



Clifford Bridge
Academy



Reception Parents - Reading Meeting



Learning in the Foundation Stage

The Prime Areas of Learning			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design



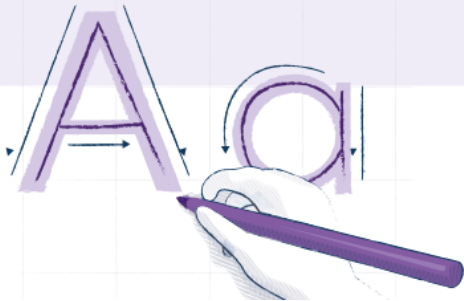
Development Matters - Reading

Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.



Examples of how to support this:

Help children to read the sounds speedily. This will make sound-blending easier.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

Children in reception will be learning to:

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Examples of how to support this:

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Make the books available for children to share at school and at home.

Avoid asking children to read books at home they cannot yet read.

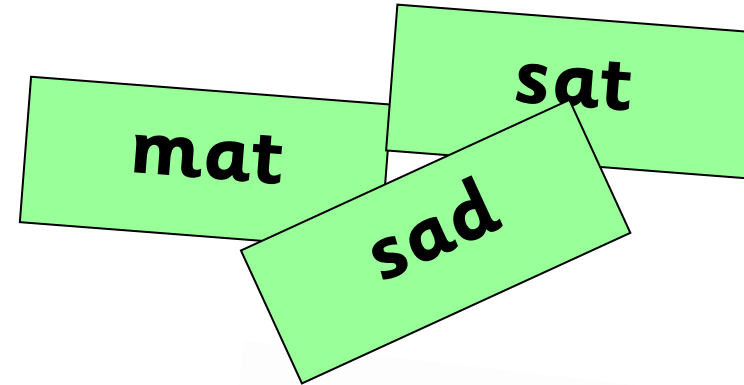


Early Learning Goals

Literacy
Comprehension
<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Systematic Approach



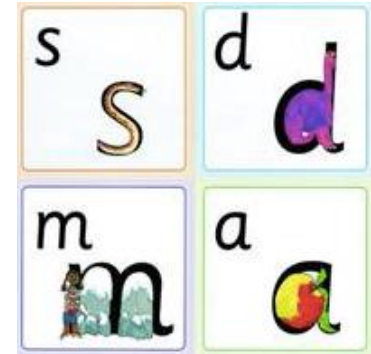


What is
systematic
phonics?



A bit of technical knowledge...

- Phonics are the sounds in our language.
- 44 sounds
- Over 150+ graphemes
- One of the most complex alphabetic codes in the world.
- **Pure sounds**
Remember no 'fuh' and 'luh'!





How does it work?

Children:

- Learn 44 sounds and matching letters.
- Learn to blend sounds to read words.
- Read lots of specially written books.

This is **decoding**.





How does it work?

Children:

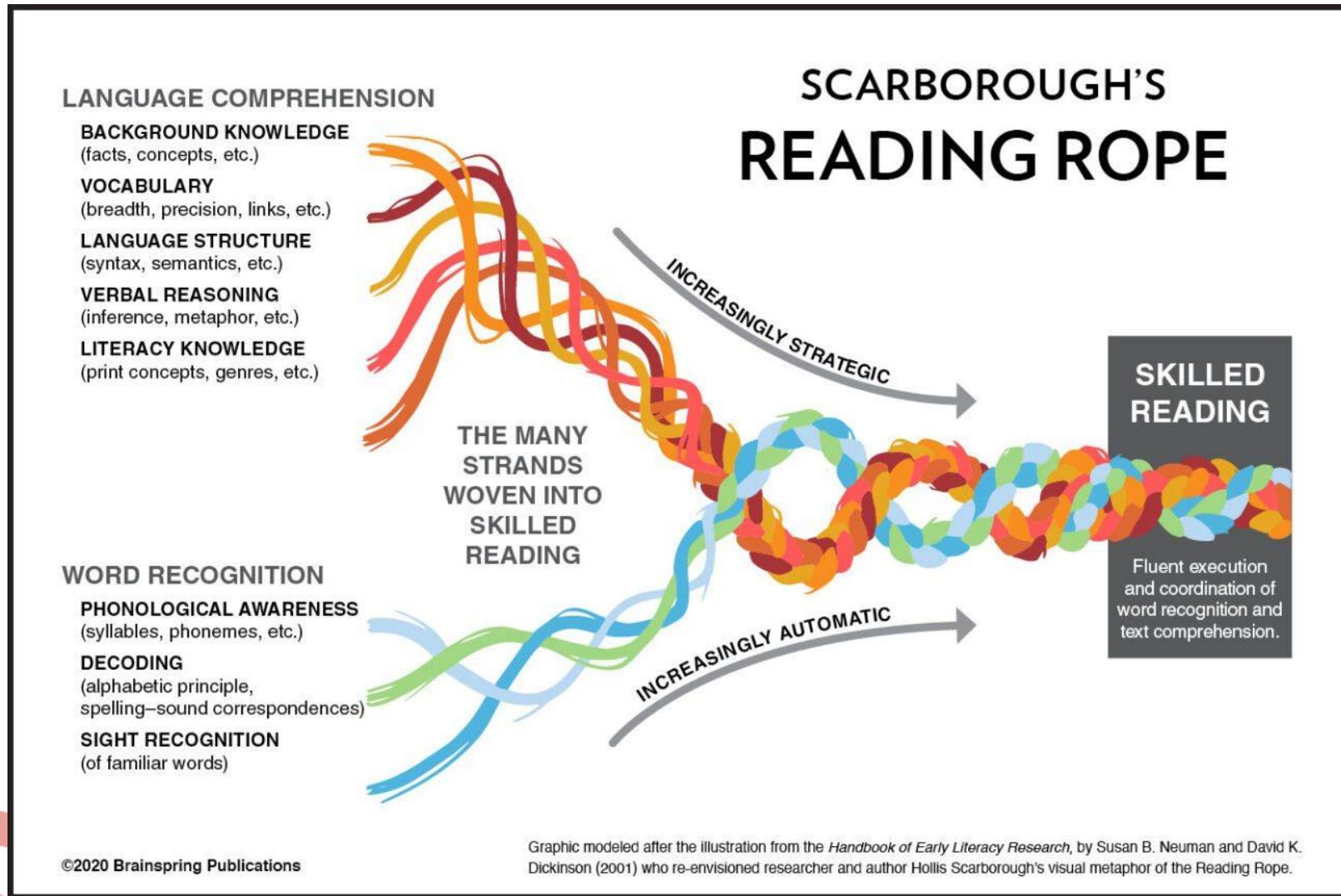
- *Talk a lot* about what they have read to show they understand.
- *Listen to and discuss* other ideas to deepen understanding.

This is **comprehending**.





The Reading Rope





How do we
teach
decoding?



Simple Speed Sounds

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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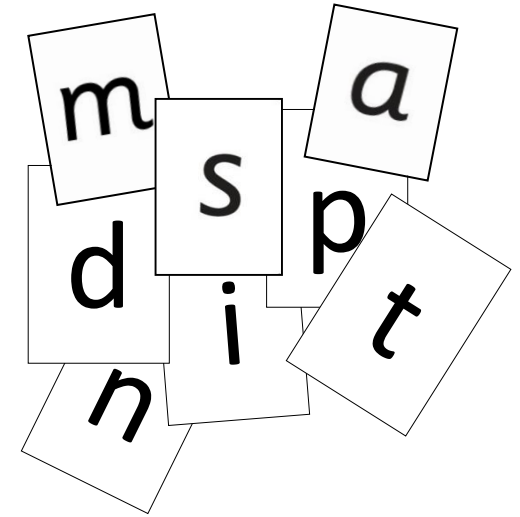
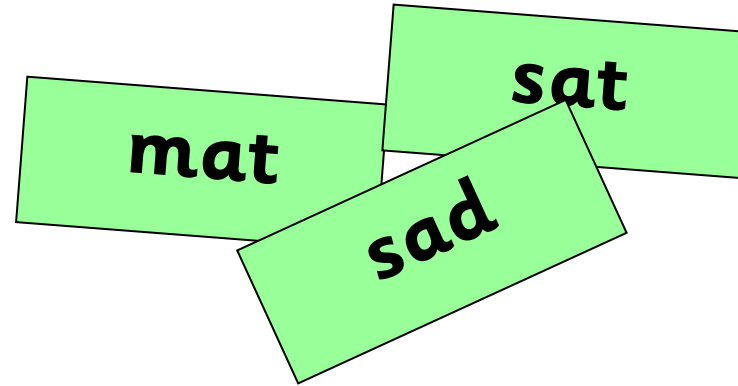
Blending using Fred Talk

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c_a_t." Not **cat**.

We call this *Fred Talk*.



Parent tutorial

Preparing to teach reading
Fred Games

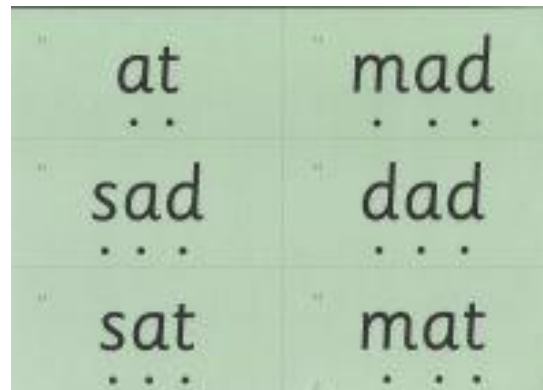
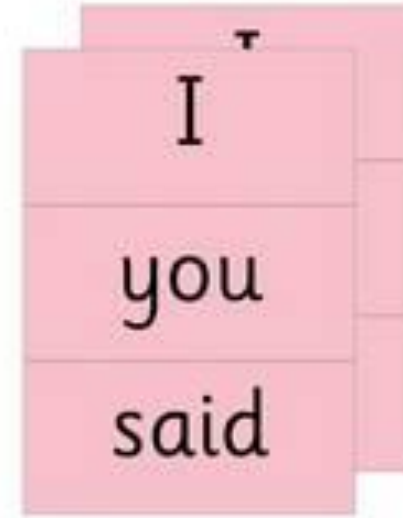


As your child grows in confidence...





Storybooks





What should
my child read
at home?

Reading Books and Picture Books (Reading for pleasure books)





How can I help
at home?

Read stories with your child-RELENTLESSLY!



If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.

If a child is read to 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.

If a child is read to 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.

If a child is read to daily, they will have heard approximately 296,660 words by the time they are 5 years old.

If a child is read 5 books a day, they will have heard approximately 1,483,300 words by the time they are 5 years old.

Exposure to vocabulary is good for all children. Please read them a book today!



Read stories with your child-RELENTLESSLY!

- Read favourite stories to your child **over and over** again.
- Read some stories at a **higher level than they can read themselves.**
- Listen to them reading their **home reading books.**
- Ask lots of questions and share opinions



**“You’re never
too old, too wacky, too wild,
to pick up a book and
read to a child.”**

-Dr. Seuss

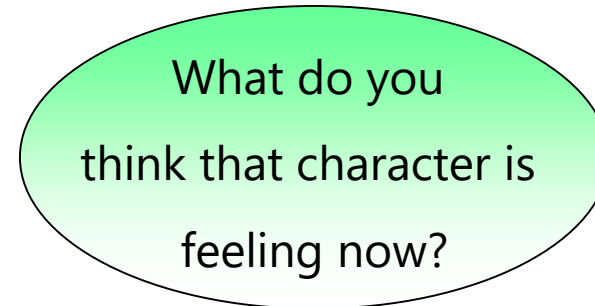
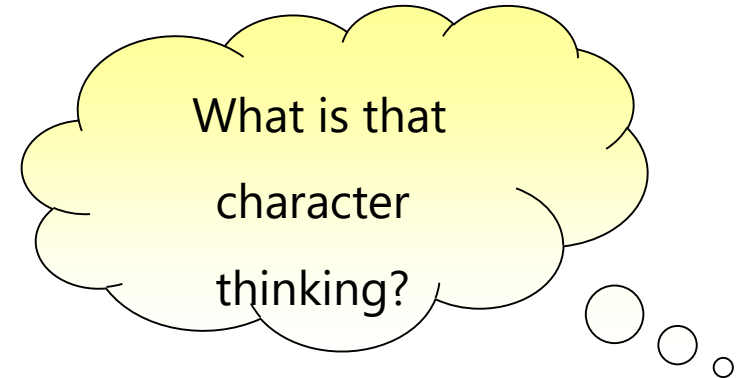
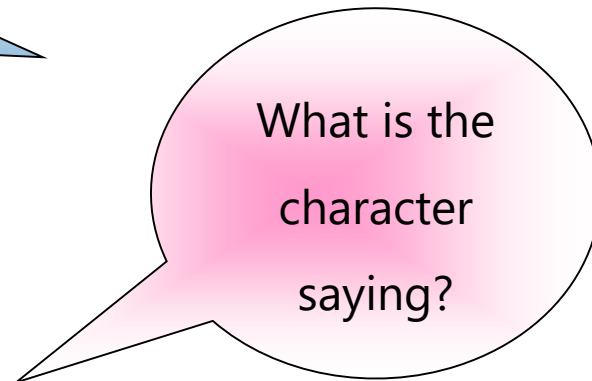


Questions

- Asking lots of questions!
- Use these prompts to help you:



What do you think happens next?





Talking

- **Talk** to your child as much as possible and 'feed' them new and ambitious vocabulary.

"Let's **eat** our lunch now."

"Let's **munch** our lunch now."

"Let's **scoff** our lunch now."

"Let's **devour** our lunch now!"





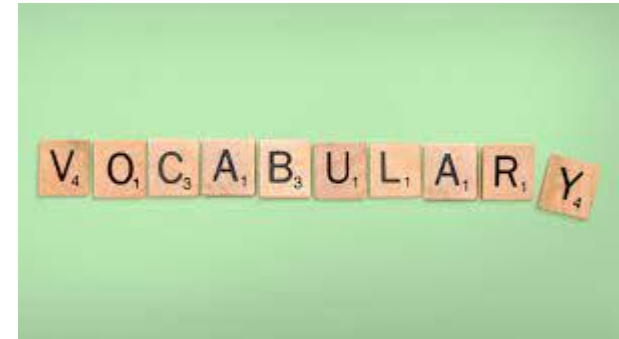
Vocabulary

- Enrich conversations through description:

"Look at that rain. It looks like little diamonds sparkling on the window pane!"

- Have fun with words and language.

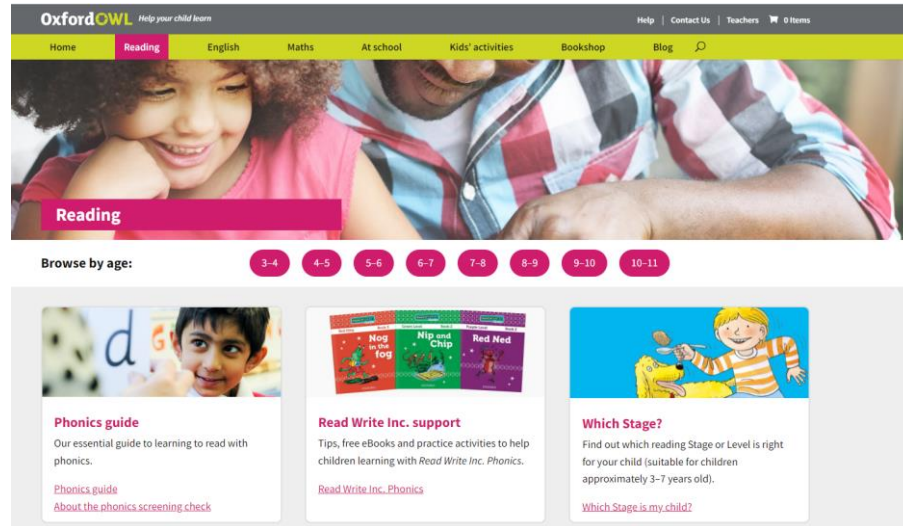
"I'm as hot as a spud in a cooking pot!"



- Praise your child for using new words or interesting phrases



Recommended Websites

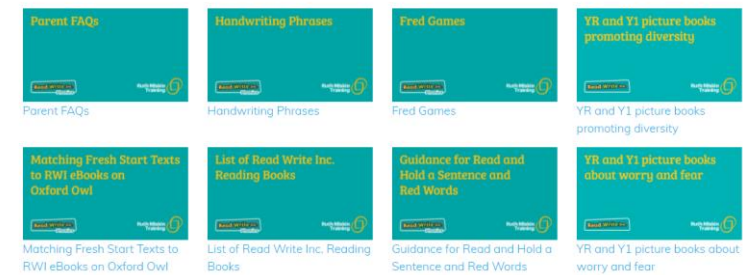


<https://home.oxfordowl.co.uk/reading/>

Parents - Ruth Miskin Literacy



Home reading guidance documents



Any Questions?





And finally.....can you help us please?

- Fundraising
- Match funding



UK Companies currently running Match Funding schemes

Logos of various UK companies including: Alliance Leicester, British Gas, Ford, Kingfisher, O2, Peugeot, RBS Group, Stagecoach, Argos, BT, gsk, Legal & General, Lloyds Banking Group, Philips, RSA, Sun Life Financial, Carlsberg Group, GlaxoSmithKline, Littlewoods, Royal London, Tesco, Arla, ASDA, Co-op, Santander, Thames Water, Unilever, Barclays, DHL, HSBC, IBM, National Grid, P&G, Shell, Vodafone, Woolwich, Boots, Dixons, Jif, M&S, Microsoft, Procter & Gamble, Siemens Healthcare, First, Kellogg's, Morrisons, Norwich Union, Rolls Royce, and Sky.