

Reception Reading Quick Start Meeting



A love of reading is
the biggest indicator
of future academic
success.

OECD (The Organisation for
Economic Co-operation and
Development)

Love of Reading!

What reading looks like in Reception

- Whole Class Reading sessions
- Drop Everything and Read sessions
- Reading Areas – reading buddies, voting blocks, multiple copies of texts
- Love of Reading sessions
- Reading spines
- Class Novels
- 1:1 Reading with an adult

Phonics

- We follow the Little Wandle – My Letters and Sounds Revised Framework

Foundations for phonics contributes to the provision for the Communication and Language and Literacy (DfE 2022) and is used alongside a language rich curriculum.

Activities that develop focussed listening and attention

- Oral segmenting is the process of breaking words down into phonemes (smallest unit of sound)
- Oral blending is the process of saying these sounds then blending them together into a word.
- Daily Nursery activity – helps children ‘tune into’ sounds and are ready to start Phase 2 in Reception. Oral blending and segmenting will continue into Phase 2 and beyond.

Tuning into Sounds – enables children to begin to distinguish the initial sound in words.



Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment



Teaching order

Phase 2 grapheme information sheet

Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
s s		Show your teeth and let the s hiss out s s s s s	Draw the snake from head to tail
a a		Open your mouth wide and make the a sound as the ant goes a a a	Around the ant's head and down into space
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	Draw the tiger and across its teeth
p p		Bring your lips together, push them apart and say p p p	Draw the penguin's back, up and around its head
i i		Put your lips back and make the i sound as the iggy goes i i i	
n n		Open your lips a bit, put your tongue behind your teeth and make the n n n n n sound	
m m		Put your lips together and make the m m m m m sound	

Autumn 1

Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
d d		Put your tongue to the top and front of your mouth and make a quick d d d d d sound	
g g		Show me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g g g g g sound	Around the goat's jaw and curl under its chin
o o		Make your mouth into a round shape and say o o o	All around the octopus
c c		Open your mouth into a little smile, make your tongue (the end) move it up towards the top of your mouth to say c c c	Curl around the cat
k k		Open your mouth into a little smile, make your tongue (the end) move it up towards the top of your mouth to say k k k	Draw the kite, up to the top corner and down to the bottom corner
ck ck		Open your mouth into a little smile, make your tongue (the end) move it up towards the top of your mouth to say c c c	a Curl around the head of the cock b Draw the neck, up and back down to the tail c Catchphrase: Cock the neck!
e e		Open your mouth wide and say e e e	Around the elephant's eye and out down its trunk

Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
u u		Open your mouth wide and say u u u	Draw and around the umbrella and back to the ground
r r		Show me your teeth to make a r sound r r r r r	From the cloud to the ground and over the rainbow
h h		Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
b b		Put your lips together and say b b b	Draw the bear's back, up and around its tummy
f f		Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound f f f	Draw the fairy's wings to its feet and across its wings
l l		Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press l l l l l	

Phase 2 grapheme information

Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
j j		Put your tongue to the top and front of your mouth and make a j j j j j sound	Draw the jellyfish and dot its head
v v		Put your teeth against your bottom lip and make a v v v v v sound	Draw to the bottom of the volcano and back up to the top
w w		Put your lips together and say w w w w w	Draw and up and down and up the waves
x x		Mouth open, then push the whole mouth through to give a x x x x x sound	From the top, across the box to the bottom, then the top again, across the box to the bottom
y y		Slide tongue to the top of your mouth, say y y y y y without opening your mouth	Down, around the yo-yo and curl around the string
z z		Show me your teeth and buzz the z z z z z sound	Across the top of the zebra's head, along down its neck and along

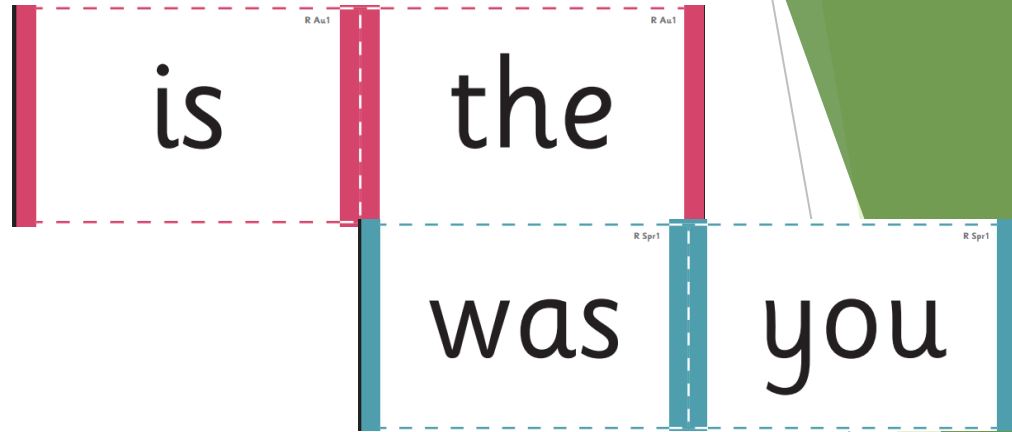
Grapheme and mnemonic	Picture used	Pronunciation phrase	Formation phrase
qu qu		Put your mouth, then open it as you say qu qu qu	qu Quick, it's the queen!
ch ch		Put your lips and show your teeth, say ch ch ch ch ch	ch Draw the cherry, children
sh sh		Put your lips and show your teeth, push the air out sh sh sh sh sh	sh Draw the shell
th th		Put your tongue to the top and front of your mouth and make a th th th th th sound	th Think up, we're heading for...
ng ng		Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Biting on a ring
nk nk		Open your mouth a bit and then use your tongue at the back of your mouth to say nk nk nk	nk I think I am pink

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai		Open your mouth wide and say ai ai ai	oo		Pucker your lips and keep them small as you say oo oo oo
ee		Smile with your lips apart and say ee ee ee	oo		Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh		Open your mouth in a relaxed way and say igh igh igh	ar		Open your mouth wide, push your tongue down and say ar ar ar
oa		Make an 'o' with your mouth and say oa oa oa	or		Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur		Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear		Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow		Open your mouth wide then move your lips together as you say ow ow ow	air		Open your mouth wide, push your tongue down as you say air air air
oi		Make an 'o' with your mouth then move your lips out as you say oi oi oi	er		Open your mouth in a relaxed way, push your tongue down and say ur ur ur

Little Wandle

- Tricky Words
- Phonemes and graphemes
- Correct pronunciation



Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		
 a	 e	 i	 o	 u				
 ai	 ee	 igh	 oa	 oo	 oo	 ar		
 or	 ur	 er	 ow	 oi	 ear	 air		

We use assessment to match the child to the right level of book

The summative assessments help us to keep track of the children's progress. We use this information to inform next steps for teaching and identify pupils for Daily Keep-up sessions. We also use this information to ensure that each child is reading a book appropriate to their level.

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



How do we teach reading in books?

Reading practice sessions are:

- > timetabled three times a week
- > taught by a trained teacher/teaching assistant
- > taught in small groups of up to 6 children

This means that your child should by the end of Reception:

- > Know all the sounds and tricky words in their phonics book well
- > Read many of the words by silent blending (in their head)
- > Only need to stop and sound out about 20% of the words by the time they bring the book home - but they should be able to do this on their own



What to Avoid:

- ▶ Asking children to guess words from the context or pictures, reading whole words or use of any other strategy to guess words.
- ▶ Teaching letter names (including singing alphabet songs). This is not helpful to children at this stage; it causes confusion. Letter names will be taught in Reception at an appropriate point, once digraphs have been introduced.
- ▶ Inaccurate enunciation of pure sounds (see the download 'How to say the Phase 2 sounds'). There are also three videos which show you how to pronounce the sounds in the 'For parents' area of the website. These are organised by the term that children will learn them in Reception: Autumn 1, Autumn 2 and Spring 1.

How to Help at Home

- ▶ Regular opportunities to share a book with your child e.g. bedtime story, quiet time etc.
- ▶ Model reading e.g. holding the book the correct way up, pointing to text as you read it, pointing out the front/back cover etc. discussing what is happening in the pictures before reading the text.
- ▶ Singing nursery rhymes
- ▶ Discussing text in the environment e.g. shopping list, signs, symbols, logos etc. Model reading them to your child.
- ▶ Visit the library and encourage your child to choose their own books.

Reading a book and chatting had a positive impact a year later on children's ability to...

- > understand words and sentences
- > use a wide range of vocabulary
- > develop listening and comprehension skills

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Nursery Rhymes

- ▶ Singing a range of nursery rhymes and action rhymes must be part of the daily routine
- ▶ Children need to experience a rich repertoire of nursery rhymes and action rhymes that include multi-sensory experiences, such as action rhymes in which children have to add claps, knee pats or foot stamps, or move in a particular way
- ▶ They need to build a stock of rhymes through hearing them in different contexts. To share nursery rhymes and action rhymes in an effective way:
 - ▶ Use a wide range of nursery rhymes and action rhymes
 - ▶ Repeat these often, so that children learn the words and actions for themselves
 - ▶ Use actions and clapping
 - ▶ Use different voices and sound effects