



Welcome

RECEPTION 2023

Reading- Rising Stars Phonics

Reading is about making sense of words, by looking at written symbols and making meaning from them.

Schools have to teach reading using a synthetic phonics approach- where words are broken up into the smallest units of sound and blend them together to read, or hear each unit of sound to write

Tricky words and phonic sounds.

Letters are introduced at a steady pace- 2 a week.

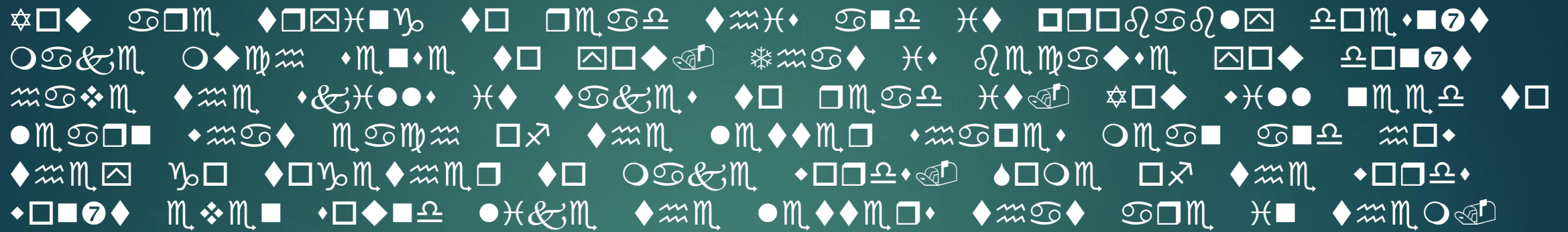
Consistent daily practice.

The aim is for all children to keep up with the process.

There will be a difference in approach from previous years.

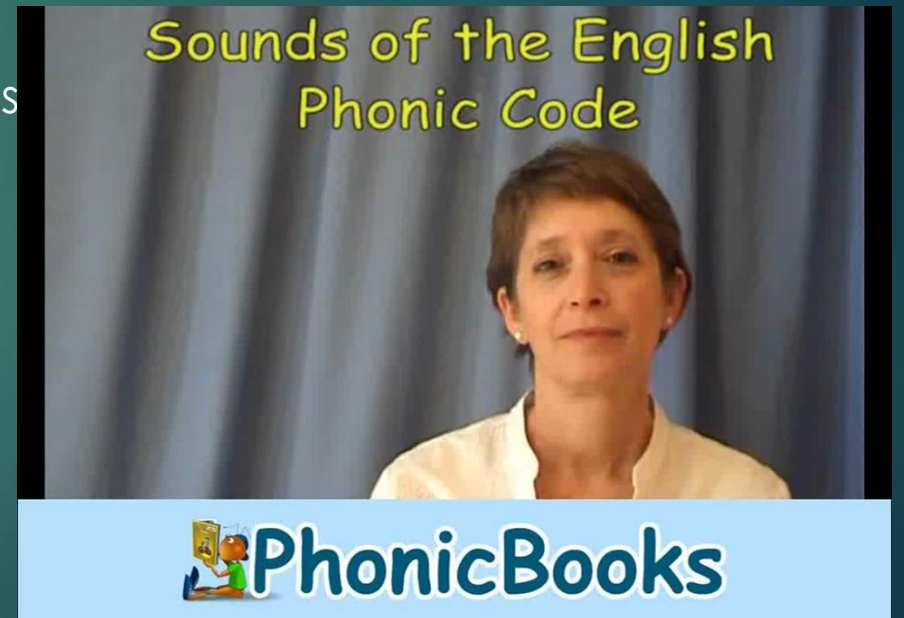


Reading- making meaning from marks



Teaching order of the graphemes. Phonemes and digraphs

s, a, t, l, p, n, m, d, g, o, c, k,
ck, e, u, r, h, b, f, ff, l, ll, ss
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



Reading- making meaning from marks

Blending is the process of running sounds together to make words for reading

Oral blending- can be done at any time,
get your **b.a.g.** put on your **h.a.t.**

Modelled blending – pointing to each of the graphemes in a word, saying the sound, then running your finger underneath the whole word and saying the word out loud.



b a g

h a t

Supported blending adult points to the graphemes in each word whilst child says them, then runs finger under the whole word to make the word

Independent blending- this starts out loud and then the child may sound out in their head as they read

Fluency- This is something we are aiming for, but continuing to use sounding out is important so that words are not guessed.

Reading- making meaning from marks

some words the phonetic system does not work for all words so we teach the concept of Tricky Words. Tricky words are learned by sight.

Tricky words and phonic sounds.

The first sets of words are :-

1) to go no I the

2) me he we be she

are you they her

3) said, have, like, so do, some,
come, little, one, were, out, what,
when, where

Reading for Pleasure

Phonics gives children the tools to read, but listening to stories and seeing their role models read and view reading as important will inspire them to read.

Reading for pleasure has many non-literacy benefits and can **increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life** (The Reading Agency 2015).

The single most important thing you can do for your children is to read to them- not IPAD/digital stories – you-. The relationship you build while reading to them will give them that desire, empathy and understanding of reading. You are tuned into body language, can discuss events, experiences and make plans based on the reading.

Let them see you reading- let them see a house with words- books, magazines, recipes, newspapers,- leave them around, open, look at them together,
Show them you value reading,

Reading for Learning

How you support your children with the process of learning to read.

More formal approach,

Not a bedtime reading routine or as appropriate for snuggling.

Ipad and technology very appropriate for this type of learning

Reading in school

Daily reading time.

Phonics, tricky words, word building, opportunity to learn around and about stories and rhymes.

Phonics sessions

Daily session with learning sounds, learning how to identify sounds in words and use sounds to read and write words.

Daily physical development opportunities for handwriting-

Playdough, finger gym, gross motor skills, handwriting practise, name writing

Adult directed writing tasks

Incidental moments in the day to practise, refine and rehearse.

Reading stories and time to explore books- often.

Repetition, Repetition, Repetition.

Reading at home

Reading for Pleasure	Reading for Learning
<p>Repetition, Repetition, Repetition School Library books.</p> <p>Read to children, read with expression and enjoyment.</p> <p>Go to the library or bookshop- make the choice of book fun.</p> <p>Children can spot words or letters they may know- but don't make it a chore.</p> <p>Read a book so many times that the children can read it themselves from memory</p> <p>Spot the funny parts in the pictures</p> <p>Have fun!</p>	<p>Repetition, Repetition, Repetition.</p> <p>Practise the Tricky words</p> <p>Practise the sounds in the sound book- even when they are known</p> <p>Practise the 'I can blend sheets'</p> <p>Spot letters and words around the house/ outside/in Tesco.</p> <p>Use online scheme-</p> <ul style="list-style-type: none">• books matched to correct level.• Progressive• Rewarding quizzes

Segmenting-

Segmenting is the process of identifying individual sounds in words

Modelled oral segmenting – saying the word, robot speaking the word and counting the sounds that can be heard using their left hand.

r ai n



Modelled segmenting robot speak the word, count the sounds and write each letter shape on a sound button



___ ___ ___ R ai n

Independent segmenting- Using dictated words, children identify the sounds, count how many are needs and write the corresponding letter shapes.

Independent writing.

Pencil grip

