

## Notes to be read alongside Reception Reading Meeting slides

Slide 1	Welcome to the Reading Meeting slides. In more normal circumstances we would have invited you in this term to talk about reading. As we are unable to do that this year we have sent you a copy of the slides that we would have shared and these accompanying notes.
Slide 2	What is our aim for reading at Trumps Green? As it says on the slide during each child's time at our school we aim to develop a desire to read, many children already have this desire through the love of books that has been created at home. We intend to nurture this further by sharing good quality text daily with the children and providing a book rich environment.
Slide 3	When does the reading journey begin? The journey starts a long time before children start school. From the moment a child is read to, shown a book or told a story they have begun that journey. Children watch and hear what is happening around them at home or in childcare settings. If books, magazines or newspapers are regularly seen being read and enjoyed by adult's children will see this as normal behaviour and something that they want to join in with. At school we often see children pick up a book, tell their friends they are the teacher and read it to them. They may not be reading the words but they might use the pictures to tell the story or have remembered the text as they have heard it before. However, they do it is usually done with passion and enjoyment!
Slide 4	This is a copy of the reading information we sent home in each child's reading folder. Your child will read with an adult in school at least once per week. They are also reading words, phrases and sentences in their daily phonics sessions.
Slide 5	Phonics - these are the <b>Phase 2</b> sounds that the children have been learning this term. Our aim is for the children to apply their sound knowledge when reading and writing. We would like the children to: <ul style="list-style-type: none"><li>• be able to say the pure sound (phonemes) (see slide 19 for link to phonics videos)</li><li>• to identify each sound in isolation as well as within a word</li><li>• to be able to blend the sounds together and read words</li><li>• to recognise its written form (grapheme) starting with the lower case and also the capital letter</li><li>• to be able to write each grapheme</li></ul>
Slide 6	Phonics <b>Phase 3</b> - These are the next set of sounds and the order in which they are introduced. Our aim for these is the same as the Phase 2 sounds. If the children have gaps in their Phase 2 knowledge we will spend time revisiting these before moving onto Phase 3.
Slide 7 Slide 8	The two main strands of reading. As well as being able to decode a word the children need to understand what they are reading/have read ( <b>language comprehension</b> ). We can check this by asking questions about the text, these may be simpler to start with then moving on to questions that require deeper thinking. Look at the picture on the slide and imagine that this is from a reading book. The information you need to answer the questions may have been in the text you have just read or it may be that you need to use the evidence/clues in the picture and go beyond what the text has said. You may need to use your own knowledge, personal experience or opinion. This is a high level of skill and something we will be working towards. We can help children to learn these skills as we share stories and text with them by modelling giving

	<p>our opinion, using our knowledge and personal experiences to answer questions or predict what might happen next.</p> <p><b>Word recognition:</b> Phonics - reading words and sentences by using our phonic knowledge of how sounds are made, blending for reading and reading words by sight including <b>Tricky Words</b>.</p>
Slide 9 Slide 10 Slide 11	<p>New reading scheme - This is an example of a book from our new reading scheme. All the books are decodable, therefore the children are able to apply their phonics knowledge to read the words in the books.</p> <p>Inside the front cover of the books there is a <b>before you read page</b>. Start here before moving on to the story. This gives the children a chance to practise, with you, the main sounds in the book, blending words, check for meaning/understanding of words and read some common exemption words before they begin reading.</p>
Slide 12	<p><b>Word Recognition:</b> Sound buttons these are dots/buttons placed underneath each phoneme in a word in our phonic sessions. This supports the children as they learn to blend words for reading and when segmenting for spelling. It helps them to understand that we don't blend every letter but rather each phoneme e.g. <u>ch</u> i p, four letters but three phonemes.</p>
Slide 13 Slide 14	<p>An example of one activity we provide for the children in school to practise and reinforce their skills.</p>
Slide 15	<p>An example of a phoneme frame, these are a useful tool to explore how words are made. Only one phoneme (not letter) can go in each box. Phoneme frames can have more than 3 boxes depending on the words being used. We use magnetic letters to make the words or use laminated frames so that the children can write on and wipe off.</p>
Slide 16	<p>Please read slide</p>
Slide 17	<p>Please read slide. Sometimes children read differently in school to when reading at home. They may be a bit shy with us and more confident with you or vice versa. Please drop us a note in their reading diary if you notice this or have any other questions about reading. We know it is more difficult for informal chats at the moment but we are always happy to answer questions or discuss concerns through a note in the diary or a quick phone call.</p>
Slide 18	<p>We know that finding the right time can be a challenge especially when they are tired and life can be very busy. You know your child best at home and will be able to find the right time for both of you. If your child consistently refuses to engage in reading or sharing their books please let us know as a gently chat from their teacher can often help!</p>
Slide 19	<p><b>Pause</b> - When listening to your child read remember to give them thinking time  <b>Prompt</b> - If they are still struggling with a word or sound ask them if they would like some help? Give them a clue!  <b>Praise</b> - regardless of the outcome remember to praise their efforts.</p>
Slide 20	<p><a href="https://lettersandsounds.org.uk/">https://lettersandsounds.org.uk/</a>  Here is the link to the Letters and sounds home page.  Click on Videos for home  Then Reception  Next choose a video to watch  The videos will demonstrate the <b>pure</b> sound for each phoneme.</p>
Slide 21	<p>Ideas for home - see slide  Remember to keep reading to and sharing books with your child.</p>