

Phonics and Reading in Reception class



What is phonics?

- Children are taught to decode by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children are taught to spell by hearing a word and splitting it up into the sounds that make it. This is called 'segmenting'. Children then use their phonic knowledge to record the letters that represent those sounds in the correct order.
- Children have a 20-30 minute phonics lesson each day and they are encouraged to use these strategies to read and write in other lessons.
- There are around 40 different sounds.



Read Write Inc

- The Read, Write, Inc phonics guidance is broken down into Sets 1-3.
- Set 1, which is taught in Reception and looks at sound discrimination, rhyme, oral blending and oral segmenting.
- Set 1 also introduces the first set of phonemes and teaches children to blend the sounds together to read whole words.
- Phase 2 and 3 teaches another set of phonemes, most of which are digraphs (two letters making one sound e.g. oi) and some our trigraphs (three letters make one sound e.g. igh).
- Each Set also teaches 'Common Exception Words (CEW) or Red words'. Some of these words are decodable and some are considered 'tricky words'.



Phonics in Reception



My sound



My Sound Mat



nk

I think I stink



May I play?



What can you see?



Fly high



Blow the snow



Poo at the zoo



Look at a book



Start the car



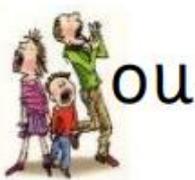
Shut the door



That's not fair



Whirl and twirl



Shout it out



Toy from a boy



Cup of tea



Spoil the boy

What can you do to help?

Encourage your child to 'sound out' when reading or writing.
Help them to spot where more than one letter work together to make one sound.

Digraph- 2 letters making one sound

cow

Trigraphs- 3 letters making one sound

night

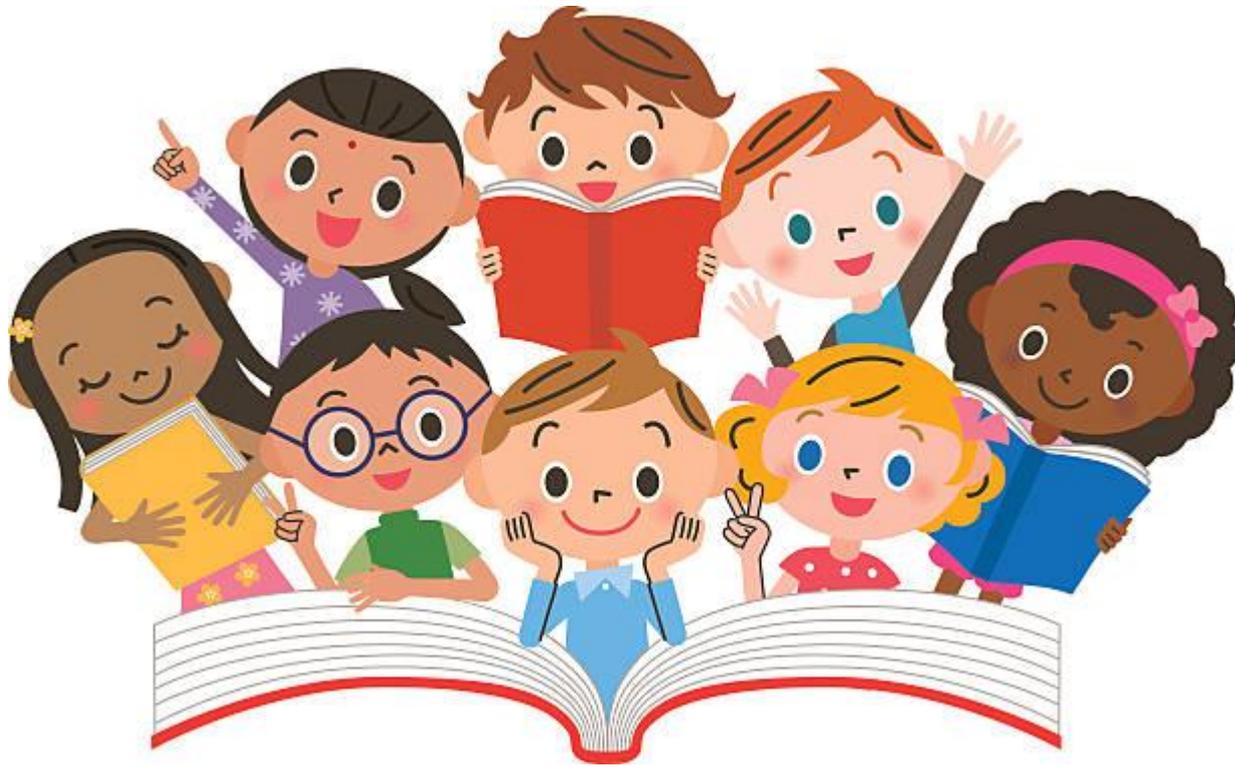
REMEMBER

Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- Sound out unfamiliar words
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- Read stories to them as well as listening to them read
- And most importantly ENJOY READING!

Reading in Reception





In reception class we are developing a love of reading. We have a book corner with a range of fiction and non-fiction books for the children to freely access. The children vote each morning for the story that they want to hear that day. Books are available in the inside classroom as well as the outside classroom.

Shared Reading

Each week we have one focus book that we read to the children. During this reading experience we are not focusing on the children's ability to decode the words. Our focus is developing listening and comprehension skills. The book is also part of our termly 'topic'.

Reading in class



Once we have covered a number of weeks of phonics lessons and the children are comfortable to 'blend' simple words we will begin to read books with one word per page on them.

To begin with, each child will read on a one to one basis with an adult in class. Once the children are ready to move on to simple sentences we will move on to the children reading in pairs. This will happen three times a week and we will read the same book each time.

This develops the children's confidence to blend independently and also recognise words on sight.

The book we have read in class will then be available for you to share with your child using our new 'e-book' library. You will get a new book allocated each week.

More details and logins will be sent out to you soon.

Please aim to read with your child at least four times every week.

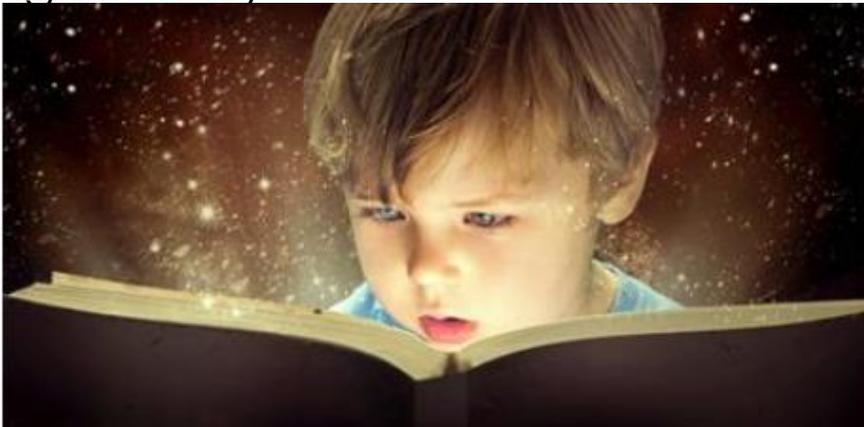


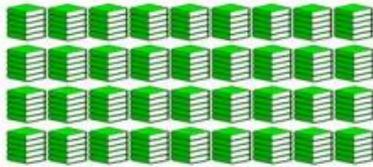
What we need you to do.

- We expect you to hear your child read **FOUR** times a week and put an entry into their reading diaries. The children will receive a DOJO/start sticker each time they have read four times. These will be checked weekly. We provide a bookmark for your use to help guide you during reading with your child. It is good practice to reread books to develop fluency and comprehension, which in turn raises self esteem and success. Learning to read is **NOT** to race through the levels, but a journey to explore and understand the multiple levels of reading, not just decoding.
- We will change books on Thursdays ONLY.
- Each week we will send home the sounds we have covered in class that week. There may also be a set of 'red' words to learn to read and spell. These will be sent home on Thursday. Please help you child to say the sound the letters make individually and also write them in the correct format using the rhyme on the sheet.
- We also ask you to read to your child, sharing wonderful stories together that you have at home, perhaps using some of tips on the bookmarks provided (there is no need to write these in the reading diary)
- Please make sure that the home/school reading books are always in your child's bag, you never know when they may get the chance to read with an adult in school.

Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories **to** your children can help develop their love of reading and increases their vocabulary significantly.



<p>Child A reads for 20 minutes per night, 5 times a week</p> 	<p>Child B reads for 4 minutes per night...or not at all</p> 
<p>In one week: 100 minutes of reading</p> 	<p>In one week: 20 minutes of reading</p> 
<p>In one month: 400 minutes of reading</p> 	<p>In one month: 80 minutes of reading</p> 
<p>In one school year (9 months): 3,600 minutes of reading</p> 	<p>In one school year (9 months): 720 minutes of reading</p> 
<p>By the end of year 6: 28,800 minutes of reading (80 school days)</p> 	<p>By the end of year 6: 5,760 minutes of reading (16 school days)</p> 

How to use a Read Write Inc. book

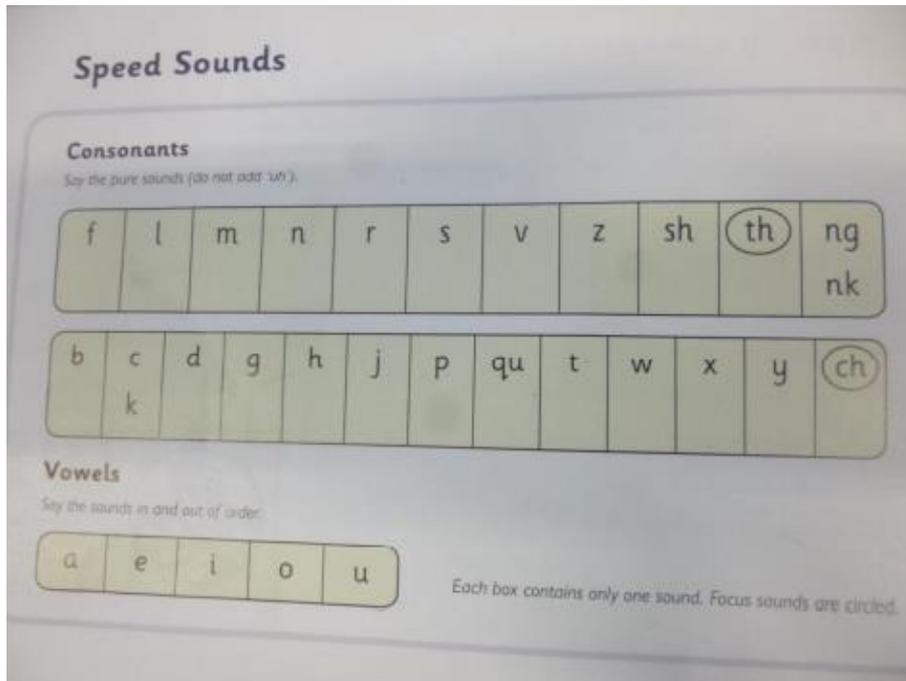


Once the children have started to 'blend' using phonics we will be sending RWI books home for children to read at home during the week. These will come home as an e-book and as a book bag book.

They are a great tool to help your child blend and segment words.



Read Write Inc. books



How to share a book.

- Ask your child to say each speed sound every time you read the book. See if they can remember the action to go with it.
- Make sure you do the vowels at the bottom!

Read Write Inc. books



Ditty 1 Pin it on

Green words

Read in Fred Talk (pure sounds).

tum pin yes not leg it

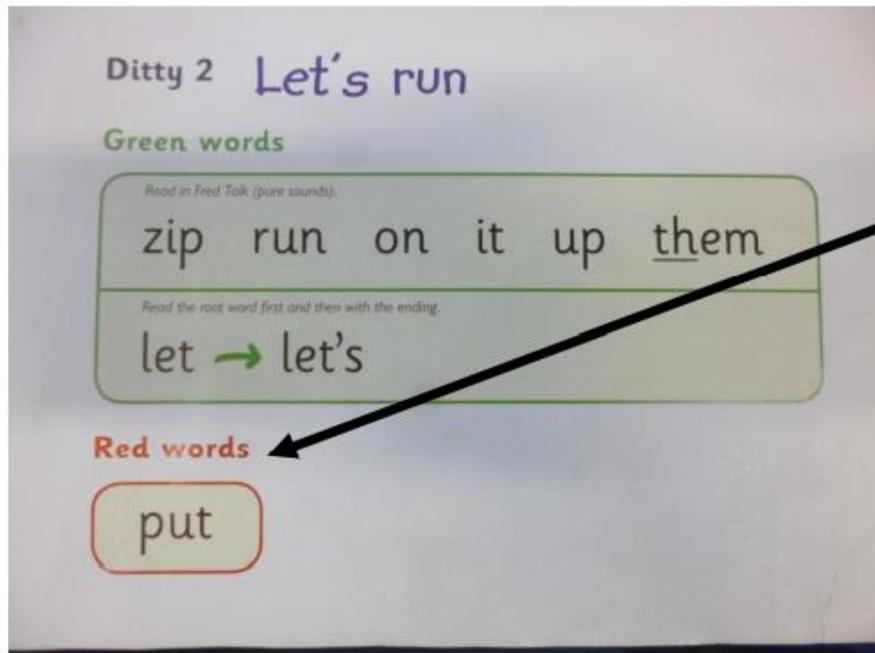
on its chin

Read the root word first and then with the ending.

that → that's

- Ask your child to try and sound out the green words before starting the story.
- This is pre-teaching your child the keywords that will appear in the text.

Read Write Inc. books



- As the stories progress red words will appear. These are practised as sight words as they are not decodable.
- Get your child to spot the red words in the text-they love it!



Vocabulary and punctuation

Vocabulary check

Discuss the meaning (as used in the story) after the children have read each word.

	definition:
sighing	breathing out loudly
flashing	showing
wicked	nasty

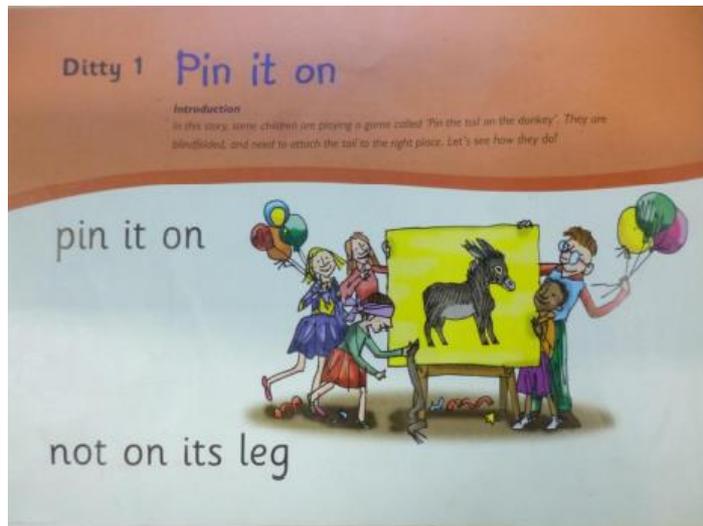
As the books progress a 'vocabulary check' appears. It is important to read through the words and their meanings, pre teaching any tricky words the children may not understand before embarking on reading.

Following the vocabulary there is a 'punctuation note'. Again, this is to pre teach the children what the squiggles and lines mean when we are reading and how these influence our expression and voice choice.

Punctuation to note in this story:

Tonight Well Night	Capital letters that start sentences
.	Full stop at the end of each sentence
!	Exclamation mark used to show anger
•	Bullets points for a list

Read Write Inc. books

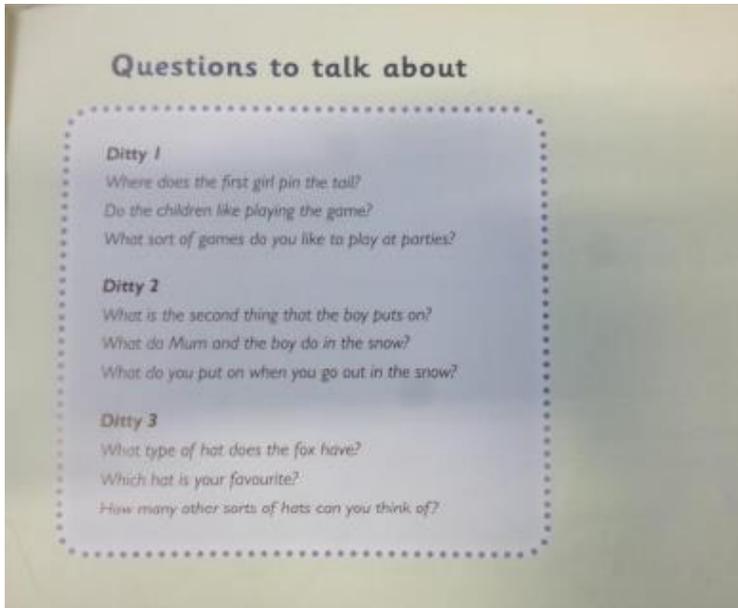


Make sure your child sounds out the title of the story before beginning.

Read the introduction to them to start the story.

Please allow your child to sound out the words rather than you reading the story to them

Read Write Inc. books



It is **vitaly** important that your child reads and rereads the same book developing fluency, expression and comprehension the aim is for your child to read the text 95% fluently.

Once you have finished the story, perhaps for the second or third time, please refer to the question page where you will find comprehension questions to ask your child about the story.

Read Write Inc. books



Speed words Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

fright	my	high	what	get
right	light	not	tick	night
off	might	need	cobweb	dress
black	hat	cat	just	big

The final stage of each read is going over the 'Speedy words'. The children practise reading the words across the rows, down the column and in and out of order clearly and quickly.

Read Write Inc – My Reading and Writing Kits

Pack 1 - Introduces children to phonics and supports their first steps in learning to read and write.

Pack 2 - Helps children to blend sounds into words and practise writing simple words.

Pack 3 - Helps children to read longer sentences and stories and practise writing a growing range of words.



Read Write Inc. Phonics: a guide for parents

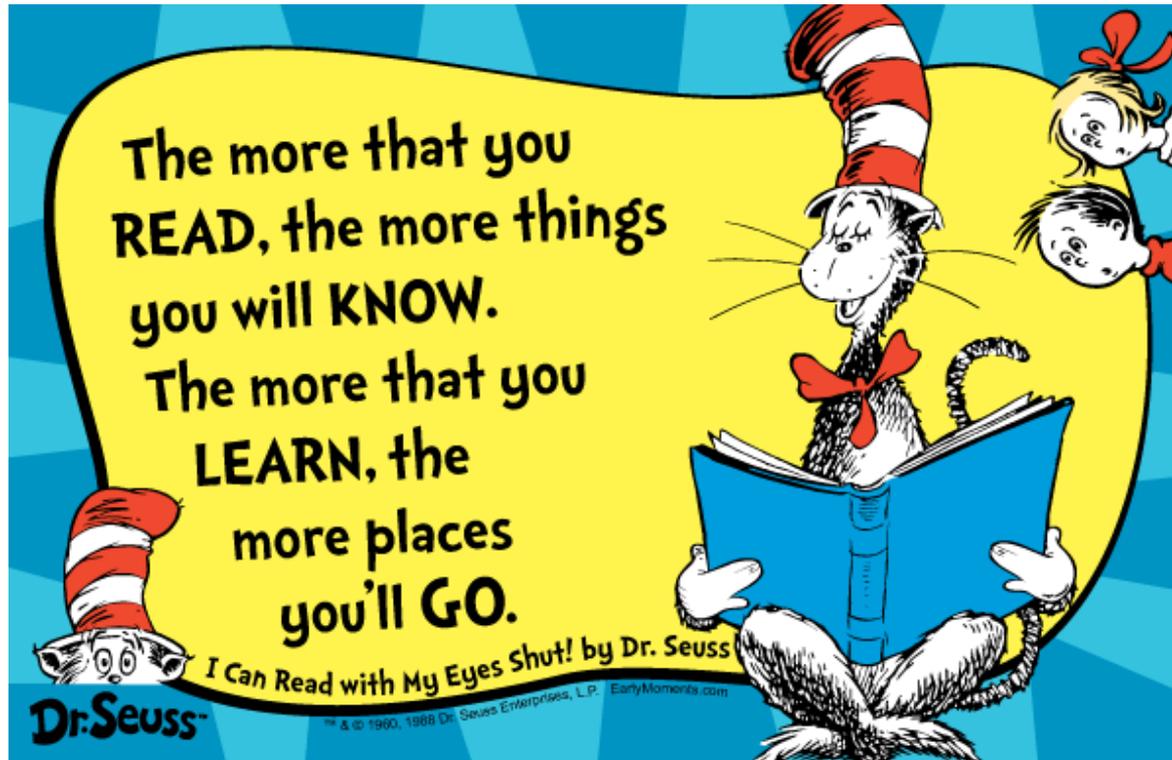


[Right click below for a hyperlink to the Oxford Owl website page, which offers helpful advice and videos for parents.](#)

- [Parent guide to Read Write Inc. Phonics - Oxford Owl](#)



Happy Reading!



Questions?

