

Reading & Phonics in Reception

8th October 2026

Reading for Pleasure

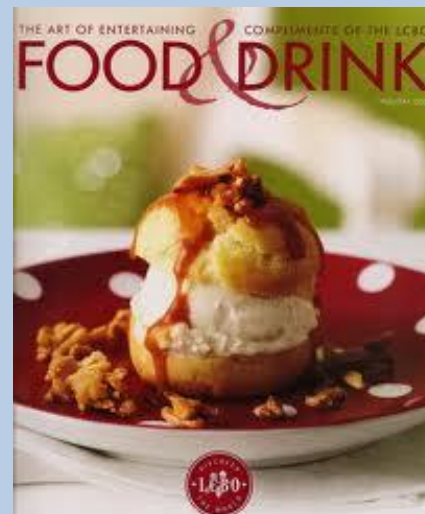
At Caversham Park Primary School we aim to instil a love of reading and ensure your child learns to read well.

Research from the University of Edinburgh proves that children who can read well at age seven do better academically as teenagers.

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 parents 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.
- This can all be done in home language

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 - 30 minutes a day. We start at a brisk pace and may slow down once the children know the first set of sounds.

Why 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

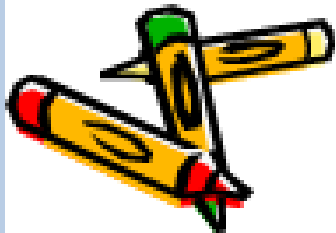
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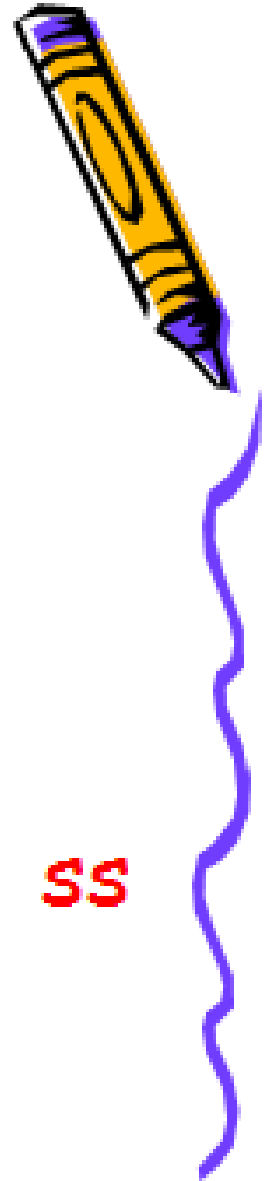
f,ff

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



Useful resources:

- <https://home.oxfordowl.co.uk/phonics-videos/>
- https://www.youtube.com/results?search_query=mr+thorne+does+phonics
- <https://www.phonicsplay.co.uk/resources>

My Phase 5 Sound Mat

ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



a-e



e-e*



i-e



o-e



u-e



u-e



*even

Phase 5 Alternative Pronunciation

i

mind



o

hero



c

city



g

giant



u

unicorn



ow

grow



ie

field



ea

bread



a

path



a

acorn



a

wasp



y

sunny



y

sky



y

gym



ch

school



ch

chef



ou

soup



ou

could

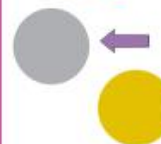
ou

shoulder



ey

grey



twinkl

www.twinkl.co.uk

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 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.
- 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.

Developing Readers

- Encourage children to avoid sounding out words they know / have read before.
- However, encourage them to sound out unfamiliar words. If they cannot work out the word, tell them and talk about how it looks.
- If your child mispronounces a word do not interrupt immediately. Allow your child to self-correct, using their phonics skills. You can always discuss mis-pronounced word at the end of your reading time.
- Be positive. Don't correct every word if what they're reading makes sense. Say they say 'his dad' and it says 'his father' - just carry on.
- Use the *pause, prompt, praise* technique. If they make a mistake, *pause* for a few seconds to see if they self-correct, then *prompt* by asking: "Does that makes sense?" Or give the sound they're struggling with, or help them sound it out. Then *praise* them for finishing the page or trying hard.

Developing readers

- Help your child use the punctuation when reading.
- Encourage your child to ask questions about words or what they have read.
- Encourage fluency, run a pen or finger along to help develop some flow. Re-read sentence or parts of the text but more fluently.
- Support your child to begin to read with expression.
- Don't feel you need to read a whole book in one sitting - little and often is better.
- Remember, there's more to being a good reader than just being able to read the words accurately. Always talk to your child about the book; about the pictures, the characters and ask them what was their favourite part. You'll then be able to see how well they've understood and help them develop better comprehension skills.

Reading books

- 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.
- Sometimes children may be asked to read it one more time to develop fluency.
- We also hear the children read regularly in school.

Reading records

- Your child has 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! 😊

Book bands

Colour	Stage
Lilac	Phase 1 - start of reception
Red	Phase 2 (some phase 3) Reception
Yellow	Phase 3 - reception
Blue	Phase 4 - End of Reception / Year 1
Green	Phase 5 - Year 1
Orange	Phase 5 - Year 1 / 2
Turquoise	Phase 6 - Year 2

Book bands

Colour	Stage
Purple	Phase 6 - Year 2
Gold	Year 2
White	Year 2
Lime	Year 3 / 2
Brown	Year 3
Grey	Year 4
Free	Year 5 onwards

Top Tips

- Make reading part of your daily routine
- choosing a set time and place that suits your routine.
- Read aloud to your child each day, e.g. bed time story
- Read anything and everything!
- Talk, talk and talk!

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- Talk, talk and talk!
- Praise, praise and praise
- Read favourites again and again whilst mixing in new books - visit the library.

Supporting bilingual children

- Focus on home language at home - speaking, reading and writing (we will do English at school)
- Teach the alphabet in home language (sounds and names) alongside us doing the same in English at school if you feel able to do so.
- Look at purchasing copies of books in both languages, e.g. Hungry caterpillar in English and Turkish.
- Read school reading book in English and translate and define as necessary.
- <https://www.habilnet.org/learning-how-to-read-and-write-in-two-languages/>

Final cheeky tip!

- Screens - be they digital or the TV - are a fixture in all our children's lives now. Did you know that just by turning the subtitles on you can double the chance of your child becoming good at reading? They won't even know you've done it and it will work its magic by itself."



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!

The more that you
READ, the more things
you will **KNOW**.
The more that you
LEARN, the
more places
you'll **GO**.



Dr. Seuss™

I Can Read with My Eyes Shut! by Dr. Seuss

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Questions?

