

Welcome to Reception's Reading Meeting



Speaking and Listening

- Speaking and listening are vital skills children need to develop in order to live successful lives in society.
- They are key skills for children developing their ability to read and write.



What you can do

- Talk to them!
- Model and expect good listening.
- Encourage the understanding and use of new vocabulary.
- Sing songs, rhymes and read poems, enjoying the rhyme and rhythm of words.
- Read to your child regularly and develop their story language.



Reading at school

- Oxford Reading Tree
- Guided Group Reading
- Learning to **blend** sounds into words
- Learning **tricky words** as a sight vocabulary



Reading at home

- Rigby Star
- Quiet place for reading
- Playing reading games
- Let them see you reading
- Follow your child's lead
- Enjoyable shared experience!



Writing at school

- Mark making opportunities
- Physical development for writing
- Letter formation
- **Segmenting** for writing
- **Tricky words**
- Encouraging independence




Writing at home

- Reinforce correct letter formation
- Encourage the super hero/princess grip
- Let them see you writing
- Do not spell everything out for them
- Encourage independence



A New Vocabulary!

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into its component sounds
- **Tricky words** – words that cannot be decoded using phonics
- **cvc** – c = consonant (b/c/d/f), v = vowel (a/e/ee)
- **Digraph** - a sound made with two letters eg. sh ai oi
- **Phonetically plausible** – written phonetically that it can still be read although it is spelt incorrectly eg. torl werk cabij 

Letters and Sounds

- Structured programme
- Six phases
- Fast pace, lots of consolidation
- **Blending** for reading
- **Segmenting** for writing
- **Tricky words**



Phase 1

- All about sounds, musical, environmental, voice and body
- Aural discrimination of sounds, including letter sounds
- Blending and segmenting orally



Phase 2

- Learning specific letters and sounds
- Reading tricky words:

I go no to the

- Blending and segmenting vc and cvc words, and in captions and sentences



How does it sound?

- No -uh unless it's 'u' !
- Think about your mouth
- <http://www.youtube.com/watch?v=IwJx1NSineE&feature=related>



Quick Quiz!

- Think of 3 sounds you can say and hold – an example is ‘z’.
- Think of 3 short sounds you can make with no voice – eg ‘c’
- Think of 3 sounds that are difficult to produce without saying ‘-uh’ !



Phase 3

- All other sounds are taught, but only one representation
- Alphabet names are important to describe the sounds made by more than one letter
- More tricky words for reading
- Writing I go no to the
- Blending, segmenting, reading, writing words, captions and sentences



Phase 4

- Adjacent consonants introduced
- cvcc words – ten-t mil-k jum-p
- ccvc words – d-rum p-lop s-poon
- Ccvcc words – s-pan-k



Homework!

- Weekly planner – information on school website
- Specific tasks – we would like all children to complete, usually in the homework book provided, and bring into school
- Google Classroom will have regular activities uploaded



questions

Sadly the opportunity to ask your questions as we go is not available!

No doubt there will be some of you who have questions you would like to ask about the things I have discussed here. No doubt some of you will have the same questions.

Please use the Google Classroom platform, using the **shared Reception classroom**, to ask your questions and we will endeavour to answer them there. That way everyone will benefit from the same clarifications!!

