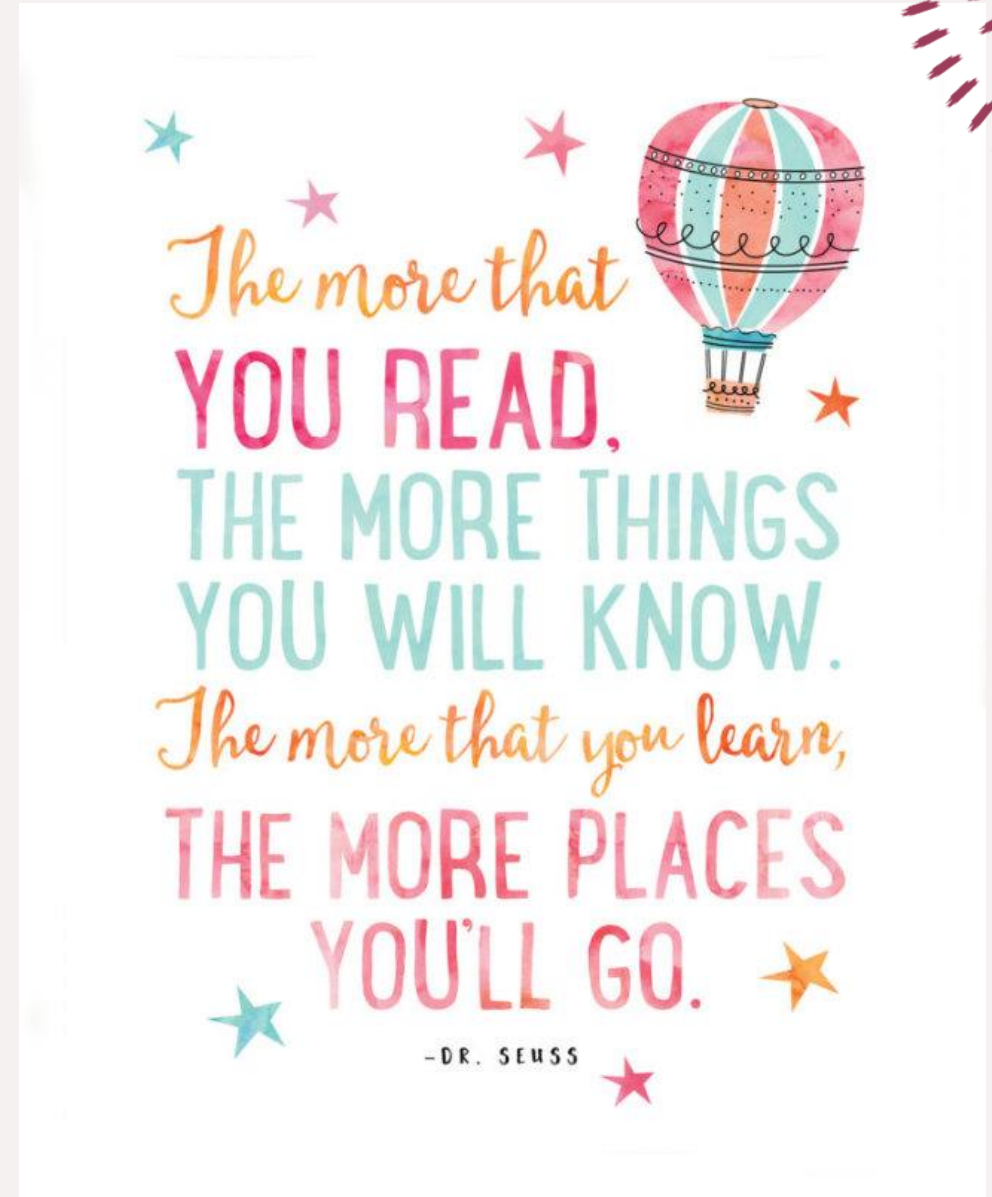




Reception Reading Meeting



Session Aims:



To understand what phonics is and some of the key vocabulary we use.



To understand how we teach children to read.



To understand how you can help at home.


What is Phonics?

Through phonics children are taught how to:

- recognise the sounds that each individual letter makes
 - identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
 - blend these sounds together from left to right to make a word.
- Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

Why is Phonics important?



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- Once pupils can decode using phonics, they are able to focus on their wider reading skills and develop a love of reading.
 - Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.
 - Phonics is a highly effective method of teaching word reading. Almost all children who receive high-quality phonics teaching will learn the skills they need to tackle new words.
 - They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Key terms we teach in Phonics:

Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /ch/ in the word 'chop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'light'.

How do we teach phonics?

We teach phonics daily as soon as the children start in Reception. Following our Tenacres scheme we begin with Phase 1 which looks like this:

Phase	New Sounds	Tricky Words
Phase One Pre-school, nursery, reception	Aspect 1: General sound discrimination - environmental sounds Aspect 2: General sound discrimination - instrumental sounds Aspect 3: General sound discrimination - body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting	

How do we teach phonics?

Then we move into Phase 2:

Phase 2	Set 1: s, a, t, p	to, the, no, go, I, into
Reception Term 1	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	
By the end of phase 2, children will recognise the above grapheme=phonemes correspondences, and will have experienced oral blending and segmentation to blending and segmenting with letters. Children will be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. http://www.letters-and-sounds.com/phase-2-games.html		

How do we teach phonics?

Then we move into Phase 3:

Phases 3 Reception Term 2 and 3	<p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng</p> <p>Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	he, she, we, me, be, was, you, they, all, are, my, her
<p>By the end of phase 3, children will be able to represent each of the 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have experience in reading simple two-syllable words and will know all letter names.</p> <p>http://www.letters-and-sounds.com/phase-3-games.html</p>		

How do we teach phonics?

Then we move into Phase 4 during the last half of the summer term:

Phase 4 End of Reception/ start of Year 1	Read and spell words which have adjacent consonants, such as trap, string, milk, help test just theft chimp tenth frog step shrink	said, have, like, so, do, some, come, were, there, little, one, when, out, what
The purpose of this phase is to consolidate children's knowledge of the 42 graphemes they have learnt so far in the context of words with adjacent consonants and polysyllabic words. http://www.letters-and-sounds.com/phase-4-games.html		

Blending and segmenting

Blending : Putting the sounds together to read a word such as h/a/t. Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word

Segmenting is breaking up a word into its sounds such as dog d/o/g. Children need to be able to hear a whole word and say every sound that they hear

What are pure sounds?

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

c a t not cuh a tuh

If we mispronounce these sounds we will make reading harder for our children.

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How can you help at home?

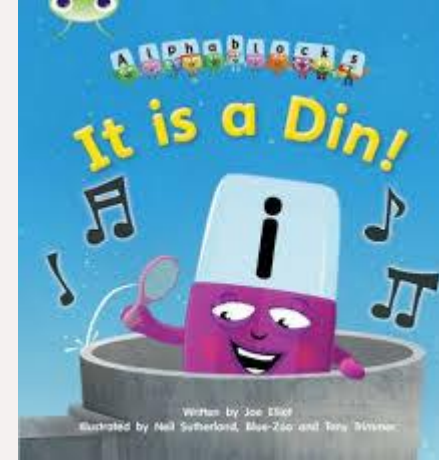
Practising the sounds we have covered at school at home.

Remembering to use pure sounds when decoding words – don't put 'uh' after the sound.

Try some games with oral blending to see if your child can work out what you are saying e.g. can you get your h/a/t or your c/oa/t?

Hearing your child read their reading book as many times as possible. This helps to work on their fluency and expression.

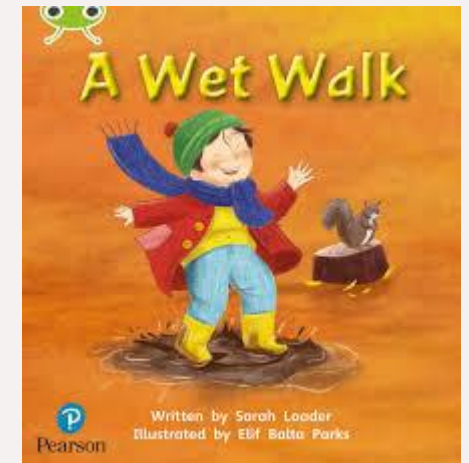
Bug club



Your child will have a log in for Bug Club in their diary.

Each week we will put a sticker in the diaries to show which book we have added.

This will be linked to the sounds we are focusing on that week.



Home school diaries

Date	Book	Comments

Each week this is where you would write down the book your child has read to you and a comment about their reading.

Remember a book can be read more than once to build up fluency.

What will happen at school?

We will change your child's book twice a week on Mondays & Thursdays if it has been read at home.

Please remember to sign the diary to say you have heard your child read.

Your child's diary and book need to be in school each day in their bookbags as class teachers will read with your child once a week.

Phonics packs will be sent home each week for your child to practise the sounds we are learning in Phonics.

Reading for pleasure:

It is also important to share books with your child at home. Here are some recommended for Reception:



If your child is too tired to read to you, you could read a book like this to them. Hearing an adult read is so important to help develop a love of reading.

Any questions?

