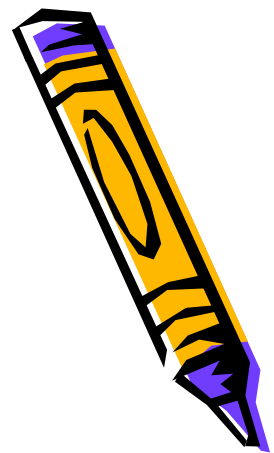


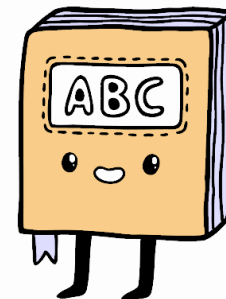


Reading and Phonics



Aims of today:

- To explain the school's approach to the teaching of reading and phonics.
- To show the ways your child learns to read in school.
- To suggest how you can support your child's reading at home.

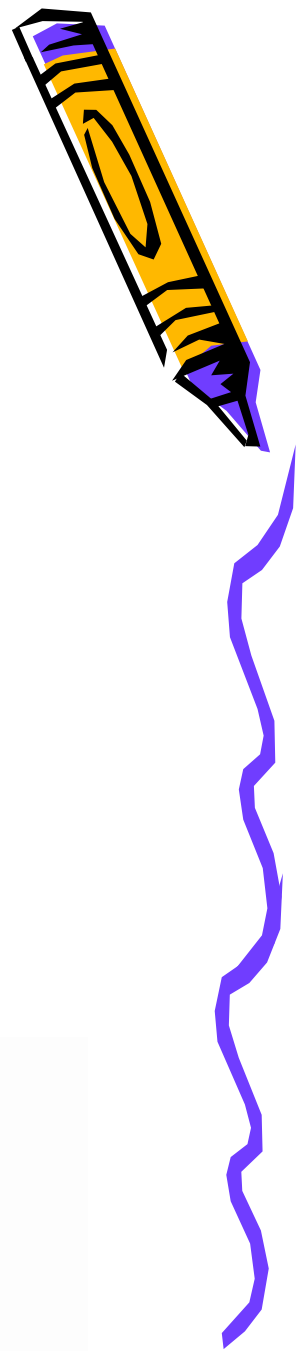
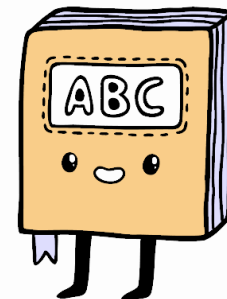


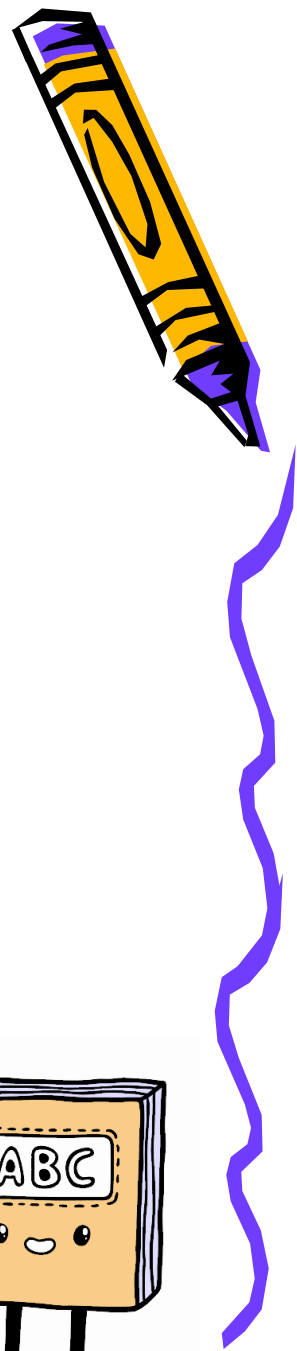
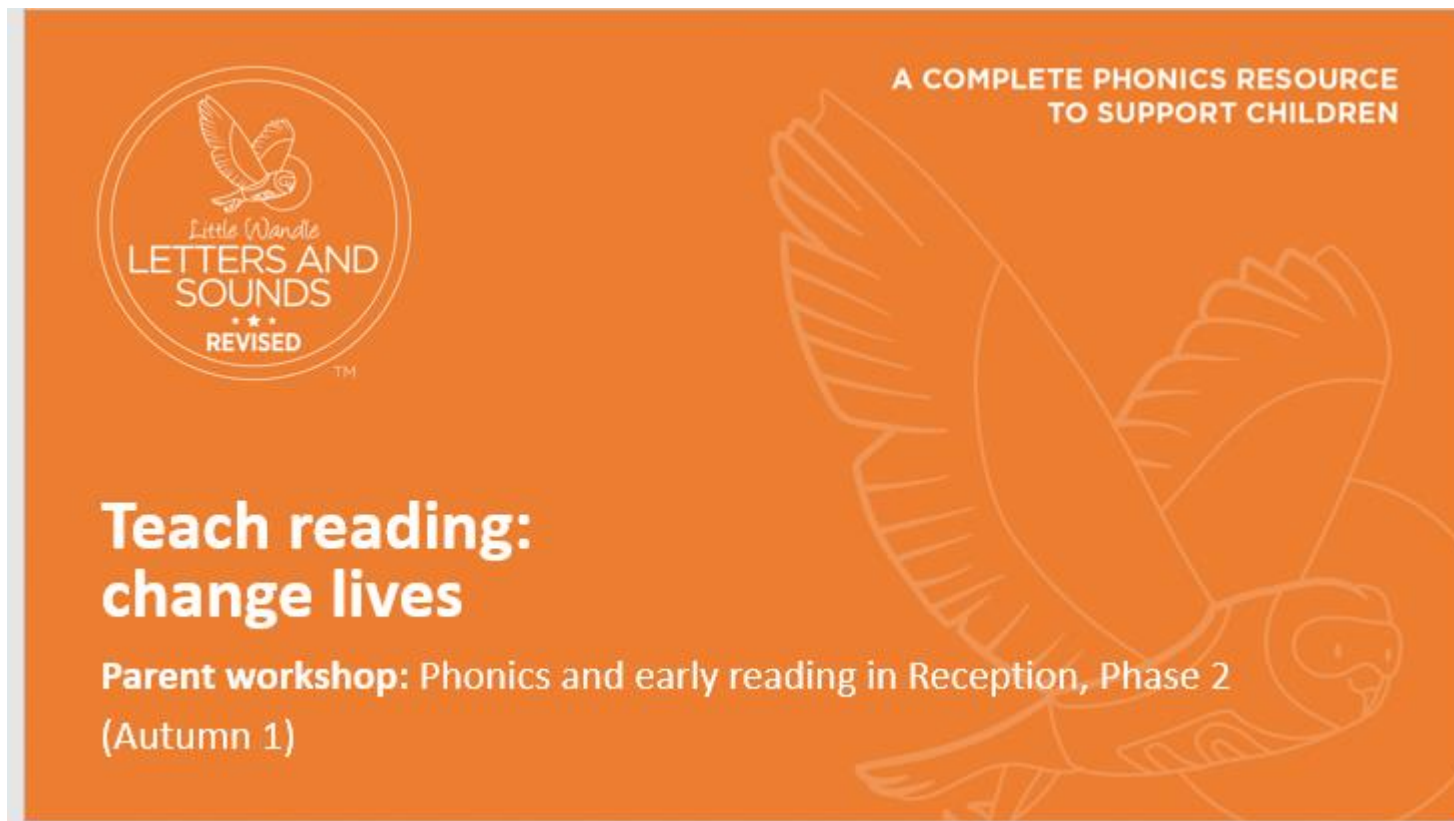


Learning to read

What do children need to learn?

- that words carry meaning
- that we read from left to right
- one-to-one correspondence
- to use their knowledge of phonics to blend and segment words
- to recognise common words
- to make sense of what they read
- to be able to talk about books
- to feel like a confident 'reader'
- to enjoy what they read!

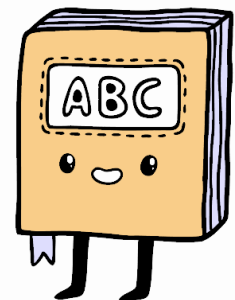




I:\Infants\Reception\Admin\Parents\Phonics workshop
Now watch this Little Wandle Presentation



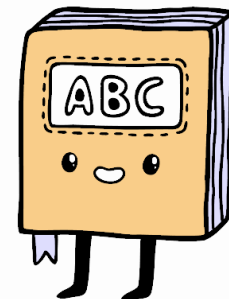
- <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>





How we support how to read in school.....

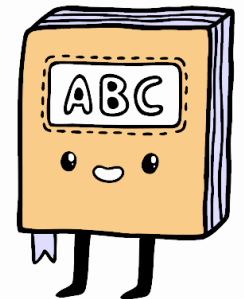
For many children, the first word they learn to read is their name. Self-registration helps children to discriminate their name from those of other children in the class





We provide a range of opportunities for children to practise reading skills every day.

Even if your child has not read with an adult on a particular day, there are still a number of activities and different teaching styles which ensure your child has access to reading opportunities on a daily basis.



In **Shared Reading** the teacher demonstrates and all the class read together from a Big Book or the Whiteboard.

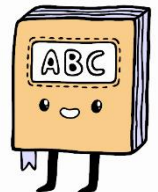


Every week children take part in two **flood reading** sessions. An adult works with a group of children of similar attainment. They each have a copy of the text and the teacher assesses and supports the progress of each individual child.



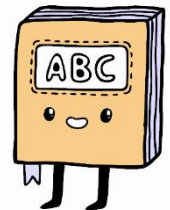
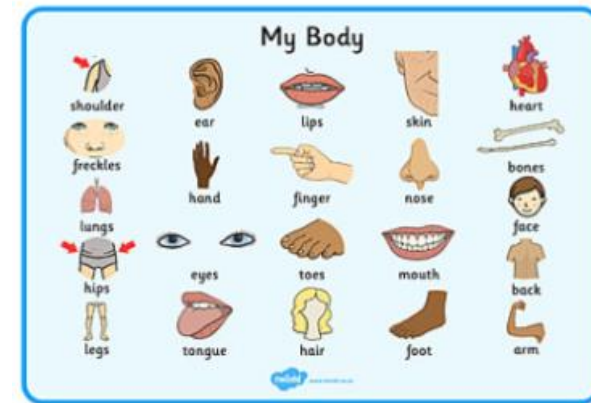
Environmental opportunities

Games like '**Word Detective**' help children learn to recognise tricky words on sight.



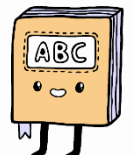
Environmental opportunities

In every classroom the children are surrounded by **labels**, **captions** and **text** to support them in their learning.

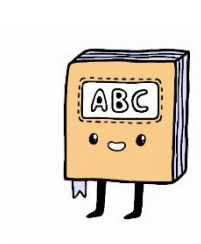
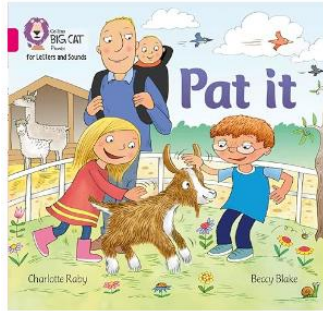


Environmental opportunities

Children also enjoy opportunities to read by themselves or with one another and they can listen to favourite stories over and over again



The children read the same guided reading book 2/3 times a week at school. The children will then read the same book with you at home. This may be an **actual** book or a **Big Cat on-line** book. You will be given a log in code in the Reading Journal.

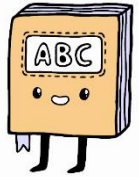


Keep the book for a week and tick on the sticker each time you have read the book. Please make a comment about how much they have enjoyed or how well they have read the book.

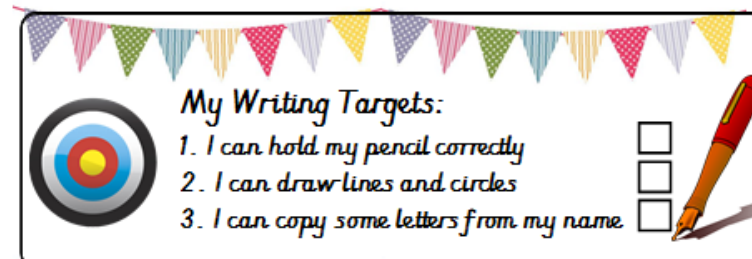
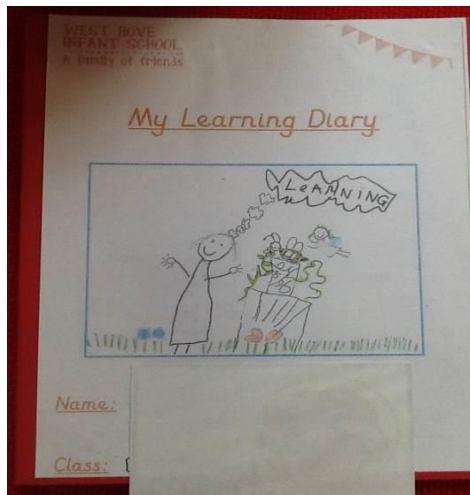
Book: Tap, Tap
WB:
Reading at home – Please tick a box each time you read at home and add a comment below if you can.

☐ ☐ ☐ ☐ ☐

Please bring the book back the following Thursday. Without all six books in the pack we **can not** use the book pack again.



- The learning diaries are used to record your child's reading achievement. They are also used to give you information about what the children are learning about in Maths and Writing so you can support them at home.
- If you want to support your child then focus on the target out of the 3 that is most relevant for your child at that time.
- If your child would like to record their learning in the journals please support them with this too.



Helping at home

Read to your child.

Hearing stories helps children's imaginations and language skills. How do you know it's a word if you've never heard it before!

Reading familiar books!

Children like to read books over and over again – Let them! They are practicing skills and learning how to be a reader.

Practise their sounds, books and busy bees with them on a regular basis until they know them instantly.



Play spot the Busy Bee Word whilst looking at books or as you are out and about.

Play games like 'I spy'

which help with sound recognition or change it slightly and say 'I Spy a d-o-g.' What was it?



Most of all – Keep it fun!

If your child is reluctant to read, don't force them it will just put them off!

Little Wandle resources for parents:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Big Cat reading library (login via PING)
<https://ebooks.collinsopenpage.com/>

Cued articulation practise
Youtube Sign With Steve - Cued Articulation
<https://www.youtube.com/watch?v=w7ZKLoULmo4>

- This one is primarily for teachers but can be used at home by parents...

<http://www.twinkl.co.uk/resource/t-l-2408-year-1-phonics-screening-check-resource-pack>

Phonics games sites

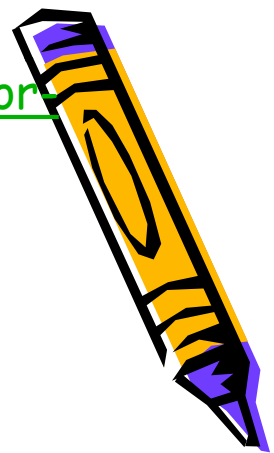
Phonicsplay.co.uk

Ictgames.co.uk

Busythings.co.uk

Readingeggs.co.uk

[\(Some of these are free, some are paid for!\)](#)



Thank you for watching



- We hope you have found this informative.
- Remember that children do not all develop at the same rate.
- If you have further questions or concerns please speak to your class teacher.
- And remember to keep on having fun



