

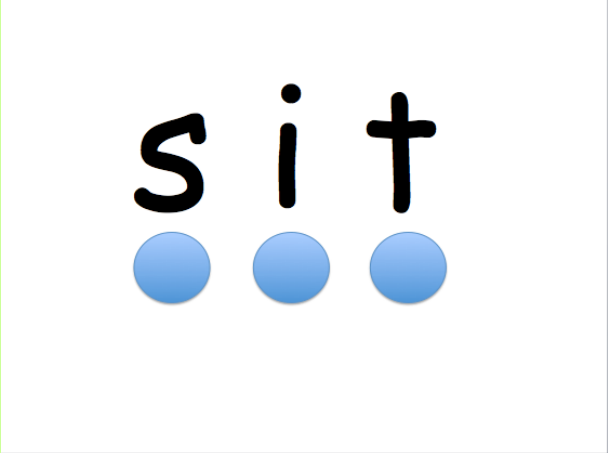


Reception Reading Meeting

September 2018

Phonics

Daily structured lessons - teaching recognition, articulation, blending and segmenting of the sounds in words. Using the **Letters and Sounds** scheme alongside the **Jolly Phonics** actions. Children are taught the phonics skills to enable them to become confident readers and writers.



s i t

Letters and Sounds

- Divided into 6 Phases with each phase building on the skills and knowledge of previous learning.
- **Phase 1** (begins at home and in Nursery)

speaking and listening skills

awareness of sounds in the environment

tones of voice

rhythm and rhyme



These are all key to the acquisition of reading skills.

In Reception

- Phase 2 and 3 and Phase 4 towards the end of the year.
- We teach the individual sounds (phonemes) and how they are represented (grapheme).

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

What is a phoneme?

The smallest unit of sound in a word.

- **h**op and **t**op differ by 1 phoneme.
- **sh**op and **h**op also differ by 1 phoneme
- **tor**ch consists of 3 phonemes

Phonemes

Each letter has a **name**, a **phoneme** (the sound it makes) and a **grapheme** (how it is written).

C

a

Articulation

It is **really** important to articulate the phonemes correctly so that they may be blended together as smoothly as possible.

c - a - t

p - i - n

- A **phoneme** may be represented by 1 letter or by several letters.

d – o – g (3 phonemes)

ch – o – p (3 phonemes)

t – r – ai – n (4 phonemes)

- A **digraph** is 2 letters that make 1 sound/phoneme

- A **trigraph** is 3 letters that make 1 sound/phoneme

- **igh**.....**high** or **air**.....**stair**

There are many ways to represent one sound! (grapheme)

ay (hay)

ai (pain)

ey (they)

a – e (same)

eigh (weigh)

- We will be teaching 3 or 4 new individual phonemes each week and each phoneme has an action to help the children learn them.
- The actions are taken from the Jolly Phonics Reading Scheme.
- [Jolly phonics songs](#)
- ***Phonics Fun*** book

The phonemes are introduced in an order which enables words to be read as early as possible. They are not introduced in alphabetical order.

s, a, t, p at, pat, sat, tap

Tricky Words

- Words which can't be sounded out. They must be learnt by sight.
i.e. **go, the, to, me.**
- We teach the 'tricky words' alongside the phonemes. One or two per week.
- Use their letter names to spell them.

Understanding the Context

- We teach children to use their phonic skills as their first strategy for reading. However, they also need to understand what they are reading about. (the contextual side of reading)
- Picture books.
- When a child brings home a new reading book, whilst decoding the words for reading, you need to encourage them to talk about what is happening in the pictures, predict what might happen next, what the characters might be thinking. Talk about the front cover, the author, illustrator and the title.

Reading in School

- Your child will be heard read in a small group or individually by the teacher or early years practitioner and the same book will be sent home for you to read again.

Reading Diaries

Each time your child reads at school, the adult will make a comment about their reading in the reading diary.

Please also leave a short comment or signature in the book when you hear them read.

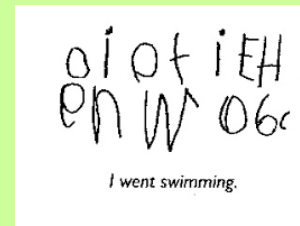
Please return the books promptly!

Tiredness

We want reading to be a fun, pleasurable experience for the children – not a chore!

- Play games – hunt the phoneme/word
- Set the children a target – maybe 2 pages per night. Quality not quantity!!
- If they are really reluctant – try the next evening.
- Keep reading to them. Bedtime stories are **WONDERFUL!**

Writing



The way the children are taught to read will affect how they begin to write. We very much encourage the children to write independently from the beginning, using their phonic knowledge they have acquired. This means that their writing will not be strictly 'standard English' !!!


- Initial and end sounds in words
- Medial sounds in words



Examples of children's writing using phonic knowledge

- dg
- airoaplayn
- hows
- sosijiz
- peepl

Letter Formation

- In our phonics sessions we teach the children how to write the phonemes by using their whole bodies – magic finger in the air, noses, feet, chin! On the floor or on each other's backs
- Sand, playdough, shaving foam, tracing.
- Lower case!!!Anna not ANNA


How you can help your child at home

- Regularly hear your child read and read to your child
- Play turn taking games
- Play memory games, such as pairs, tray of objects under a cloth (remove one)
- Retelling familiar stories in their own words or using the pictures in a book
- Play games – practising oral blending (robot talk) – ‘Eye Spy’ etc
- Counting/addition/subtraction games – put me 5 apples in the bag (when shopping). What is one more? Collect 6 green leaves and 2 yellow leaves – how many are there altogether?
- Make things fun!! Threading cheerios onto strawberry laces, tracing letters in mud/bubbles/porridge etc, number hunt around the house.

Useful Websites

- www.oxfordowl.co.uk <http://www.bbc.co.uk/bitesize>
- www.bbc.co.uk/cbeebies <http://kids.nationalgeographic.com>

• Useful Apps

- Abc Phonics
- Hairy letters Hungry Caterpillar Counting
- Funimal phonics Math aged 3-5yrs or 4-6yrs
- Forest Phonics Pirate Treasure Hunt
- Phonics Lilies Bubbles of Math

Homestudy

- Reading
- Phonics Fun Book - we will be sending home the sounds we have learnt each week. Cut and stick or draw things that begin with the focus sound.

Thank you for coming. 😊