

Mereworth Primary School

Reading workshop for

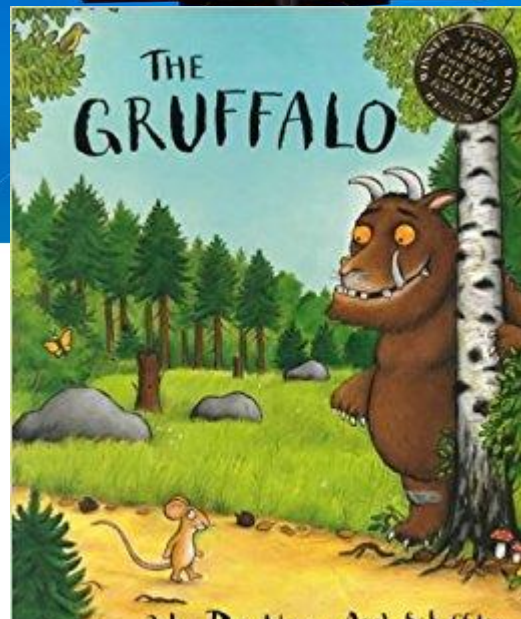
Reception class

October 2018



**Mrs. Hunter Mrs. Taylor and
Miss. Ovenell**

When children start school they already have started to recognise and read symbols and words that are in their everyday world.



The more symbols, words and pictures a child is exposed to, the more reading ready they will be when they start school.



Reading to children, even before they can understand, teaches them to associate books with love and affection.

CHILDREN'S MOVEMENT
FLORIDA

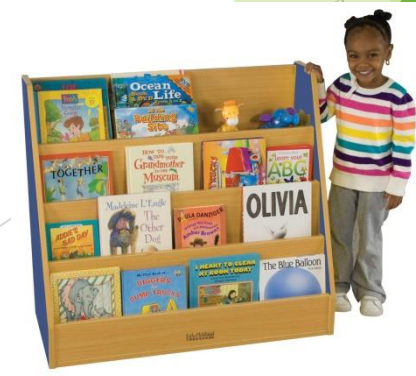
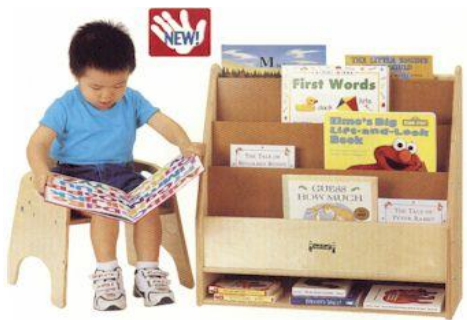


Your child's reading experience is much more than the reading book which comes home from school. Reading is happening all the time in a classroom and in the school and at home.



Parents can support this 'reading journey' through regular reading at home. Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school.

A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more likely to read above the expected level for their age.'



- ▶ The report also offers six tips for reading with your child at home, including:
- ▶ 1. Make time to read- even ten minutes a day
- ▶ 2. Choose different types of books
- ▶ 3. Take turns to read
- ▶ 4. Talk about the book- asking your child questions
- ▶ 5. Pay attention to the language
- ▶ 6. Enjoy reading
- ▶ **In order to support parents we have a sheet with questions and ideas you can talk about with your child. We will hand these out at the end.**
- ▶ **Reading books**

- ▶ <https://www.youtube.com/watch?v=wmbHkkKmT7c>
- ▶ **Please watch this you tube clip of a TA sharing a book with a reception child. Please listen to the questions and discussions.**
- ▶ **We change books three times a week. This give you time to spend the first night just talking about the front cover, pictures before you look at the text.**

Reading at school

- Phonics session daily. (20 mins)
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary

What is phonics?

- ▶ Children are taught to read by breaking down words into separate sounds. They are then taught how to blend these sounds together to read the whole word.
- ▶ Children have a 20 mins phonics lesson each day as well as other phonic games throughout the day and they are encouraged to use these strategies to read and write in other lessons.
- ▶ There are around 40 different sounds.
- ▶ *This is one reading strategy!*

A New Vocabulary!

- Phonics – the learning of letters and sounds
- Phoneme – the sound a letter makes
- Grapheme – the written letter
- Blending – running sounds together to make a word
- Segmenting – breaking a word up into its component sounds
- Tricky words – words that cannot be decoded using phonics
- cvc – c = consonant (b/c/d/f), v = vowel (a/e/ee)
- Digraph - a sound made with two letters eg. sh ai oi
- Phonetically plausible – written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij

Letters and Sounds

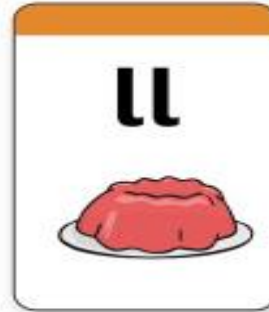
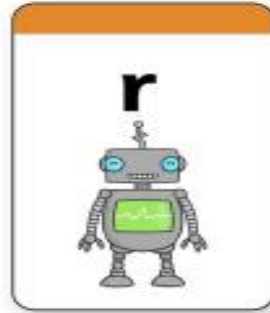
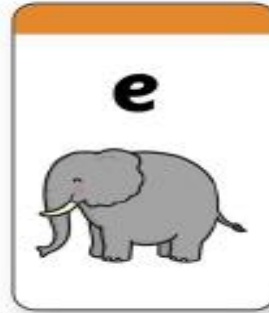
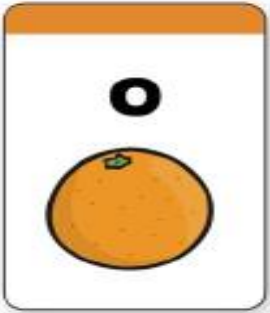
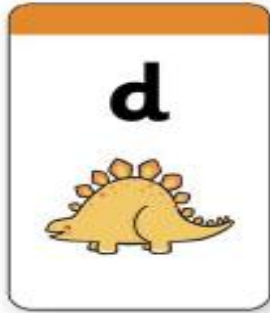
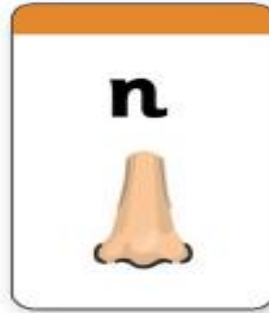
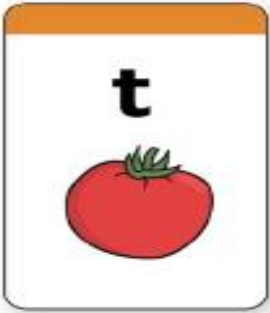
- Structured programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**

Phase 1

- ▶ All about sounds, musical, environmental, voice and body
- ▶ Aural discrimination of sounds, including letter sounds
- ▶ Blending and segmenting orally

Phase 2

- Learning specific letters and sounds
- Reading tricky words:
I go no to the
- Blending and segmenting vc and cvc words, and in captions and sentences



How does it sound?

- ▶ **No -uh unless it's 'u' !**
- ▶ Think about your mouth
- ▶ <http://www.youtube.com/watch?v=lwJx1NSineE&feature=related>

Phase 3

- All other sounds are taught, but only one representation
- Alphabet names are important to describe the sounds made by more than one letter
- More tricky words for reading
- Writing I go no to the
- Blending, segmenting, reading, writing words, captions and sentences



Phase 4

- ▶ Adjacent consonants introduced
- ▶ cvcc words – ten-t mil-k jum-p
- ▶ ccvc words – d-rum p-lop s-poon
- ▶ Ccvcc words – p-r-a-n-k

st

nest

nd

hand

mp

lamp

nt

tent

nk

ink

ft

gift

sk

tusk

lt

belt

lp

help

lf

shelf

lk

milk

pt

script

xt

text

tr

tree

dr

drawing

gr

grandpa

cr

crab

br

brush

fr

frog

bl

blackberry

fl

flag

gl

glasses

pl

plane

cl

clown

sl

sleep

sp

spade

st

starfish

tw

twins

sm

small

pr

printer

sc

scarf

sk

skunk

sn

sniff

nch

bench

scr

screw

shr

shrew

thr

thread

str

string

Phase 4
Sounds

Phase 5

- ▶ This is another big chunk of new learning and takes around a year.
- ▶ During this phase children will learn that sounds they already know can be represented in different ways and that some sounds can be pronounced in different ways.

Thank you for coming.

▶ **Any Questions**