

# Reading information booklet for Reception parents



Research shows that reading and being in a reading rich environment has multiple benefits for children. Not only does it improve academic performance but it has also been shown to help develop empathy, vocabulary and reduce stress.

Reading opens the door to all learning. A child who reads a lot will become a good reader and in turn will become a good learner.

### Learning to read

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. (Statutory framework for the early years foundation stage September 2021)

### Reading with your child


- Practise the phonemes in your child's phoneme book every night. Help your child to say the pure sound. For pronunciations visit <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- Once your child has been given a book with words begin with practising the phonemes (sounds) at the beginning of the book.
- Practise oral blending of the words together in the front cover of the book together e.g. c-a-t cat.
- Read and practise the tricky words in the front cover of the book.
- Discuss the meaning of words in the front cover of the book.
- Begin reading the book together modelling blending the word e.g. say c-a-t cat then ask your child to join in.
- Remind your child to track their reading using their phonic finger.

## Tips for developing early reading strategies

- Read together and enjoy sharing a variety of books. Repeat favourites and encourage your child to join in.
- Locate initial phonemes e.g. Sam had a pig.
- Repeat with final and middle phonemes.
- Blend words with Phase 2 phonemes. Choose 2 or 3 sounds that can make a 2 or 3 sound word and write on 2/3 pieces of paper. Say the phonemes (sounds) with your child, practising saying them with speed. Repeat. Put the sounds together to form the words. Say the word e.g. the word is s-a-t sat. Point to each grapheme (letter) as you say it. Ask your child to point to each grapheme and say the sound. Repeat giving your child plenty of encouragement and praise.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and example	Phonics card	Precedent phoneme	Formative phoneme
s s		Show your teeth and and bit like a snake and make a sssss sound	Under the snake's chin, slide down and round to tail
a a		Open your mouth wide and make the a sound at the back of your mouth a a a	Around the ant's mouth behind and down into space
t t		Open your lips, put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripes across the tiger
p p		Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head
i i		Put your lips back and make the i sound at the back of your mouth i i i	Down the igloo's body, then draw a dot for the roof at the top
n n		Open your lips a bit, put your tongue behind your teeth and make the nose sound nnnnn	Down the nose, up and over the nose
m m		Put your lips together and make the moose sound mmmmm	Down, up and over the moose's ear, then add a dot on the nose

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example words:

at sat mum  
in pin dad  
on mat rock  
go net leg  
up dog sock

Phase 2 grapheme information sheet

Autumn 2

Grapheme and example	Phonics card	Precedent phoneme	Formative phoneme
j j		Put your lips and show your teeth, use your tongue to go jing j j j	At the wing down the jellyfish. Dot on its head
v v		Put your teeth against your bottom lip and make a hearing vvvvvvvvvvv sound	Down to the bottom of the volcano and back up to the top
w w		Put your lips and keep them still or go wug w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again
x x		Mouth open, then push the new sound through as you close your mouth to an x	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box
y y		Smile, tongue to the top of your mouth, ring your finger opening your mouth yyy	Down and round the yo-yo, then follow the string round
z z		Show me your teeth and make the z sound zzzzz	Up across, zig down and across like a zebra

- Blend words with Phase 3 phonemes repeating the activities above.

Phase 3 grapheme information sheet Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 a tail in the rain	ai	 sleep in a jeep	ee
 a light in the night	igh	 sleep that goes	oa
 zoom to the moon	oo	 look a back	oo
 march in the dark	ar	 barn with a horn	or
 cut the fur	ur	 new out	ow
 biking biking	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er

example words:

jet      hair      bear  
wag      clap      ring  
yet      light      book  
sheep      chat      boot  
cow      train      chair

- Practise recognition by sight of tricky words.

is	I	the	put	pull
full	as	and	go	no
to	she	push	he	of
	we	me	be	

was	you	they	my	by
all	are	sure	pure	

### Sharing books and Library books

- Your child will bring home a sharing and library book every week. These are books that are to be shared with and read to/with your child to help develop their engagement with and enjoyment of reading.
- Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!
- Introduce the book by asking some questions:
  - What can we see on the cover?
  - What do you think it might be about? How do you know?
  - Who do you think the characters are?
  - What kind of characters do you think they are? E.g. funny, kind, scary. Why do you think that?
  - Where is the story happening?
- Introduce and discuss any new vocabulary with your child.
- Encourage your child to join in any repetitive parts of the text.

### Reading at Trumps Green

- Your children will move through Phase 2 to Phase 3.
- Once your child is ready they will be given their tricky words to practise at home.
- We will assess your child's phonic knowledge every half term.
- Your child's reading book will only contain phonemes that they know.
- Your child will bring home one book each week that they can read with 95% fluency please repeat the reading of these books on a daily basis as it will develop their reading automaticity.

### Reading practice book

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

## Early Years Foundation Stage Reading curriculum



3 and 4-year-olds will be learning to:

Examples of how to support this:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.

When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car"

Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."

Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you **can**, you can't catch me I'm the gingerbread —."

Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.

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3 and 4-year-olds will be learning to:

Examples of how to support this:

Engage in extended conversations about stories, learning new vocabulary.

Choose books which reflect diversity.

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.

Write some letters accurately.

Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).

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### Children in reception will be learning to:

### Examples of how to support this:

Read individual letters by saying the sounds for them.

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

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

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.

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

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'.



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### 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.

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The above is taken from Development Matters;

<https://www.gov.uk/government/publications/development-matters--2>