

An illustration of a treehouse built inside a large tree. A boy with dark hair, wearing a blue shirt and black pants, is sitting on a branch on the left, reading a red book. A girl with dark hair, wearing a pink shirt and blue pants, is sitting on a branch on the right, reading an orange book. The treehouse has a wooden structure with a window and a door. The background is a light blue sky with white clouds and green foliage.

St Bernadette's Reception Reading Workshop 11th October 2022

THERE ARE MANY LITTLE WAYS TO
ENLARGE YOUR CHILD'S WORLD.

LOVE OF BOOKS
IS THE BEST OF ALL.

- JACQUELINE KENNEDY

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021




Skilled word reading

Literacy

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

2 dimensions:
language
comprehension &
word 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 for example, big, stamp.

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

Provide opportunities for children to read words containing familiar 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:

Examples of how to support this:

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

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

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

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.

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

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.

Form lower-case and capital letters correctly.

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.

Spell words by identifying the sounds and then writing the sound with letter/s.

Show children how to touch each finger as they say each sound.

For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

 Children in reception will be learning to:

Examples of how to support this:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Re-read what they have written to check that it makes sense.

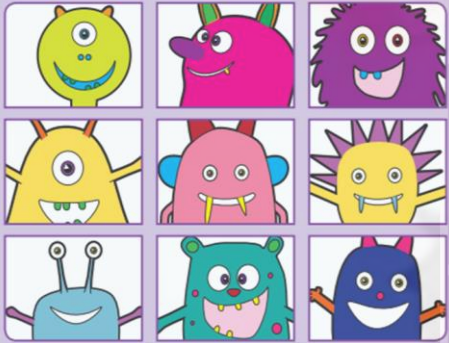
Model how you read and re-read your own writing to check it makes sense.

By the end of Reception children will be secure in Phase 3 phonics and be able to read and write words with these sounds. We will be working on Phase 4.

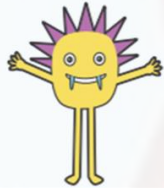
Key stage 1

Phonics screening check

Pupils' materials



sut



yad



dop



uct



brend



throstr



stret



spraw



2019

Phonics

Screening check: answer sheet

First name

Last name

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
sut				vaw			
yad				meast			
dop				waib			
uct				zome			
meck				brend			
shig				throstr			
joil				stret			
chort				spraw			
blem				few			
drell				fried			
fusp				beak			
quisk				cute			
shop				crust			
yell				trails			
peel				strip			
check				scraps			
plug				label			
sweep				vanish			
soft				blossom			
yards				thankful			

Total correct



Sounds~Write® A guide for parents of children in reception

What can you do to help your child learn to read?

Over the following weeks, we will be introducing these sounds in the following order:

Unit 1: a, i, m, s, t

Unit 2: n, o, p

Unit 3: b, c, g, h

Unit 4: d, f, v, e

Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss

Every week or so, we will begin a new unit and build the new sounds into what we have already introduced.

We will always be talking about sounds not letters, and you can help most effectively by not using letter names, only sounds.

If you are not sure which sounds we are teaching, simply refer to the key on the back of this leaflet.

What are we trying to teach?

We want the children to learn that letters are spellings for sounds, so that when they see the spellings < m > < a > < t >, they say and hear /m/ /a/ /t/, 'mat'.

To begin with, we shall be working only with 2- and 3-sound words. Your child needs to say the sounds and **listen** to hear what the word is. For this reason, sounds need to be said very precisely. For example, when we see the spelling <m>, we say /m/ and no some sounds are more difficult to say of an 'uh', but, with practice, it can be said. When a child has said all the sounds in a word, ask them to **write** the word on small chalk board.

Playing games with the sounds in words and will help your child to understand words are made up of sounds and the sounds in words apart: 'cat' can be said as /t/; and we can put these sounds back to form recognisable words: thus, /c/ /a/ /t/ Names often make useful example words: /j/ /a/ /k/ and 'Emily' would be /ee/. If you are not sure, just read the words out loud and say the sounds in the word

Key to alphabetic code knowledge:

Unit 1: a, i, m, s, t

/a/ as in 'cat', /i/ as in 'pin', /m/ as in 'map',
/s/ as in 'sip' and /t/ as in 'ten'

Unit 2: n, o, p

/n/ as in 'not', /o/ as in 'pop', and /p/ as in 'pen'

Unit 3: b, c, g, h

/b/ as in 'big', /c/ as in 'cup', /g/ as in 'get',
and /h/ as in 'hen'

Unit 4: d, f, v, e

/d/ as in 'dog', /f/ as in 'fun', /v/ as in 'vet',
and /e/ as in 'leg'

Unit 5: k, l, r, u

/k/ as in 'kit', /l/ as in 'leg', /r/ as in 'run', and /u/
as in 'bun'

Unit 6: j, w, z

/j/ as in 'jug', /w/ as in 'wig', and /z/ as in 'zip'

Unit 7: x, y, ff, ll, ss

The letter X represents two sounds /k/s/ or /g/z/
(depending on the word and/or the speaker's accent), so



/k/s/ as in 'fox'; /y/ as in 'yes'. The double consonants <ff>, <ll> and <ss>, represent the sounds /f/, /l/ as in 'fill', and /s/ as in 'miss'.

When you are reading a reading book with your child, do all the things you would normally do, such as talking about the story, discussing the characters, predicting what is going to happen next, and so on. But, whenever you come to a two- or three-sound word which has in it the sounds your child has already come across, ask them to have a go by **saying the sounds and listening** for the word.

If you do this, you will find that your child will quickly move on to more complex words, such as words with four and five sounds, such as 'lamp' and 'crisp'.

After your child has tackled three-sound words, their teacher will be moving on to words with four and five sounds and, again, you can best support your child by giving them as much practice as you can.

If you have any questions about what you should be doing, or you meet any unexpected difficulties, just ask your child's teacher. Good luck and enjoy working together with your child.

©Sounds~Write®



Can you learn how to read and write your keywords?



Keywords						Tricky Words
a	as	at				I
is	it	an	in	and	dad	the
got	on	not	can			to
get	up	put	mum			no
his	him	had				go
back	big	but				into
if	of	off				



the	no
to	go
I	into

Sam, Tam, Tim



Story by Tamar Reis-Frankfort and Wendy Tweedie
Illustrated by Clair Baker

1a 1b
1c 1d

How to use this book

Read Dandelion Launchers in the numbered sequence to ensure structured progression.

Before reading this book, the reader needs to know the sounds listed below.

Encourage the reader to say the sounds in the word and blend the sounds together.
e.g. 'c' 'a' 't' -----> 'cat'

Use pure sounds. These are the sounds of consonants without the added "uh" sound.
e.g. 'c' 'a' 't' not 'cuh' 'a' 'tuh'.

In units 1-6, one sound is represented by one letter.

Sight words are high-frequency words that cannot be decoded (sounded out) at this stage. Offer these words if the child cannot read them.



Sounds in this book: a, i, m, s, t



Level: CVC

(C = consonant sound and V = vowel sound)

Game page

On the next page is a game for two to help you practise the sounds in this book.

Photocopy the page twice and cut up one page to make sound cards.

Cut the other page in half to make two base cards. Place the sound cards face down on the table.

Take turns to pick up a card.

Say the sound.

Place the matching sound card on your base card. If you cannot match the sound card on your base card, put it back face down with the other cards.

The winner is the first one to fill their base card!



s	t	a
a	m	i

m	a	t
i	s	m

Sam, Tam, Tim



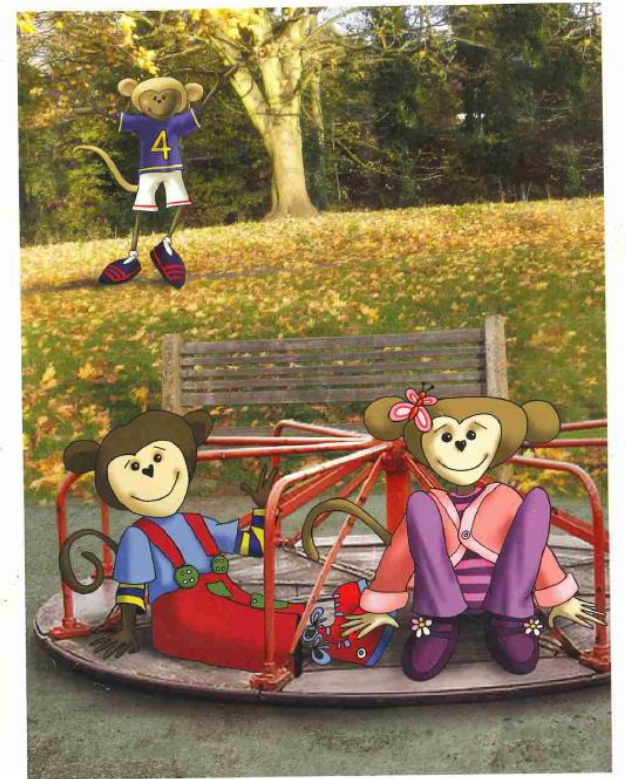
Sam, Tam, Tim



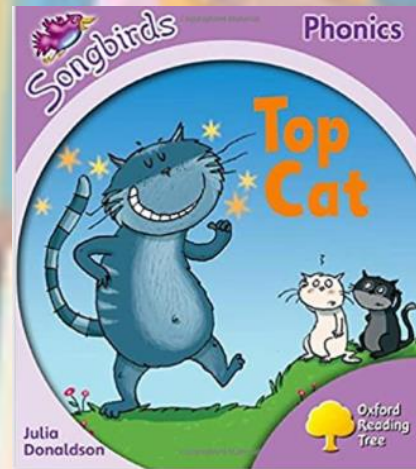
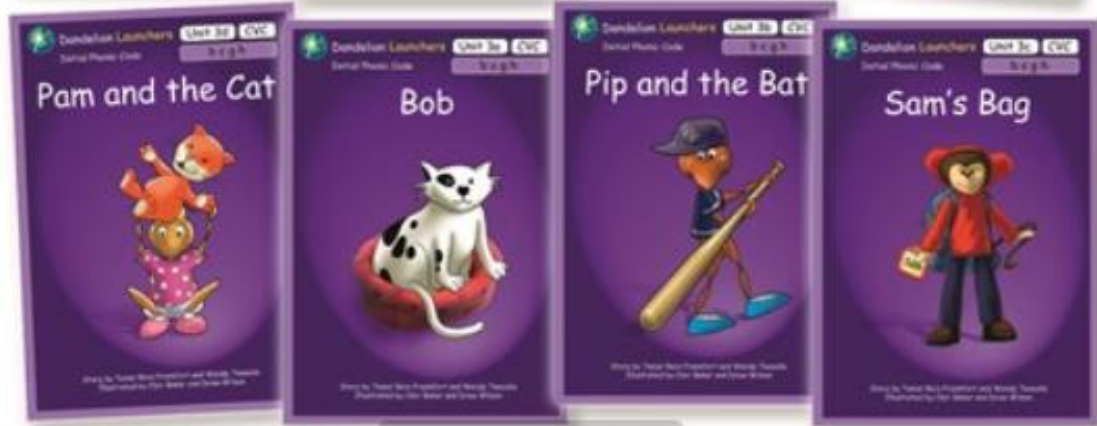
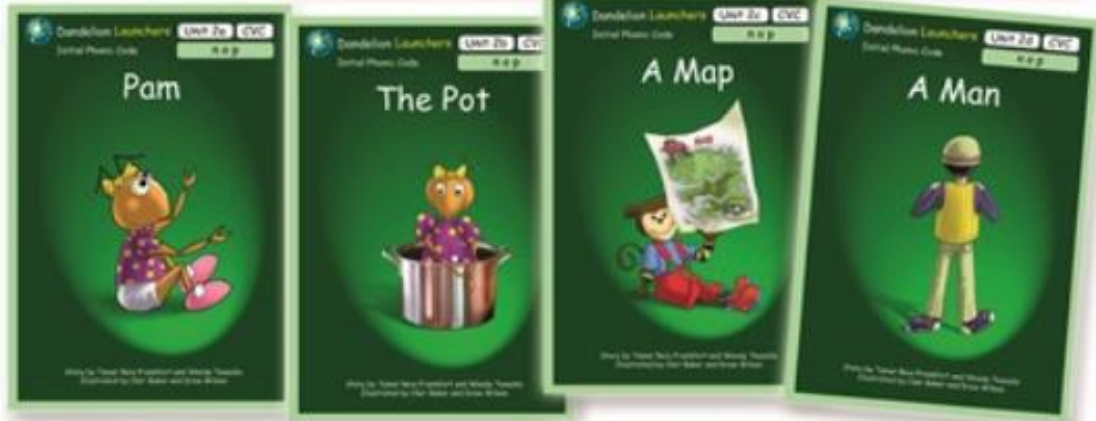
Sam.



Sam sat.



Sit, Tam.



Book Talk

What do you think the story is about?

Can you point to the title?

Where can I find the blurb? What does the blurb tell us?



Can you show me the words?

Which way do we read?

Can you point to the author's name? What does the author do?

Do you like the pictures? How do they help to tell the story? What is the person called who draws the pictures?

Discuss the meaning of vocabulary- we should never presume

Book Band Pink (289 BOOKS)

FICTION

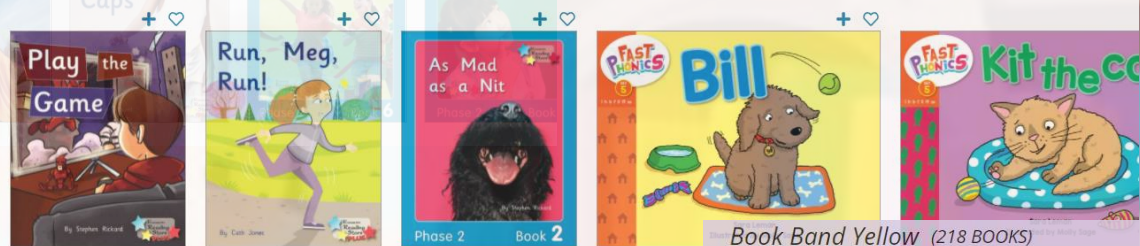


NONFICTION

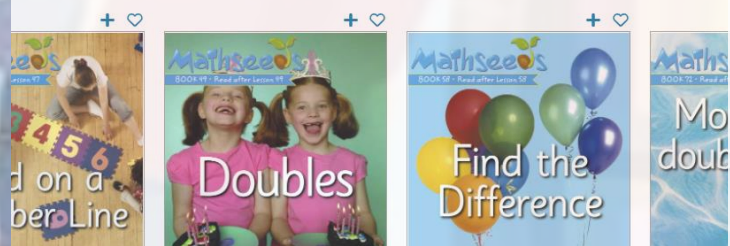


Book Band Red (176 BOOKS)

FICTION

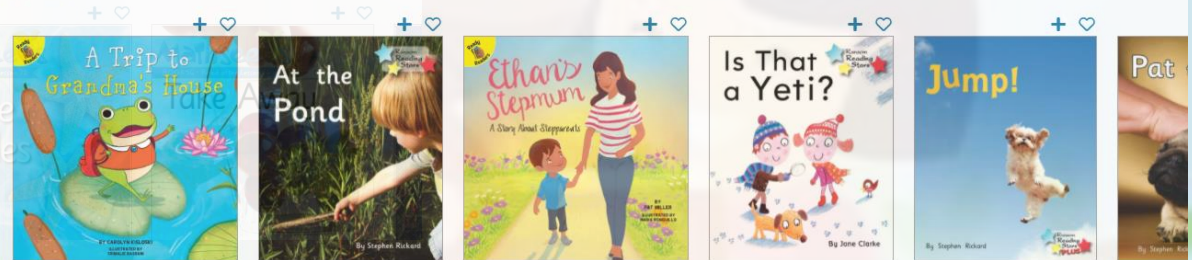


NONFICTION



Book Band Yellow (218 BOOKS)

FICTION



NONFICTION



Reading
eggs



Is That a Yeti?

Ransom
Reading
Stars



By Jane Clarke



There is a yeti
in the snow!



Can you see it?
Where did it go?

A yeti is tall.
A yeti is hairy.
A yeti is big.
A yeti is scary.



Let's get them flying!

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Levels

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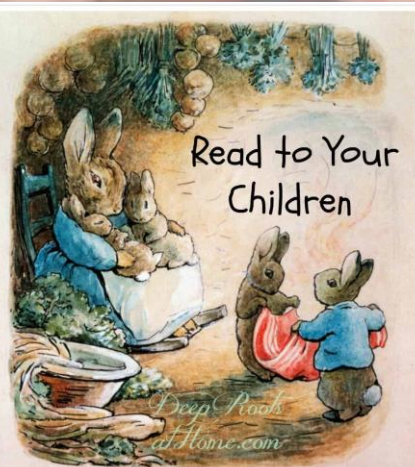
Reading at Home - Read little & often

You will already be doing so much to support this without realising!

- Make sharing books a relaxing, enjoyable experience.
- Remember all children develop at their own pace.
- Consider when you can fit quality time in your family routine to share books.
- If your child is reluctant to read, read the book to them or share the reading then encourage them to try
- Tell them a word- segment & blend the word and use the picture clues.
- Always talk about what they have read afterwards to make sure the children can recall the story, understand the story and understand any new vocabulary.

Reading is the **KEY** to learning

"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
-MARY POPE OSBORNE



There is no App
to
Replace your Lap!

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

LET'S
READ!

"Today
a reader,
tomorrow
a leader."

- Margaret Fuller

"You can find
MAGIC
wherever you
LOOK.
Sit back and
RELAX,
all you need is a
BOOK."

- Dr. Seuss