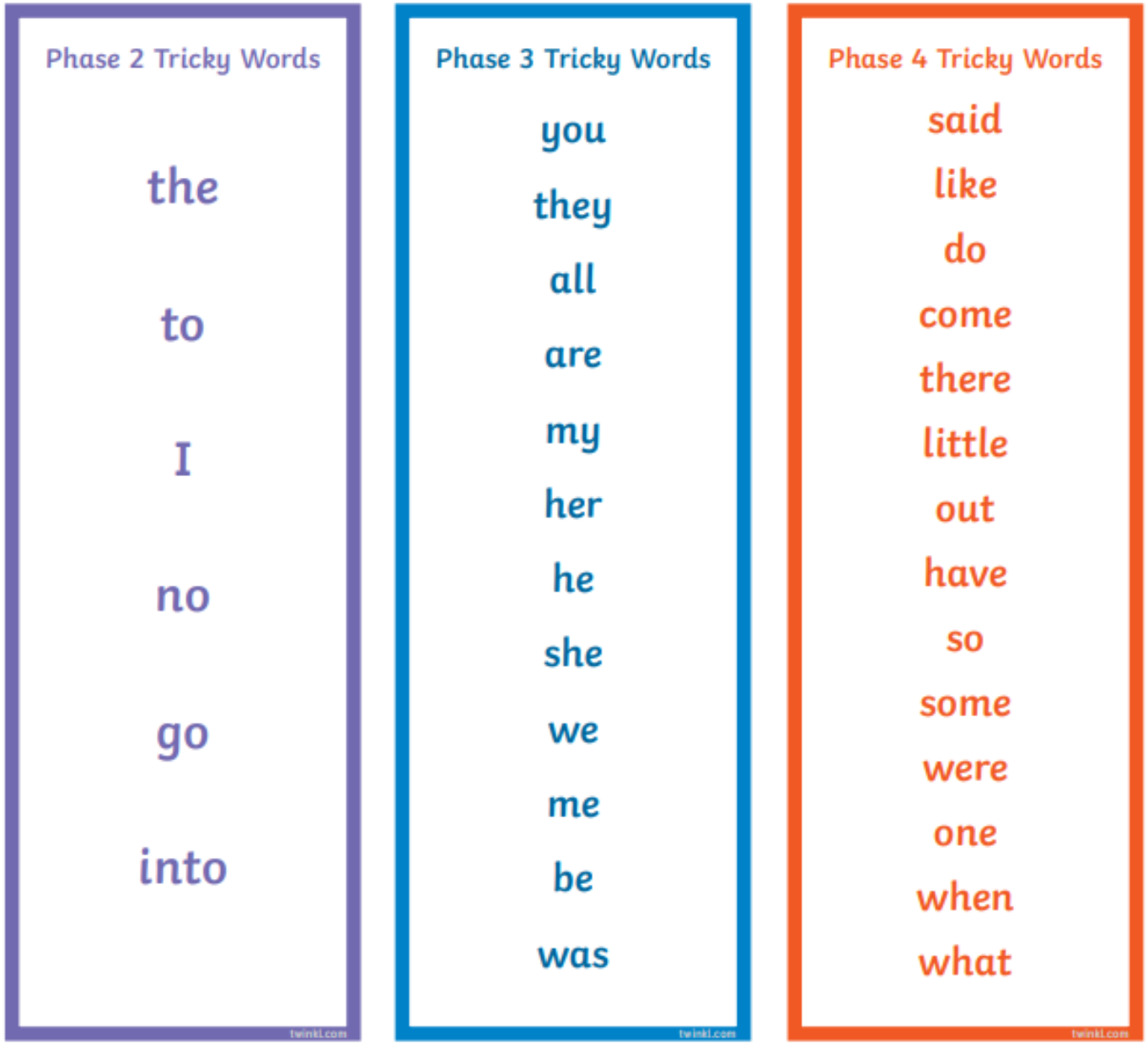
- The texts and books children are asked to read independently at school and at home are *decodable* so they can apply what they have learnt during phonics lessons when reading.
- Children are taught to decode the irregular words as far as possible, then the irregular aspect is highlighted to help them to read the word.







Tricky Irregular Words



Successful Readers

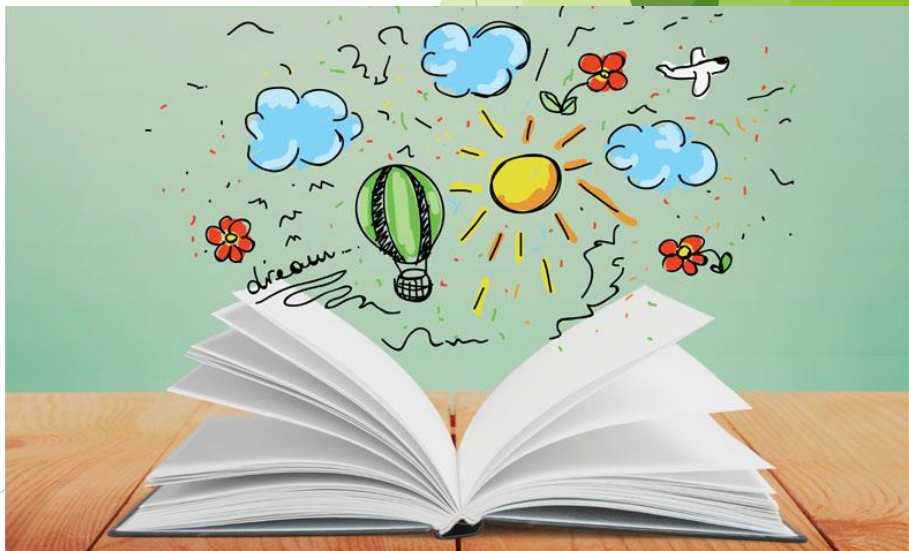


REMEMBER: Phonics is not the only thing needed to become a fluent reader. Being a successful reader involves two main skills:

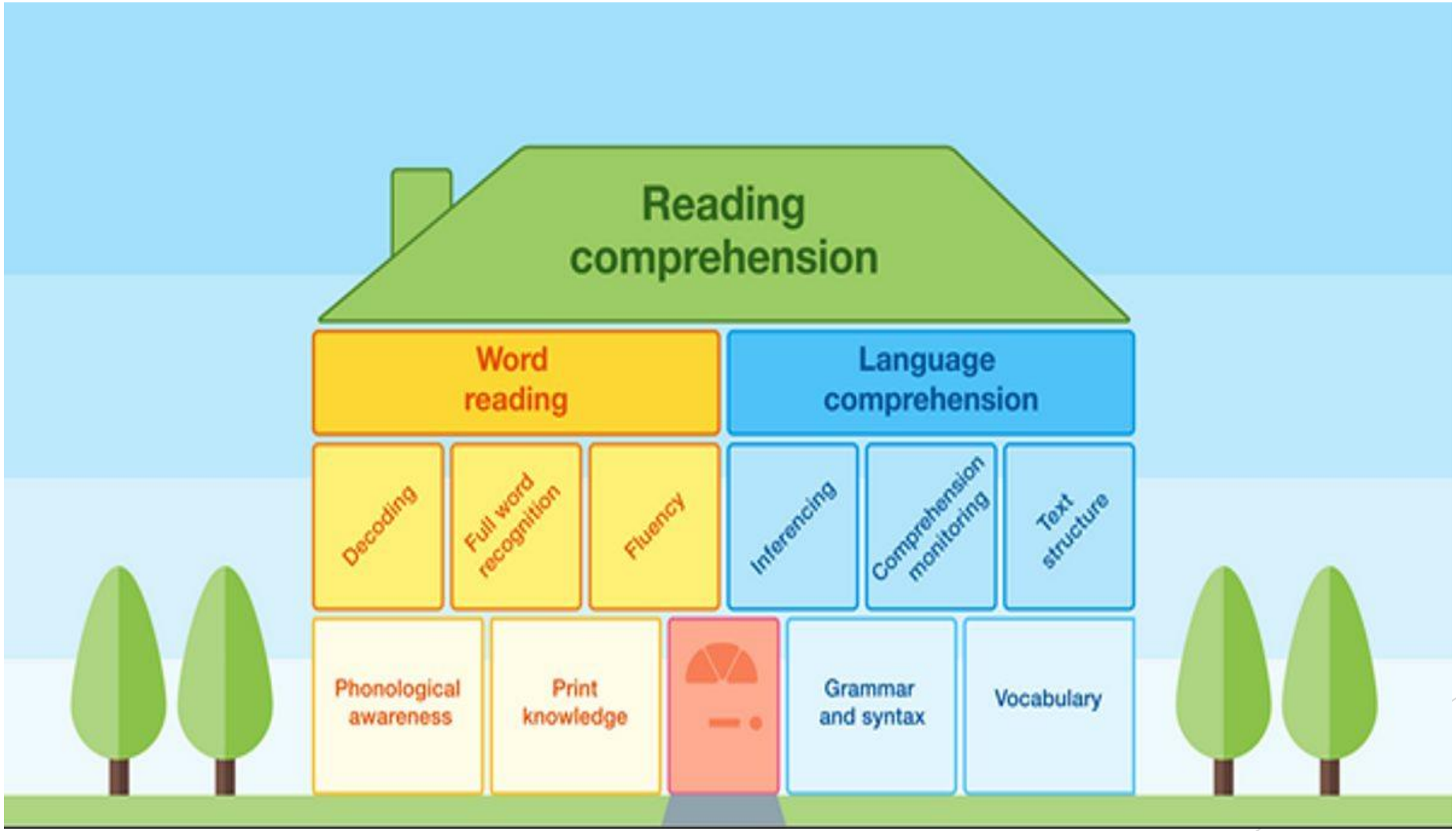
- Phonics – decoding by blending the sounds in words to read them
- Language comprehension – understand what the word means within the context it appears.

These go hand in hand to support reading development.

- And let's not forget the development of a ***love of reading***!

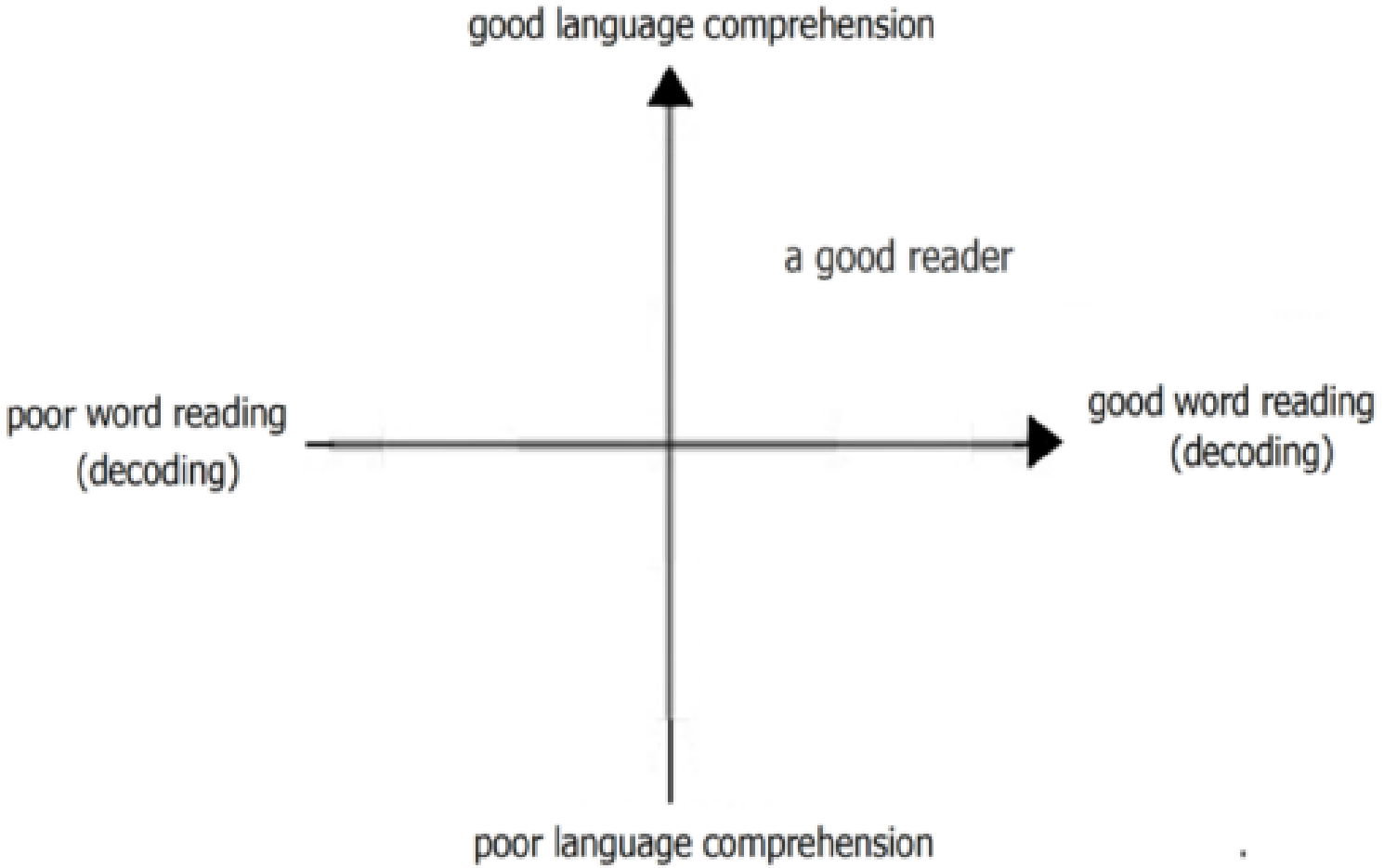


Reading Comprehension



Successful Readers

Figure 1: The knowledge of a good reader



It is important that as children are learning to decode, they are also developing their vocabulary and ability to question and verbalise their thinking and so develop their comprehension skills.

Language Comprehension

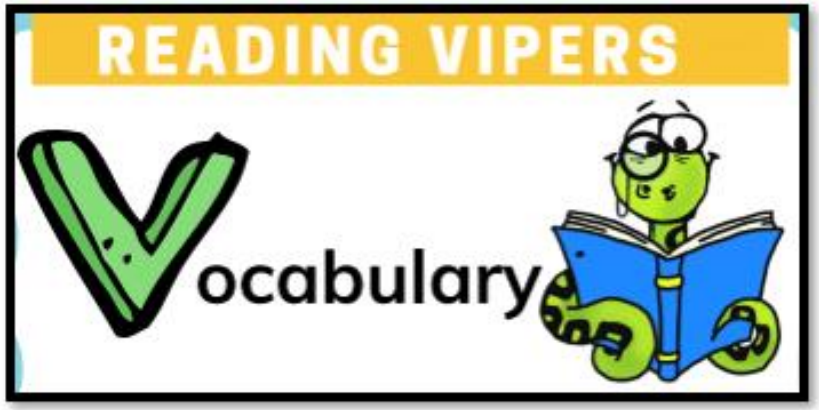
- When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

We therefore-

- Teach children how to listen and engage
- Use talk partners during carpet inputs
- Plan our story times
- Have lots of back and forth talk
- Extend children's vocabulary
- Share poems and nursery rhymes

VIPERS

- Vipers is a reading strategy we use in school to support your child's reading comprehension.
- In Reception, each week we have one book that we read every day to really unpick the comprehension strands.
- This book is in addition to our daily story time and our focus book used in Literacy lessons.

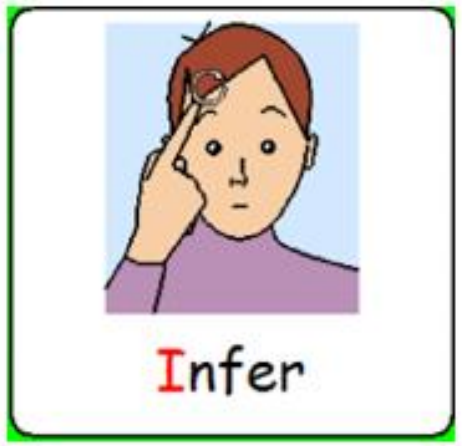




Draw upon knowledge of vocabulary in order to understand the text.

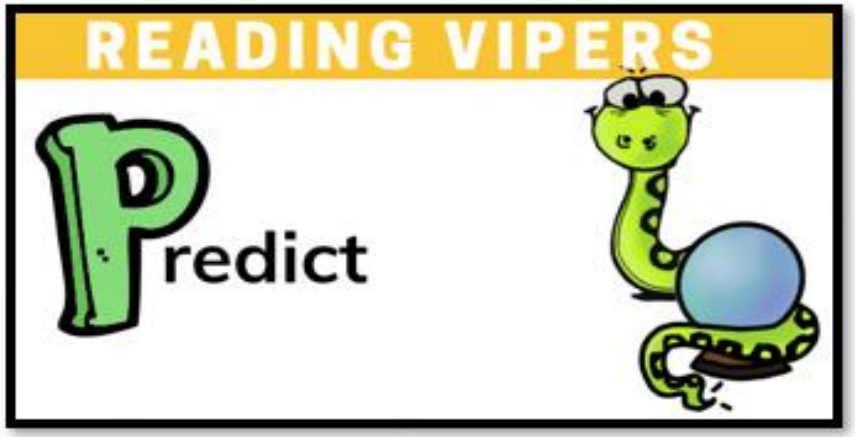
What does the word _____ mean in this sentence?
Find and copy a word which means _____.
What does this word or phrase tell you about _____?
Can you think of any other words the author could have used to describe this?
Why do you think _____ is repeated in this section?

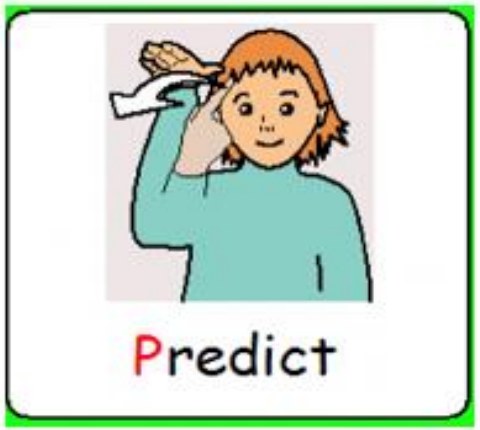




Make and justify inferences using evidence from the text.

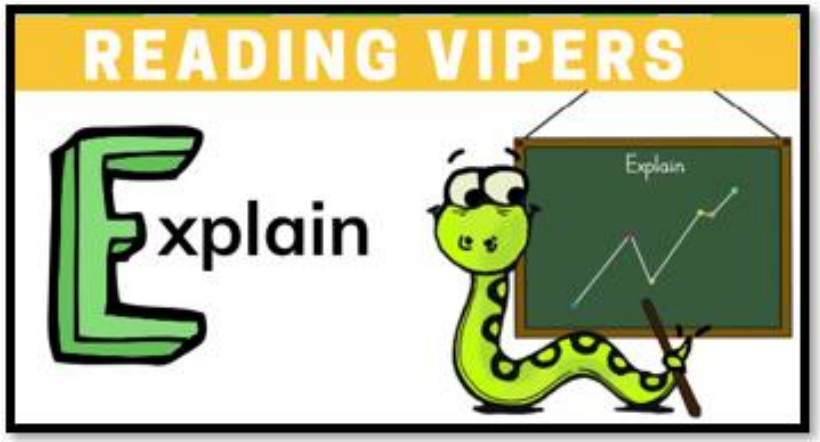
Why was _____ feeling _____?
Why did _____ happen?
Why did _____say _____?
Can you explain why_____ happened?
How does _____make you feel?

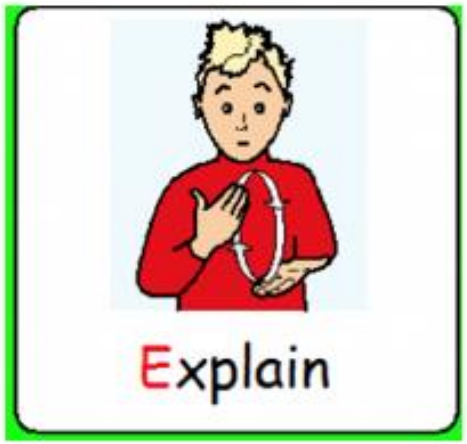




Predict what you think will happen based on the information that you have been given.

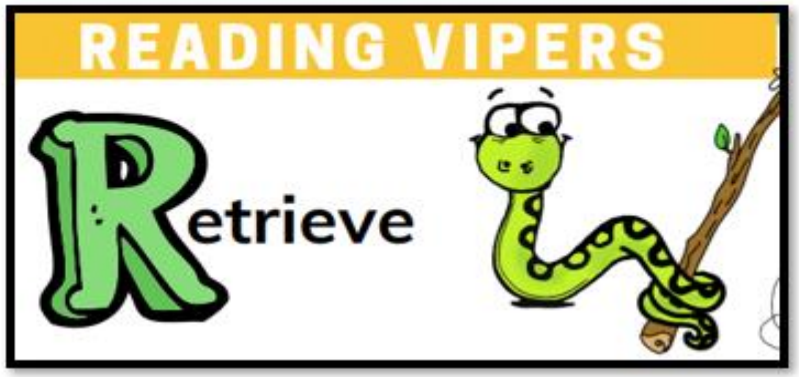
Look at the book cover/blurb – what do you think this book will be about?
What do you think will happen next?
What makes you think this?
What do you think happened before?
What do you think will happen after?





Explain your preferences, thoughts and opinions about the text.

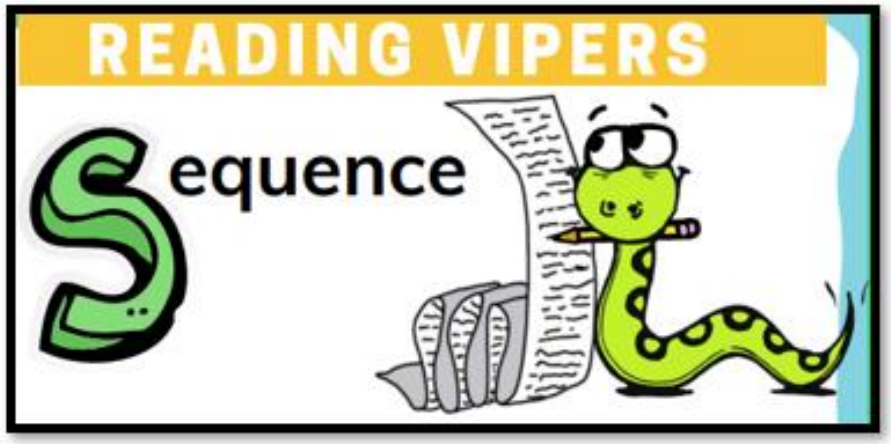
Who is your favourite character? Why?
Would you like to live in this setting?
Why/why not?
Is there anything you would change about this story?
Do you like this text?
What do you like about it?

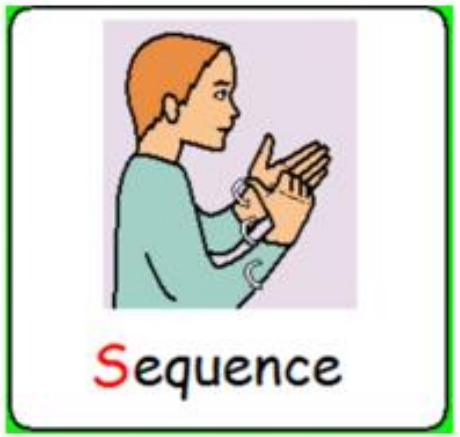




Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.

What kind of text is this?
Who did _____?
Where did ___?
When did ____?
What happened when _____?
Why did _____ happen?
How did _____?
How many _____?
What happened to _____?





Sequence the key events in the story.

What happened after …….?
What was the first thing that happened in the story?
Can you explain in a sentence the beginning/ middle/end of the story?

Fluency

- Reading fluently is the ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.

  It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text.

Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody



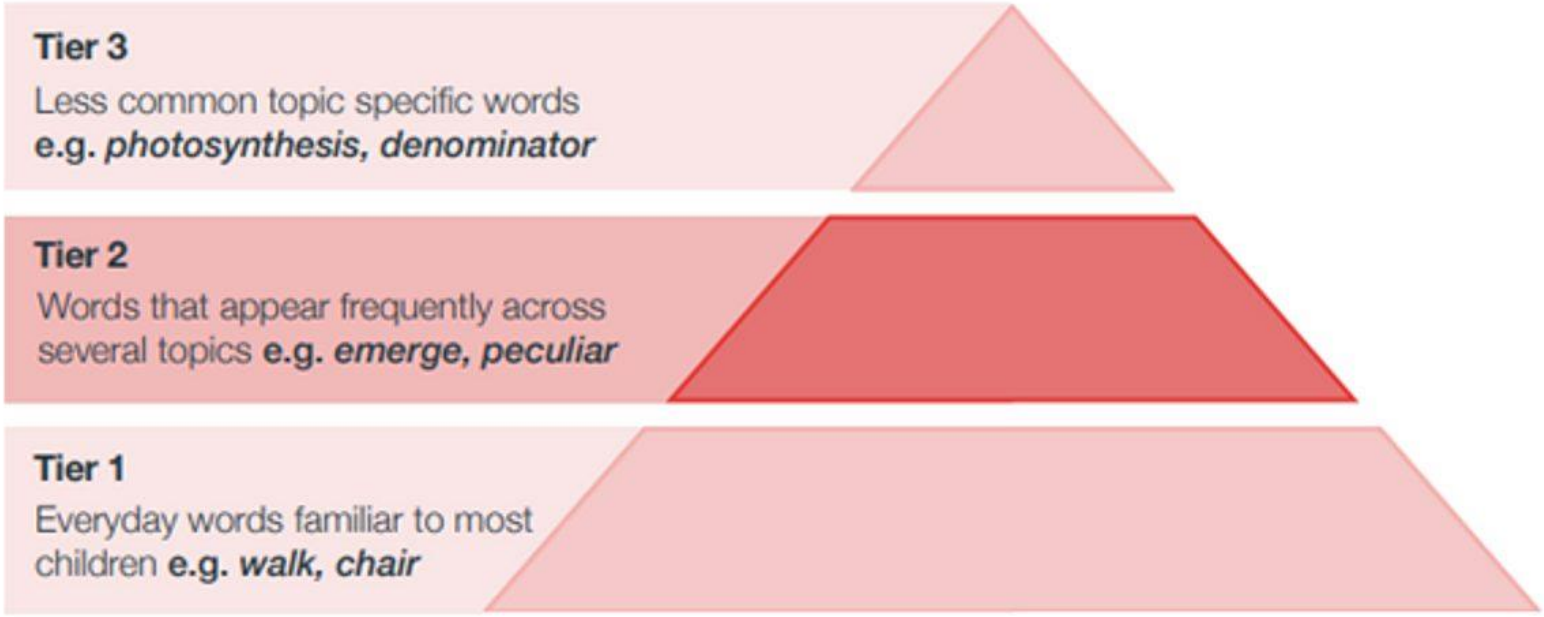
Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

Developing Vocabulary

- To help children to learn new vocabulary:
  - provide a child-friendly definition
  - contextualise in sentences and model its use
  - expose the child to the word multiple times
  - encourage the child to use the word in speech (and writing).

Tiers of Vocabulary:



BoomReader



- BoomReader is our online reading record system. It is separate from Bug Club.
- BoomReader is monitored on a daily basis by your child's class teacher.
- We expect parents and carers to comment **at least once a week**.
- Children should be reading their phonics book every day for at least ten minutes. They should also have opportunities to read their library book and access Bug Club.

Commenting on BoomReader

- After the teachers and teaching assistants have read with your child, they log your child's progress, commenting on their use of phonics, their comprehension of what they have read and their engagement.
- As parents, please read the comments made by school and let us know weekly how your child has read at home. Teachers use the app to see who is reading regularly at home so the children can be rewarded for their efforts with a sticker on a Friday.
- Please comment on your child's engagement with reading, their word reading and their comprehension of the text.

***Typical comments might include*:**

Engagement: Sam enjoyed/was enthusiastic/needed encouragement to read today.

Word Reading and Fluency: Sam was able to recognise/or needed help with the following sounds: u, y, j. Sam was able to/needed help to blend the following words: jet, fox and bell. Sam was able to read some sentences independently and with increasing fluency. Sam is beginning to use expression when reading.

Comprehension of the text: Sam was confident answering questions about the main character. Sam was able to retell the story in the correct sequence and used the text to find answers to simple questions. Sam was able to predict what could happen next. Sam knew the meaning of the words: 'sip' and 'kip'.

End of Reception Expectations - Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling 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, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

End of Reception Expectations – Communication and Language (Prime Area)

ELG: Listening, attention and understanding

- Children at the expected level of development will:
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

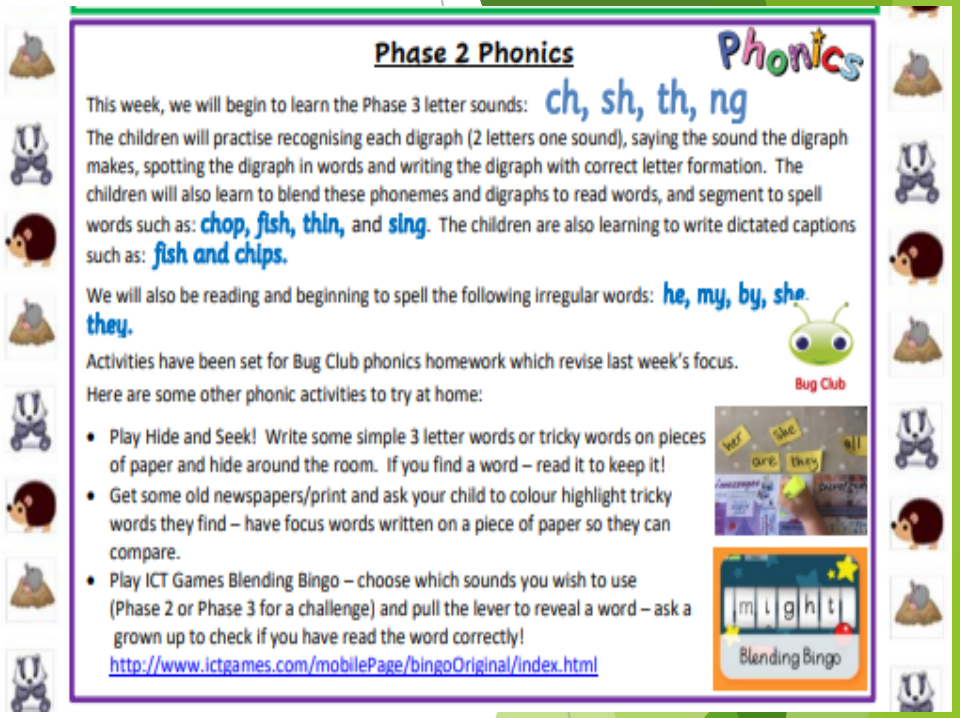
How to support your child with their reading book



- Encourage them to sound out decodable words and model how to do it if they need support.
- Remind your child if a word is an irregular tricky word, try to decode what they can using their phonics then highlight the irregular part e.g. ‘my’ - the child knows the sound ‘m’ and the ‘y’ is the irregular tricky part.
- Encourage them to track the words with their finger as they read along.
- Remember to give them some thinking time and encourage them to use the pictures to help them.
- Make it a positive experience.
- If your child is reluctant to read, think about the time of day you read with them. Some children read better in the morning rather than before bedtime. Share the reading - I’ll read a sentence and then you read one.

How to support your child at home

- Read the weekly Reception Learning Newsletter – it tells you the current phonemes and irregular words that we are working on.
- Use the Bug Club Phonics games to revise sounds, irregular words, reading and spelling.
- Use the Bug Club online books weekly for reading practice – remember to click on the bugs for simple questions.
- Read daily with a physical book with your child – reading book, library book or children's books you have at home. We want to develop a love of reading with your child.
- Be patient and positive giving your child lots of encouragement, as remember they are just embarking on their reading journey and have a lot of new skills to develop.



Phase 2 Phonics

Phonics

This week, we will begin to learn the Phase 3 letter sounds: ch, sh, th, ng

The children will practise recognising each digraph (2 letters one sound), saying the sound the digraph makes, spotting the digraph in words and writing the digraph with correct letter formation. The children will also learn to blend these phonemes and digraphs to read words, and segment to spell words such as: chop, fish, thin, and sing. The children are also learning to write dictated captions such as: fish and chips.

We will also be reading and beginning to spell the following irregular words: he, my, by, she, they.

Activities have been set for Bug Club phonics homework which revise last week's focus.

Bug Club

Here are some other phonic activities to try at home:

- Play Hide and Seek! Write some simple 3 letter words or tricky words on pieces of paper and hide around the room. If you find a word – read it to keep it!
- Get some old newspapers/print and ask your child to colour highlight tricky words they find – have focus words written on a piece of paper so they can compare.
- Play ICT Games Blending Bingo – choose which sounds you wish to use (Phase 2 or Phase 3 for a challenge) and pull the lever to reveal a word – ask a grown up to check if you have read the word correctly!
  http://www.ictgames.com/mobilePage/bingoOriginal/index.html



Turn on the Subtitles

- Turning on the subtitles while children are watching television can **double the chances of them becoming good at reading.** Based on an academic study of 2,350 children, 34% became good readers with schooling alone. But when exposed to 30 minutes a week of subtitled film songs, that proportion more than doubled to 70%.



Any questions?

