

Reading & Phonics in Reception / Year 1

5th October 2021

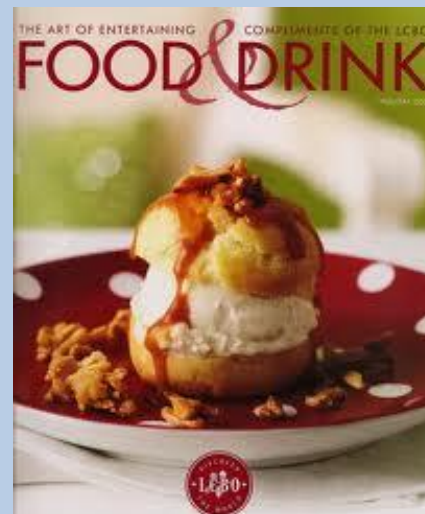
Reading for Pleasure

At Caversham Park Primary School we aim to instil a love of reading and ensure your child learns to read well. Numerous research projects have found that the more a child reads the better reader they will be. So regular reading at home is paramount!

Reading for pleasure ☺

Reading comes in many forms.....

- Signs
- Labels
- Comics
- Nursery Rhymes
- Catalogues
- Magazines



Parents and Families

- Your most important role should be in teaching children that reading is fun and will support their other interests, and is not just a "skill" that must be learned in order to do well at school or get a good job.
- Research has shown that children's literacy levels rise substantially when parent, especially male role models, are involved in reading.

How do we teach reading in Reception?

Books with no words

- Essential start to reading together.
- No pressure to be right or wrong.
- Learning story language.
- Learning story structure.
- Talking through what has happened and how you know.
- Asking and answering questions.

Reading books with no words

- Start by looking at the front cover and asking your child what they can see and what the story may be about.
- Encourage your child to hold the book correctly and turn the pages independently.
- Support your child to describe what is happening on each page. If they are not sure they can tell you what they can see.
- Introduce new vocabulary

Reading books with no words

- Encourage and support your child to use story language, e.g. once upon a time; next; later.
- Ask them to make predictions
- Talk about how the characters are feeling and explain why they feel like this.
- Encourage children to speak in full sentences.
- Ask questions to support understanding (often some at the back of the book). Use a range of question types: who, what, when, where, why, how.
- Relate the story to children's own experiences.

Tell a story

Set 1
Book
1

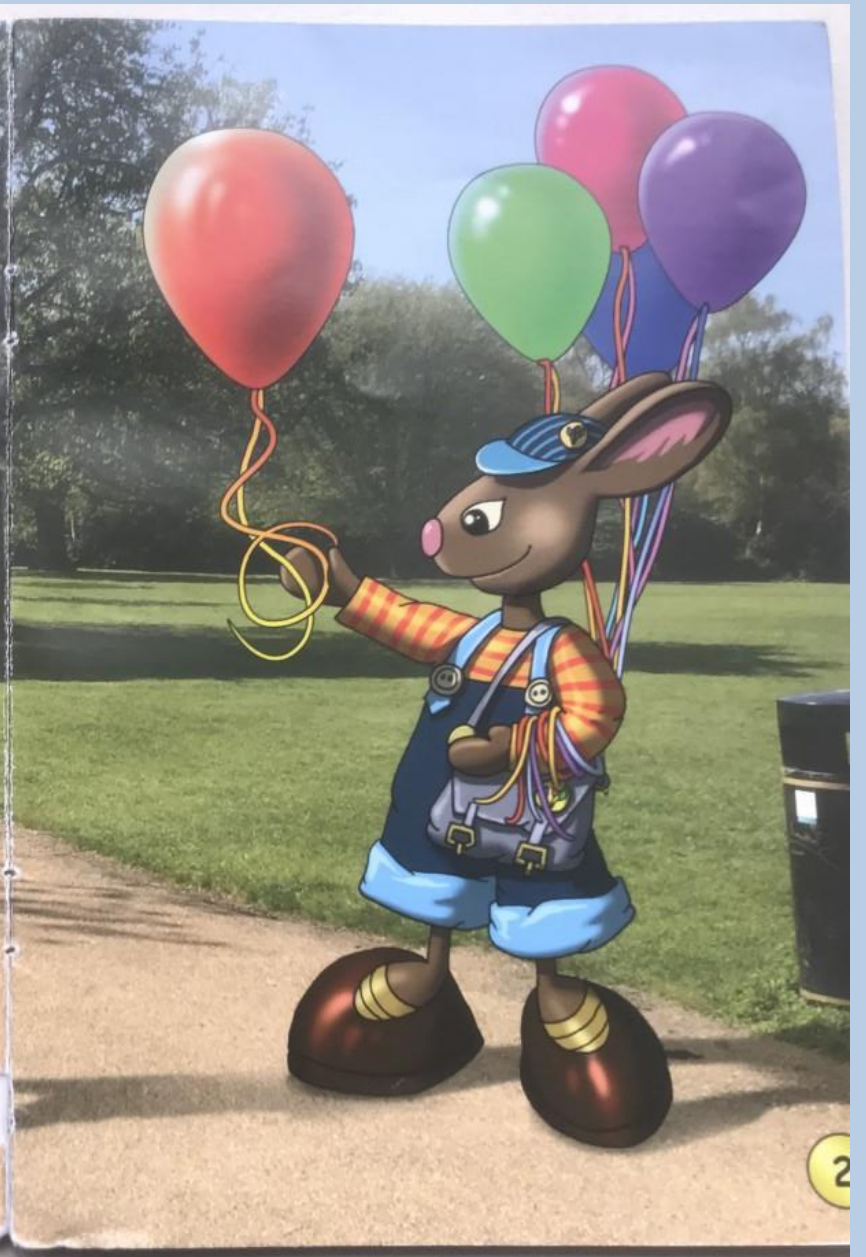


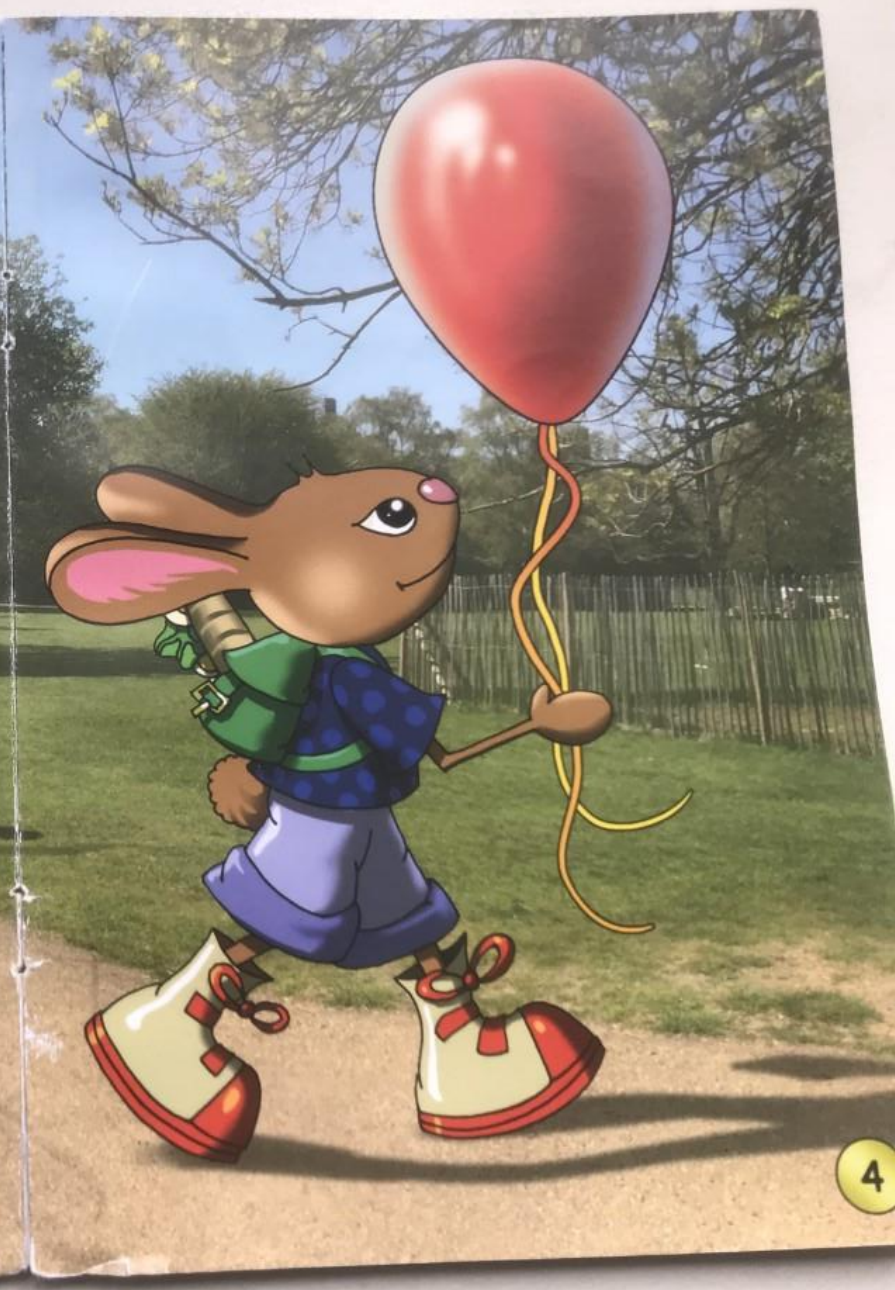
The Balloon



Illustrated by Clair Baker and Drew Wilson

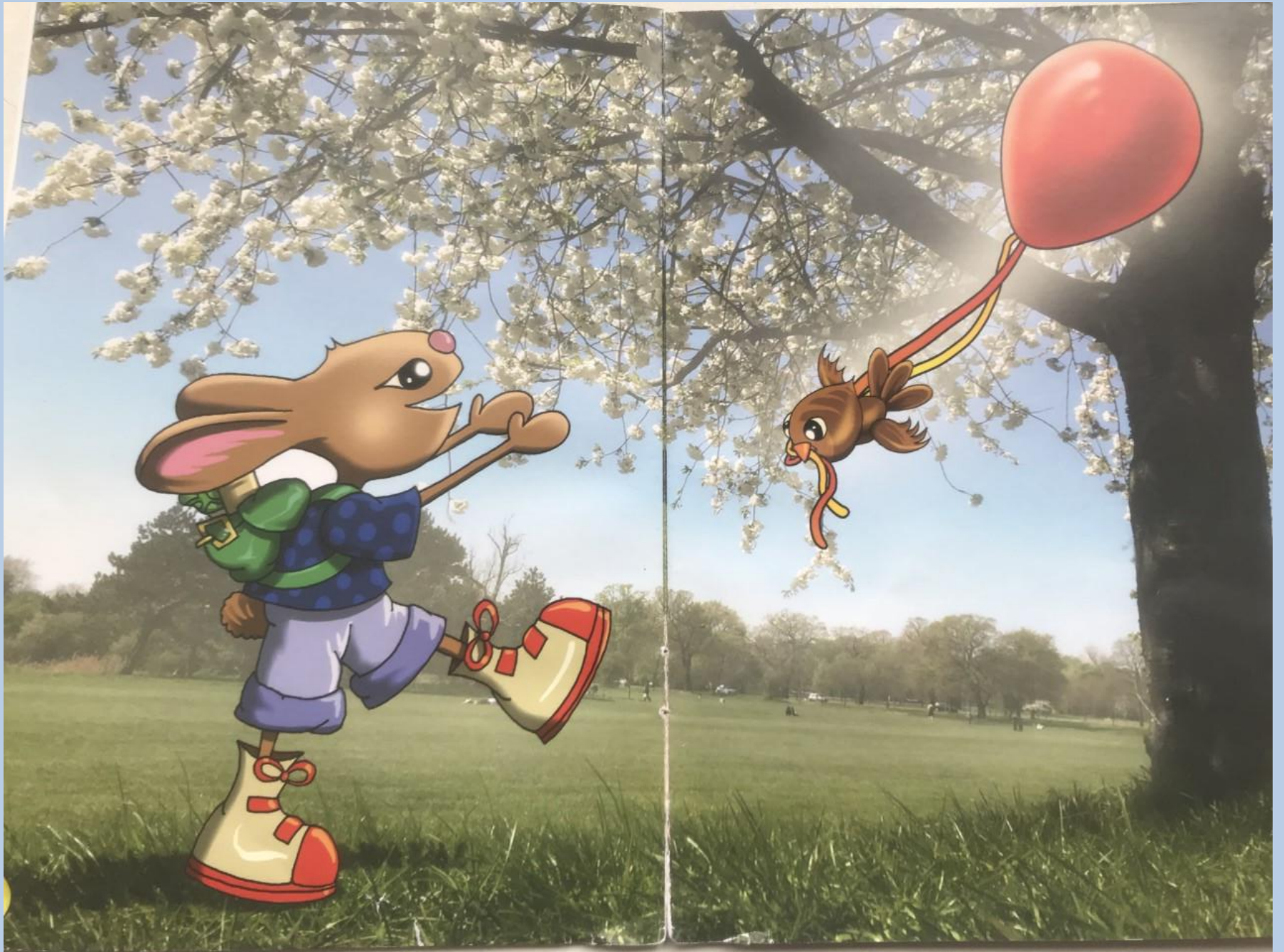
 PhonicBooks

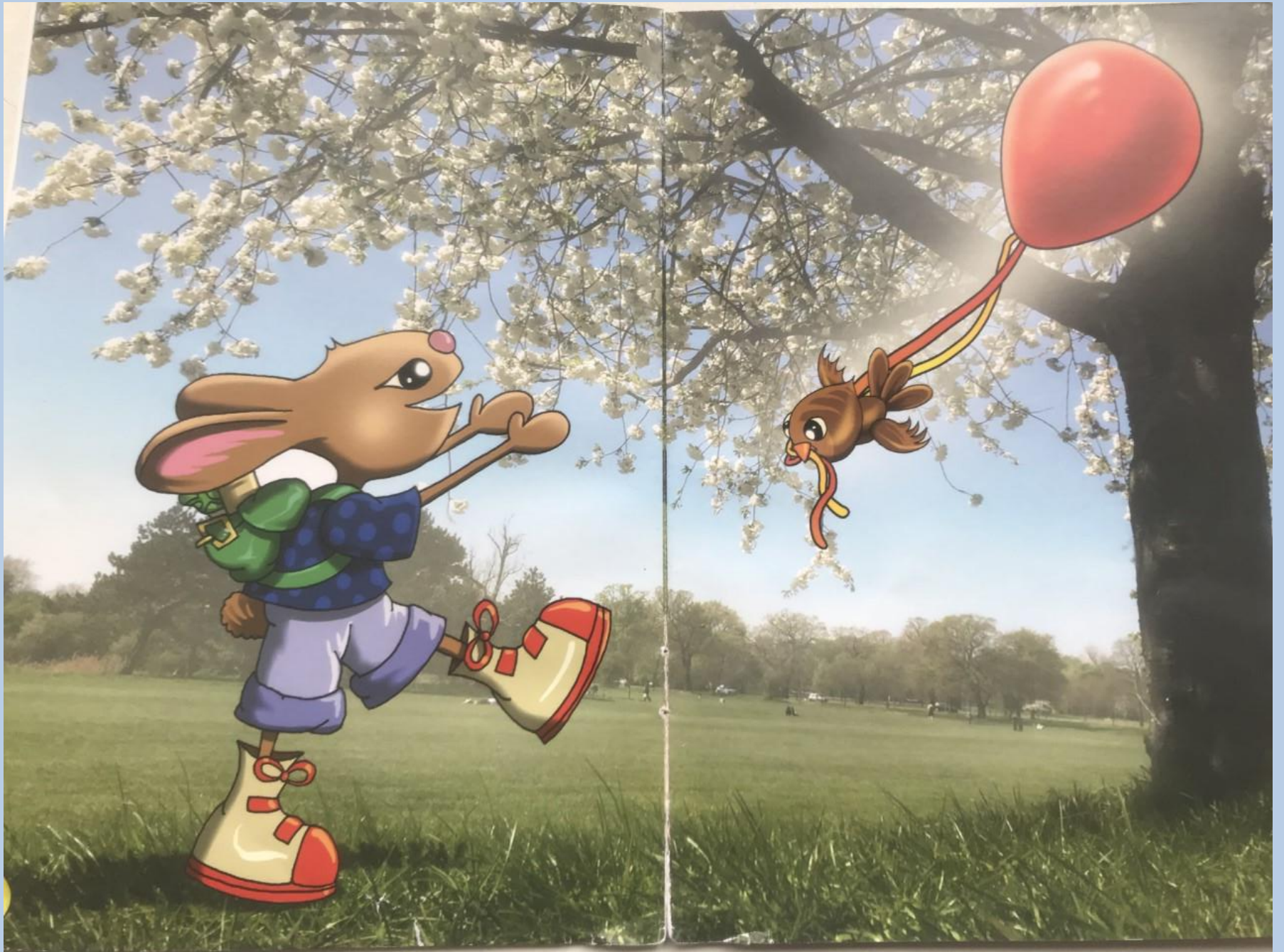














S
Po
Po
Po
P

Suggested questions for discussion



Pages 1-2

Who does the little rabbit meet in the park?
What is the little rabbit doing?

Pages 3-4

Which balloon did the little rabbit choose?
Which balloon would you choose?

Pages 5-6

What happens to the balloon?
What do you think the little rabbit will do?

Pages 7-8

Where is the balloon?
Why do you think the little rabbit is crying?
What is the little bird thinking?

Pages 9-10

What does the bird do?
How do you think the little rabbit feels?

Page 11

What happens in the end?
How does the little rabbit stop the balloon
from flying away again?

Phonics

- Phonics is the relationship between letters and spoken sounds.
- It teaches the children to read and write. It is the main form of teaching reading, writing and spelling in school.
- Phonics is taught daily in school - 20 minutes a day. We start at a brisk pace and may slow down once the children know the first set of sounds.

Phonics

- By using the sounds the children are able to read words even if they don't know what they say...

Wigh ar wea dueing thiss?

Ie feall sstewppide!

Phonics

- Focus on using the sounds of letters not letter names
- No uh on the end of the sound
 - Duh- oh- guh vs. d-o-g.
- Children read words by blending the sounds together.
- Phonics does not work with some words - we call these 'tricky' words.
- Once children confidently know at least half the sounds and can blend them to make a word, they will have books with words.

Phase 2 Sounds

s

a

t

p

i

n

m

d

g

o

c

k

ck

e

u

r

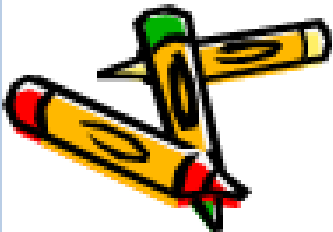
h

b

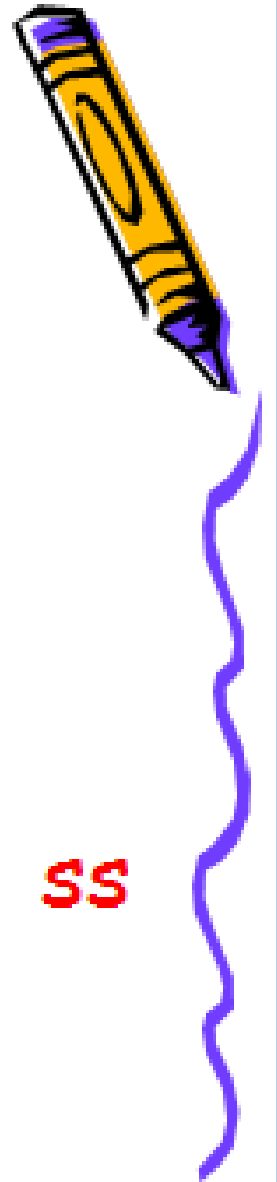
f,ff

l,ll

ss



[Click here](#) to hear
pronunciations.



Phase 3 Sounds



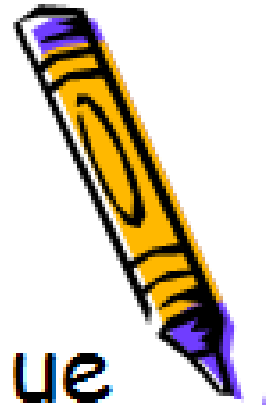
| | | | | |
|-----|------|-----|----|----|
| j | v | w | x | |
| y | z,zz | qu | | |
| ch | sh | th | ng | |
| ai | ee | igh | oa | oo |
| ar | or | ur | ow | oi |
| ear | air | ure | er | |



Other Phases

- **Phase 1** is all about listening and playing with sounds. Children begin to oral blend e.g. I say d...o...g, you say... They will have done this at Nursery/Pre-school and we continue to play these games throughout Reception.
- **Phase 4** - applying phase 2 & 3 sounds to read and write longer words - e.g. spot, crank, pondweed.
- **Phase 5** - some children may begin this in Reception but it is mostly taught throughout the whole of Y1. In this phase the children begin to learn the alternative ways of making the sounds they already know, e.g. ai, ay, a_e, a, eigh.

Phase 5 Sounds



ay

ea

ie

oe

ue

ou

oy

ir

aw

ew

au

wh

ph

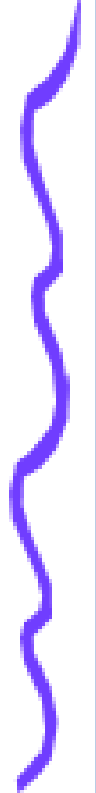
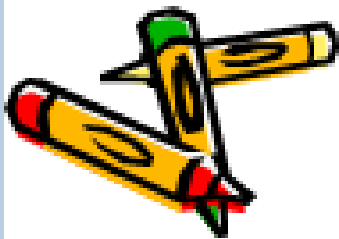
a-e

e-e

i-e

o-e

u-e



Phonics Actions

- In order to support different learning styles we teach the children actions to go with each sound.
- The children see a sound, make the sound and perform the action.
- Please see separate sheet for actions.

Have a go at some!

Phase 2 to 5 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

said
have
like
so
do
some
come
little
one
were
there
what
when
out

Phase 5

oh
Mrs
people
their
called
Mr
looked
asked
could

Beginning to read books with words

- All our books are fully decodable and relative to the children's current phonic phase.
- Look at and discuss the front cover. Ask child to point to the title and read it together.
- Talk about pictures on each page before asking the child to read the words.
- The pictures are vital for reading!
- Ask the child to point to the words and say each of the sounds (unless a tricky word).
- At first the child will not understand the difference between sounds, words and sentences and may need support in identifying when a word ends (if necessary cover other words).

- They have a go at blending the sounds - encourage them to repeat the sounds quicker and quicker to see if they can hear the word.
- If they cannot blend the word themselves then the adult says the sounds for child to blend, e.g. adult: c,a,t; child: cat!
- If they still cannot hear it then the adult models the whole process (c,a,t-cat) and then over time the child will begin to hear it for themselves.
- They will also find identifying tricky words and capital letters difficult to begin with.
- Continue to ask questions, make predictions etc as with the non-word books.
- There are usually activities in the back of the book you can do.
- Target cards in reading records may also help you know what to work on.



Dandelion Launchers

Unit 1b

CVC

Initial Phonic Code

s a t i m

I am Sam



Story by Tamar Reis-Frankfort and Wendy Tweedie
Illustrated by Clair Baker and Drew Wilson



"I am Sam."



"I am Tim."



"Sit, Tim."



It is Tam.



Tam sat.



"Tim!"

Importance of 'Talk'

What is effective 'book talk'?

- Use the pictures (discussing/letting your child tell the story)
- Discussing the text (plot, characters, setting)
- Sharing opinions (regarding both of the above)
- Making predictions - what will happen next?
- Giving reasons
- Making links through real life experiences and other texts

In order for children to understand the context of books - they need to have had the opportunity to discuss and talk about their own real life experiences in order to make comparisons and relate.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



Vocabulary

'The more children read, the more words they'll learn'.

- Read to them
- Get them reading
- Use grown-up words in normal conversations
- Encourage 'book talk' at home
- Enjoy words- teach them 'exciting' tricky words and the word families they come from
- Talk about synonyms (other words which mean the same) - For example: Which other words mean sad?

The key is...



Talk, talk and more talk!!

(often/ regularly/
frequently/everyday/all the time!)

"Don't be afraid to use
big words with little kids.
If they can say
Tyrannosaurus Rex...
they can say anything!"



Reading books

- Your child will bring home their first reading book today.
- Reading books will be changed if it has been read at least 2 times.
- The first read is for decoding and the second is for comprehension.
- We also hear the children read regularly in school.
- As stated previously all children will begin with books that contain no words - these are an important part of your child's reading development.

Reading records

- Your child will have a reading record along with their reading book.
- When you have read with your child the record book must be filled out.
- Any information about how your child has read is useful e.g. words/sounds they found tricky. How was their blending? Could they answer questions?
- Positive comments please! 😊

Conclusions

- Love reading & show this to your child
- Remember reading comes in many different forms.
- Use phonics!
- Bedtime stories are a must- whatever your age!
- Encourage the children to talk about what they have read.
- Most importantly enjoy reading together!

Questions?

