



Reception Phonics Meeting

Reading books throughout Reception



Children will learn to:

- Use a book correctly, turning each page one at a time.
- Use their left to right eye movements to be able to read each sentence.
- Use their listening skills to answer questions about what they have read.
- We have 2 reading groups in the class (authors and illustrators). We have story time everyday in these groups.
- We have 1- 1 reading with an adult in the classroom at least once a week.



Reading books sent home throughout Reception



At the beginning of Reception, we send home **lilac books**

Lilac books – These books are given out at the beginning of Reception. Some are picture books and some have words.

- **Lilac picture books** – Make up your own story together. Discuss what is happening on each page.
- **Lilac books with words** – These are for the adult to read to the child.



Reading books throughout Reception



After lilac books, we send home **pink** books, followed by red and yellow books.

Pink books – These books match the sounds that the children are learning in class and focus on two and three letter words. Children can read these **independently** by sounding out and blending each word.

Red books – These books continue to match the sounds the children are learning in Phonics but become longer. These books have four and five letter words with more sight words. Towards the end of red level, the books include words that have two letters which make one sound. For example **ch, sh**.

Yellow books – These books follow on from red level and include more words that have two letters which make one sound and include words with three letters that make one sound. For example **th, ck, ng, qu, wh, tch**.



What is Phonics?



Phonics is a way of teaching children to read by skilfully decoding words.

We use the Sounds-Write programme in school.

This programme teaches children that:

- Letters are used to spell individual sounds (symbols for the sounds we make) What sound do you say for this?
- Each sound may be written in more than one way (**c k ck** - same sound, written differently **cat, kip, kick**)
- Many sounds may be written in more than one way (**ai, ay, a_e** within words such as **rain, day, cake**)
- Many spellings represent more than one sound (**ow – cow, ow – snow**)



The programme focuses on three key skills:

- **Segmenting** (splitting a word up into its sounds)
- **Blending** (recognising the sounds in a word and putting them together)
- **Phoneme manipulation** (ability to change or move individual sounds in a word to make a new word)





Blending

Recognising letter sounds in a written word, saying each sound and blending them together in the order they are written to read the word.

m o p = mop



sh i p = ship





Segmenting

Identifying all the sounds in a word.

E.g. if a child hears the word 'log' they will learn to hear that the word 'log' has three sounds.

We refer to this as 'sound talk.'

log = l o g shop = sh o p





Phoneme Manipulation

Children have the ability to change or move individual sounds in a word to make a new word.

E.g. change the middle sound in 'cot'....

cot – cat – cap

tin – ten – tent





Common exception words

Children are taught to read and spell some high frequency common exception words, including sounds which they have not been taught but allow them to read stories. We encourage children to note the part that is the exception.

Other words include: **is, the, I, for, of, are, was, all, come, some, to**

We will send home resources to support this learning in the children's reading logs.



The Initial Code



- When teaching the initial code we teach the sound linked to each letter of the alphabet e.g. 'a' for apple (not capital letters at this stage)
- We teach how to read simple CVC words (consonant, vowel, consonant) e.g. **mat, pen, sit, dog, mug.**

The sounds are taught through the Sounds-Write programme in the following order:

Unit 1 – a i m s t

Unit 2 – n o p

Unit 3 – b c g h

Unit 4 – d e f v

Unit 5 – k l r u

Unit 6 – j w z

Unit 7 – x y ff ll ss zz





The Initial Code

As the programme progresses we then teach the children how to read.....

Unit 8 - CVCC words e.g. sink, lamp, milk etc

Unit 9 - CCVC words e.g. frog, crab, swim etc

Unit 10 - CCVCC words e.g. drink, frost crust etc

Unit 10 - CCCVC words e.g. strap, scrub, scrap etc

Unit 11 - Two letters can make one sound e.g. sh, ch, ng, th, wh, qu.





The Extended Code

By the end of Reception, some of the children will move on to learning the 'extended code'.

This teaches children that some words have the same sound but are spelt differently. E.g. the sound /ae/

day – ay

came – a_e

rain – ai

great - ea

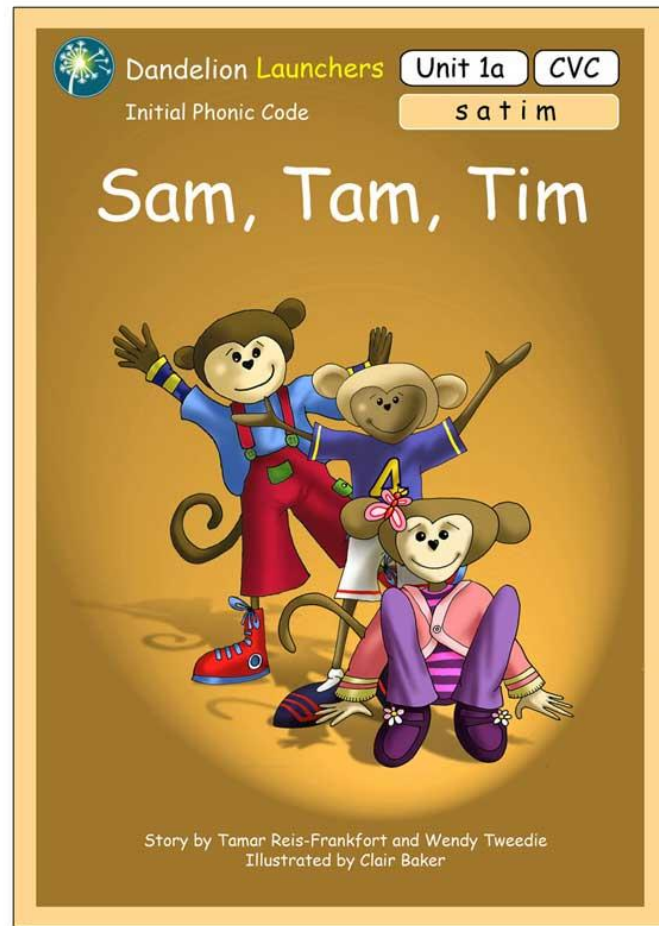


Phonics in the areas of learning



Reading books must match children's phonic skills.

They must build on prior learning.

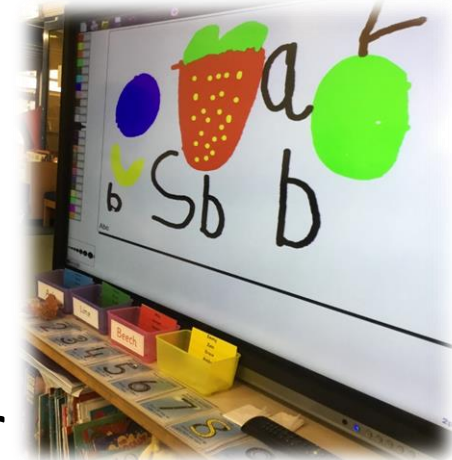


BOOKS



Phonics in our daily routine

- The children have one taught Phonics session everyday from 9:10-9:30.
- In this session the children will be taught new sounds or sight words and will practise blending and segmenting words.
- They will also access appropriate activities to consolidate their new learning.
- There is a Phonics area in each Reception classroom. These are set up with activities for the children to practise their skills all day.
- EYFS staff will listen to the children read throughout the week.



How this all applies to writing...



The children will use the phonic sounds they have learnt to write words and sentences.

We start the year off by encouraging the children to hear and write the initial sound in words. For example, if they draw a picture of a elephant, we would encourage writing **'e' for 'elephant'**.

This would then progress on to **hearing middle and end sounds**.

We will send weekly messages home on dojo to inform you of the sounds we are learning each week.



Reading at home

Suggestions:

- Visit the library. Read a range of stories to your child. Ask questions to develop their understanding.
- Retelling stories, thinking about story sequence and language.
- Poems and rhymes.
- Non-fiction books, newspapers, magazines and recipes.
- Reading words in the environment: signs, posters, labels, packaging, on the computer etc.



Date, book and page number	Comments
5.9.21 Tim and Sam	We talked about the front cover and predicted what the story could be about. (mum)
6.9.21 Tim and Sam	Read at School (Miss Walker) Read 2 pages. Eva remembered the job of an author.
7.9.21 Tim and Sam	Finished the book, fantastic story telling (grandad)
8.9.21 Cats	Talked about the characters on the front Sounded out the words on pages 1 and 2. (dad)

Sticker Chart

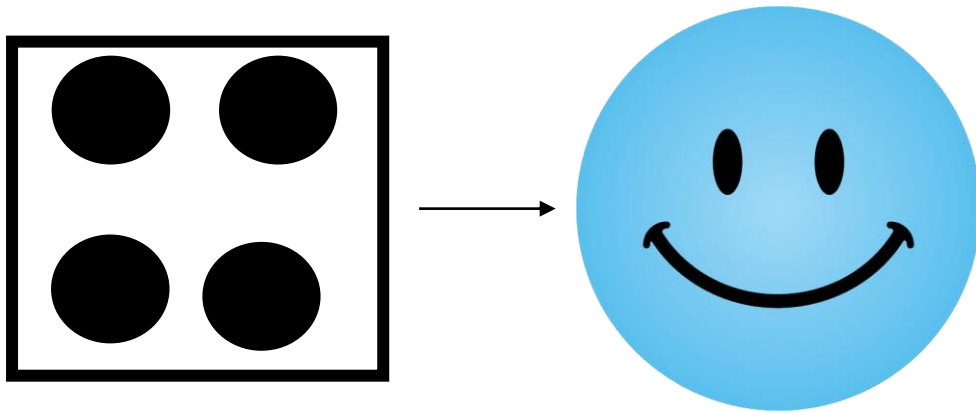
- If your child reads **50 times at home before Christmas** they receive a lovely story book and certificate as a prize.
- If your child reads 100 times altogether before Easter they receive another book and certificate.
- This then follows on **to 150 reads altogether before Summer** (when we break up for summer holidays)

If your child has read more they also have the opportunity to hit **200, 250 and 300 reads.**



Sticker Chart

- We monitor the reads by using our sticker chart. Children can gain stickers for reading at home. Only 1 read per day can be counted.



For every read, each child receives 1 dot on our chart.
1 sticker is worth 5 reads.

Reading books



The children will bring home a reading book and reading record.

All children will bring home **picture books initially** – this is to develop the pre-reading skills we discussed earlier.

Books will be changed twice a week to begin with (Monday and Thursday)

Don't feel your child needs to read a whole book in one night. **We advise a few pages each night.**

As the children are taught more sounds and words, the books will become longer.

Homework



Project homework – this will be put on the website every half-term with activities to complete over each half-term.

Activities are based around the topic along with a Literacy and Maths task.

Please bring the homework into school over the half-term when completed.

Sight words will also get sent home as the children learn them.

We will also send weekly messages home on dojo to inform you of the sounds we are learning each week.



Thank you for taking the time
to read this document.

The Reception Team