



# Welcome to the Reading Evening

"There are many little ways to enlarge your child's world. The love of books is the best of all." ( Jackie Kennedy)



# The EYFS curriculum

There are 7 areas of learning, 1 of them being Literacy (which is now referred to as English from Years 1-6).

It is split into 2 parts:

- Writing
- Reading

Everything we teach during the course of the year is building up to reaching the Early Learning Goals in both of these areas.

The early learning goals are what every child is aiming for by the time they complete their year in Reception.

# Reading:

The children will learn to read and understand simple sentences.

They will use their phonic knowledge to decode regular words and read them aloud accurately.

They will also learn to read some common irregular words.

And finally, they will demonstrate understanding when talking about what they have read.



# Writing:

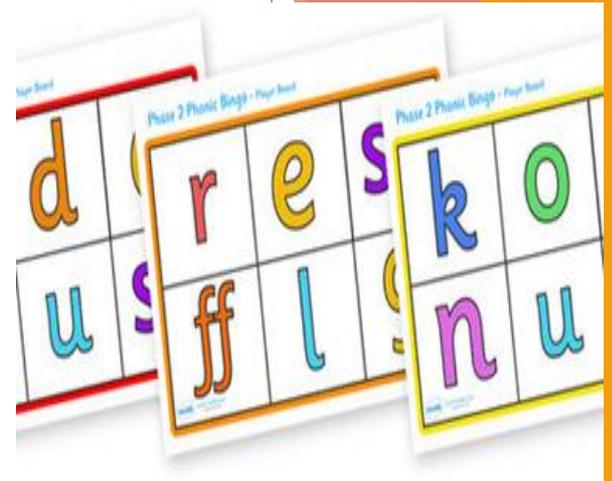
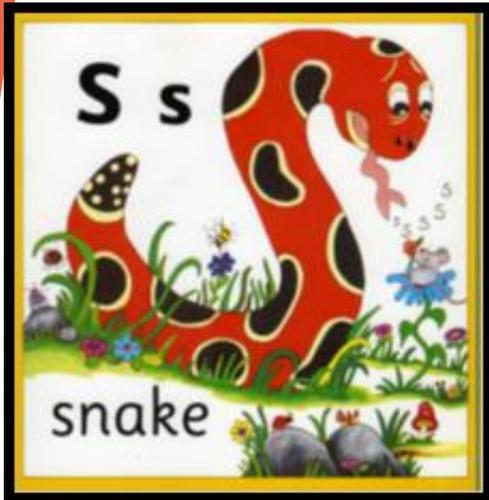
Children will learn to use their phonic knowledge to write words in ways which match their spoken sounds.

They will also write some irregular common words. (The children will know them as tricky words)

They will learn to write simple sentences which can be read by themselves and others.

Some of their words will be spelt correctly and others will be phonetically plausible.

- In order for your child to reach the early learning goals, it is our job as teachers and parents to work in partnership to make reading and writing fun and exciting!
- As teachers, we create a 'language rich environment' in the classroom through the provision we provide. We also plan detailed phonics and literacy sessions that cover all the statements in the ELG. Here are some examples of the activities :





There has been a huge shift in the past few years in how we teach reading in schools. This has had a big impact in helping many children learn to read and spell.

Phonics is recommended as the first strategy that children should be taught in school. It is backed up with other teaching methods to help children develop reading comprehensive skills and hopefully to give them a real love of reading.

# What is Phonics?



Words are made up from small units of sounds called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. We use the 'Letters and Sounds' phonics programme to teach these skills.

# The 'Letters and Sounds' programme



Is a time-limited programme of phonic work aimed at securing fluent word recognition skills for reading and writing by the end of Key Stage One.

It encourages teachers :

- to foster children's speaking and listening skills as valuable in their own right
- to plan and teach high quality phonic sessions.

The programme has 6 phases. Four of these phases are introduced in the Early Years Foundation Stage.

# The Phases

## Phase One

Phase One is introduced in Nursery and places great emphasis on high quality speaking and listening activities and firing children's imaginations through the power of rhyme, story, music and drama.

## Phase 2

The purpose of Phase Two is to teach the phoneme and grapheme for 19 letters (single letter sounds).

## Phase 3

The purpose of Phase Three is to teach another 25 phonemes, most comprising two letters.

## Phase 4

The purpose of this phase is to consolidate the children's phonic skills in reading and spelling before they move onto Phase 5 and 6 in Key stage 1.

# The phonic sessions

In Reception we have 4 sessions per week:

Revise - we practise the phonemes (letter sounds) already taught

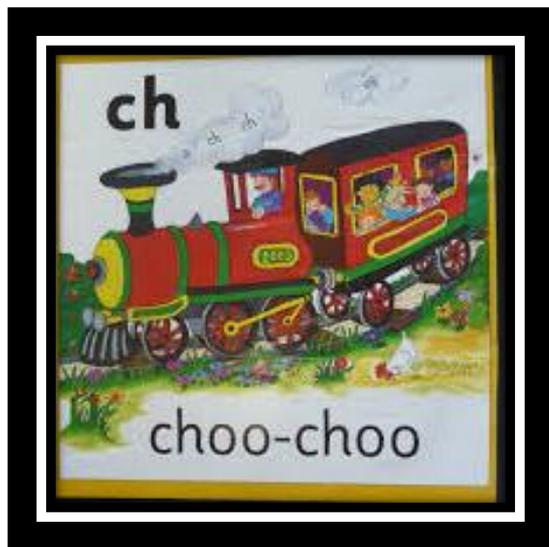
Teach - we teach a new phoneme each day

Practise – we look at reading and spelling words using the new phoneme in different ways

Apply – we use the new knowledge to attempt blending for reading and segmenting for spelling

# What is a phoneme?

These are sounds that are taught in a particular order. The first sounds to be taught are s, a, t, p, i, n. All these sounds have an action to go with it. These can be found in your child's resource pack.



# What is blending?

Children are taught to blend sounds together to read words. They say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is.

This skill is vital in learning to read. Each child reaches this stage of development at different times.

# What is segmenting?

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it. This skill is vital in being able to spell words. Each child reaches this stage of development at different times



# Some of the phonic activities we use in school daily are:

- Letter tunes & musical phonics activities
- Phonics play activities & other useful websites
- Homemade Power point activities
- Games & other table top resources
- Activities set up outdoors
- Challenges set up in other areas of the Early Years environment. (i.e. Can you find three letters in the sand tray? Try to make a word with them.)

# Cursive Writing

As a school we decided to implement cursive writing throughout the year groups as we found it has improved the children's handwriting.

In Reception we teach pre-cursive writing therefore when we introduce a new letter sound, we would form it in pre-cursive writing not print.

# Examples....

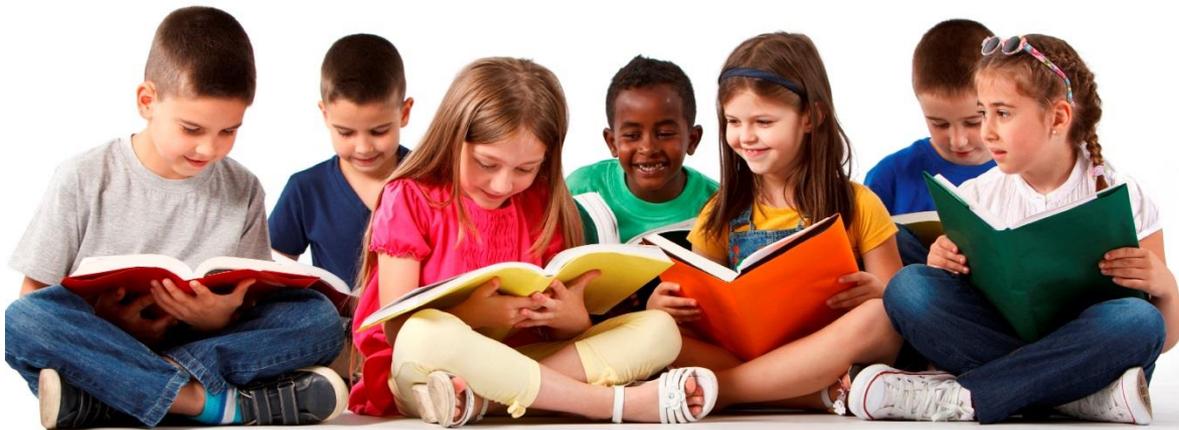
*s*      *i*      *t*      *p*

Each letter has what we call a 'lead in'. These need to be encouraged at home when homework is being completed if possible.

We do display writing in print as they need to be exposed to a variety of styles.

# You can help.

*Children are made readers on the laps of their parents.” (Emilie Buchwald)*



# How can you help?

In order for children to become able and independent readers they need to have:

- Fluency – children who can read at a comfortable speed with appropriate expression.
- Accuracy – children who can ‘decode’ words they are reading without interrupting the flow.
- Understanding – children who can follow the content of what they are reading.
- Enjoyment and confidence – children who will become lifelong readers because it is a useful and pleasurable thing to do.

# 10 top tips for reading at home

1. Do your best to stick to a ritual of no more than ten minutes reading practice, most nights a week. It doesn't always have to be with a book – it could be a game such as looking for the letter 'p' around the house, when you're shopping or going on a journey.
2. Find a quiet place away from other interruptions.
3. If your child is reluctant, suggest that you start the story off, or that you read every other page. Help your child understand that this is a joint enterprise and not a test.

# Top tips

4. Spend a few minutes discussing the blurb and front cover before you even open the book – What do you think this book is about?

5. Some children get very distracted by the pictures, so make time to talk about the pictures before they actually read the words. Talk about what might happen next, the characters and how they feel. Make links with other stories or programmes your child has enjoyed.

# Top tips

6. Help and support your child if they get stuck on any words. Do not simply tell them the words.

Encourage them to work it out by:

- Sounding out the phonemes (units of sound) and blending them together e.g. c-a-t = cat
- Using any picture clues
- Splitting a long word up into 2 or more parts
- Using the context of the sentence to work out what would sensibly fit
- Re-reading to check for meaning

# Top tips

7. Ask your child questions to check their understanding of the text e.g. What does that word mean? What was your favourite part? How do you think the character feels here? Which words show you that the character is happy? What might happen next?
8. Give your child lots of praise and encouragement.



# Top tips

9. Encourage your child to relate to the story-have they had any similar experiences to one of the characters? What happened? How did you feel?

10. Later, when your child is ready for writing, they could write a sentence about their favourite part of the story.

# Let them know you read for fun

Reading to, and with your child, is an enjoyable and positive experience.

It is also important to talk about the things you read – books, newspapers, instructions, recipes, shopping lists, signs, birthday cards, text messages, etc.

This demonstrates that reading is a useful, meaningful activity which helps them to understand that print carries meaning.

Ensure your child knows you value reading - let them see you reading too.

# Share Reading

Even when your child becomes an independent reader, sharing bedtime stories will enable your child to enjoy literature, extend their vocabulary and comprehension of stories. It is also an enjoyable experience for both parents and children alike. Often these shared stories are memories that children carry with them for life. The more stories and books your child hears, the more they will want to read.

## The local library

Encourage your child to join the local library to widen their choice of books.

# Home Activity Bag

Your child will be given a 'Home activity bag' which they will take home each week on a Friday with activities for them to complete with you. This will be given out at the end of next week.

Each week the bag will contain:

- \*A phonics activity sheet with the phonemes the children have learnt that week
- \*A maths challenge
- \*Either a reading book, word cards, sentence cards or some form of phonics game depending on what stage your child is at.
- \*A diary to record your comments

It is important that you write a comment in the diary as to how your child found the activities as it helps the staff to decide what your child needs next.

The bags will then be collected back in on a Wednesday.

Teaching children to read is one of the main reasons I became a teacher. The moment a child realises they can read the words on a page is a very special one. One I am sure you all want to share with your child.

Hopefully, tonight has given some useful information and tips as to how you can help them achieve this goal in a fun and enjoyable way.

# Thank you

Thank you for coming tonight and now we can go into the Reception classrooms to look at some of the reading and phonics resources we use.

This will also be any opportunity to ask any questions you may have to the early years staff.