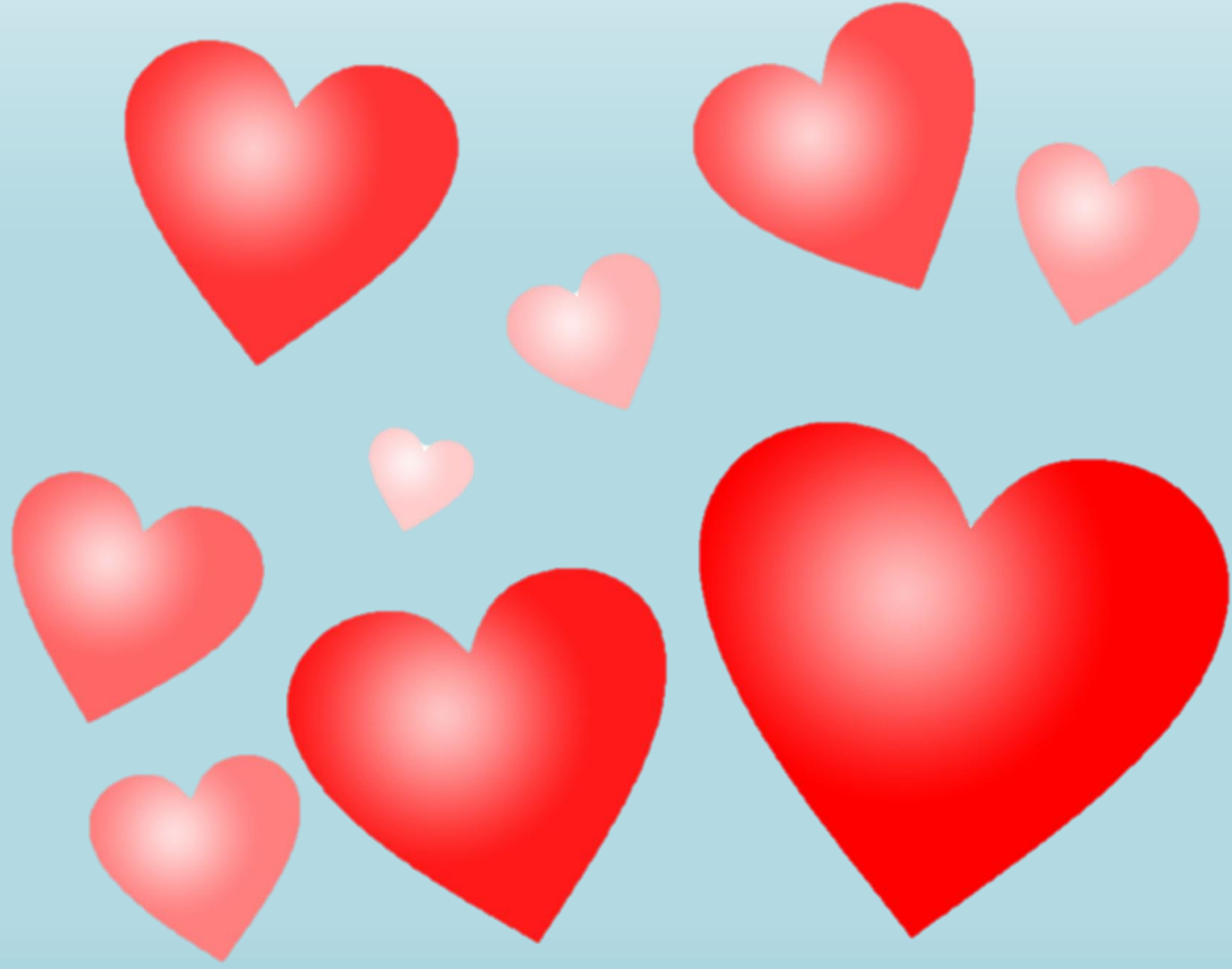


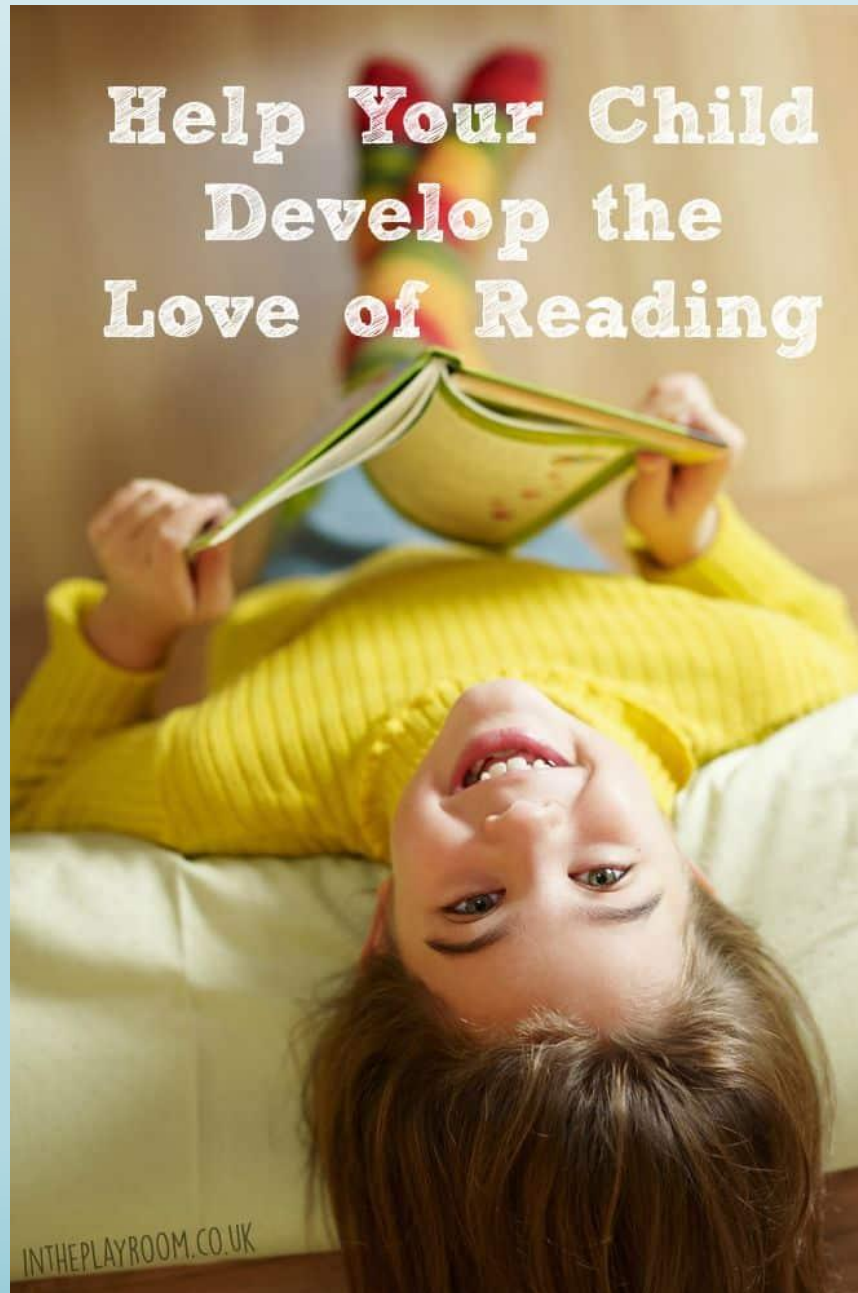
Reading in Reception

13.2.25





Help Your Child Develop the Love of Reading



INTHEPLAYROOM.CO.UK



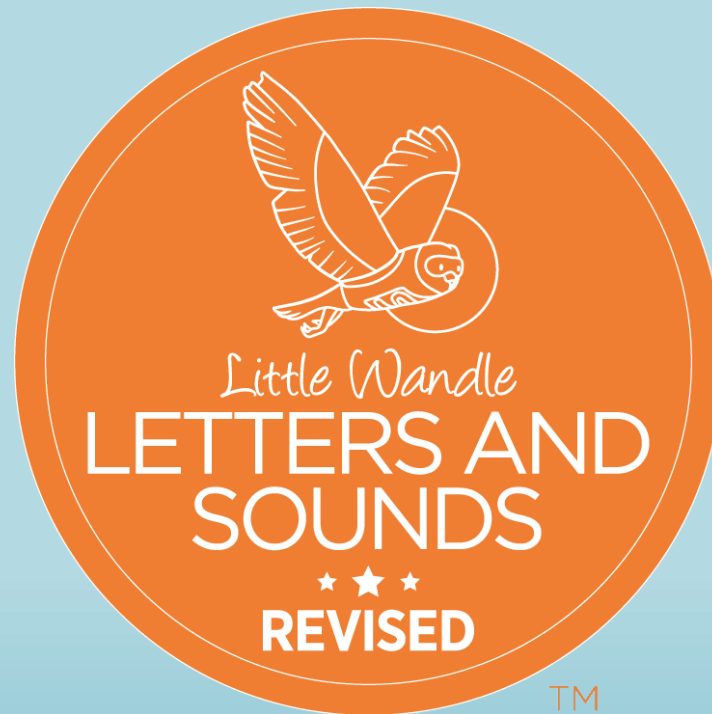


How do we teach reading?



Phonics

the building blocks



TM



**Phonics is:
making connections between the sounds
of our spoken words and the letters that
are used to write them down.**





Key learning

Letters make sounds

Phoneme

First children learn single letters and the sounds they make



**Phase 2 sounds taught in
Reception Autumn 1**

Look at the parents pages of
the Little Wandle website to
support.















Key learning

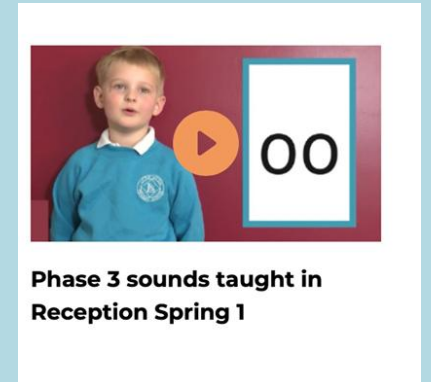
Blending sounds to read words



Key learning

Sounds can be made with groups of letters.

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Digraph

Trigraph

This term we are teaching Phase 3

Last term we taught your child to blend and read words with Phase 2 graphemes.

















In Phase 3 children learn:

- the vowel digraphs and trigraphs
- to read words containing the Phase 3 digraphs and trigraphs
- to read longer words ('chunking').



Phase 3 vowel digraphs and trigraphs

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur



**Phase 3 sounds taught in
Reception Spring 1**

[For parents | Letters and Sounds](#)

Reading words with vowel digraphs/trigraphs

- During Phase 2 we taught your child to blend using the teacher-led blending approach.
- Now they can start to blend independently.
- Children are taught to spot the digraph/trigraph in words first.



Reading longer words

- During Phase 3, we start teaching children how to read longer words.
- We do this using a method called chunking.

Reception
Teach and practise
Phases 3 and 4:
Reading longer words

Key learning

Some words cannot be sounded out!

Tricky Words

are	her	was
all	they	my

Phase 3 tricky words

Spring 1 Phase 3 graphemes

ai ee igh oa oo oo ar or ur ow oi ear air er

- words with double letters
- longer words

New tricky words

was you they my by all are sure pure

Spring 2 Phase 3 graphemes

Review Phase 3

- words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words
- words with s /z/ in the middle
- words with -s /s/ /z/ at the end
- words with -es /z/ at the end

No new tricky words

Review all taught so far

You can help!

The phonics letter tells you...

- The sounds (phonemes) your child is learning
- How they are written (graphemes)
- New tricky words
- Words to read



Children who practise regularly at home make better progress in reading.

What's next?



Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /ɪd/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



What happens in a reading lesson?

How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level



This means that your child should:

- know all the sounds and tricky words in their phonics book well
- read some of the words by silent blending (in their head), so their reading becomes automatic
- stop and sound out some words by the time they bring the book home – but they should be able to do this on their own.



All children have two guided reading sessions a week

Session 1 Decoding



graphemes in the book



reading applying these skills



tricky words in the book



decodable words in the book

vocabulary focus words

Session 2

Prosody (phrasing & expression) Comprehension



Children re-read the text, the teacher might model how to read a sentence.
The children discuss the text and answer questions to deepen their understanding.



Reading at home

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to ...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The number of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

My Letters and Sounds / **Everybody read!**

Book recommendations

Earth Day reading

Grow your pupils understanding of their planet with this stunning selection for all ages.

READ MORE →

Author films
Well known authors share their read aloud favourites →

Book recommendations
Top picks on every theme for tots to tweens! →

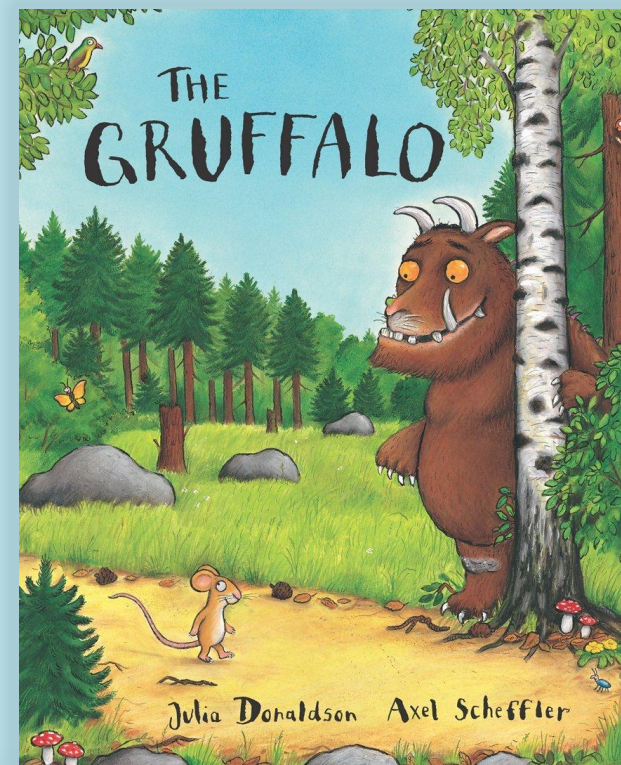
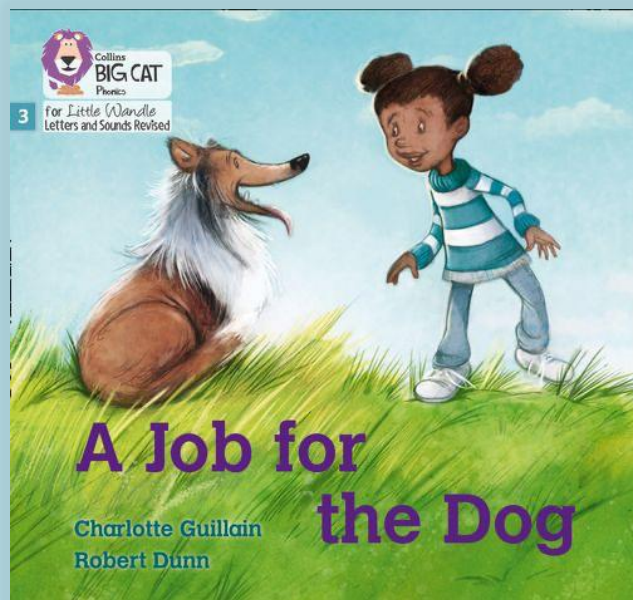
Try this in school
Ideas from other schools to inspire and maggie! →

How to
Practical tips for boosting Reading for pleasure in your school. →

Downloads
Posters, bookmarks, parent packs and more →

[Little Wandle – Everybody read!](#)

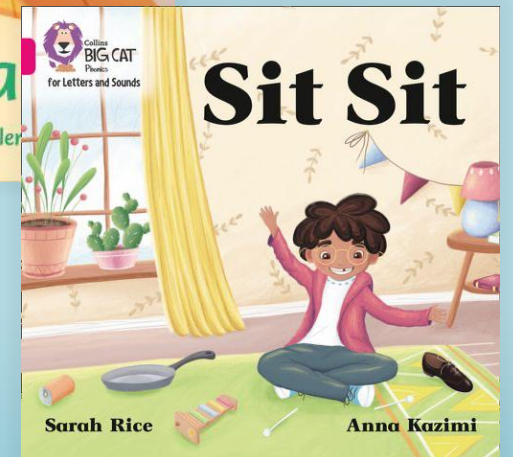
Books going home



Phonic Practise Book



- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Read the book daily



Children who practise regularly make better progress in reading and writing.



Reading record book



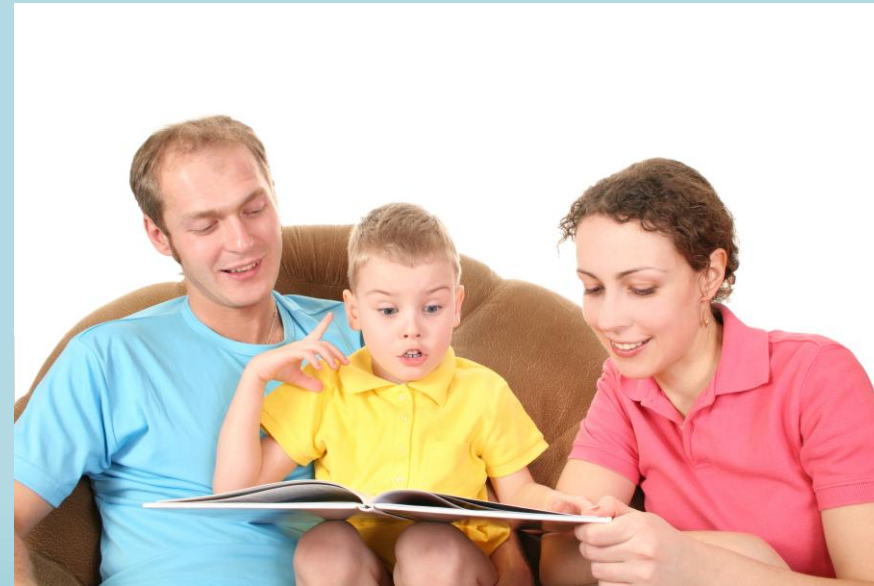
Date	Book and Page Number	Remarks
16/3/24	1 look for Mark Dino Poem	Read extremely well! Hardly any swa sounding out or decoding & just read words. Remembered some words - 😊
17/3/24	1 look for Mark Poem + Worksheet	Read very well 😊 we read the poem together. Read everything brilliantly.
18/3/24	Spring 2 Week 4 Sheet Dino	Read it all really well. His re-call for the long sentences is brilliant! Enjoyed the book (I read to him).
19/3/24	1 look for Mark Dinosaur Poem	Read very well with no sounding out 😊 A lot of Remembered well! wonderful reading! 55

You don't need to write a lot but do write down each time you read.

If you want to mention reading for pleasure please do.



Reading for pleasure book (shared book)





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan



Read to your child

The shared book is for **YOU** to read:

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language.
- Encourage your child to use new vocabulary.
- Make up sentences together.
- Find different words to use.
- Describe things you see.



Did I mention.....



Read to your child!



The most important thing you can do is read with your child

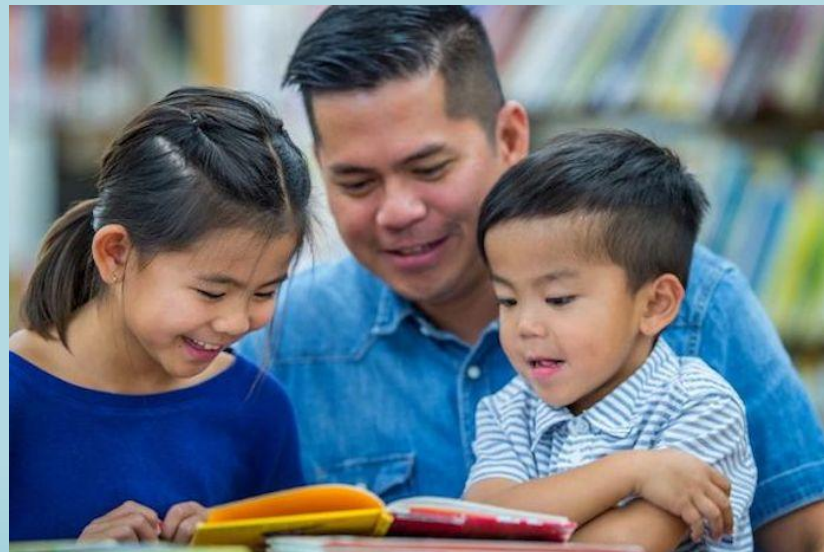
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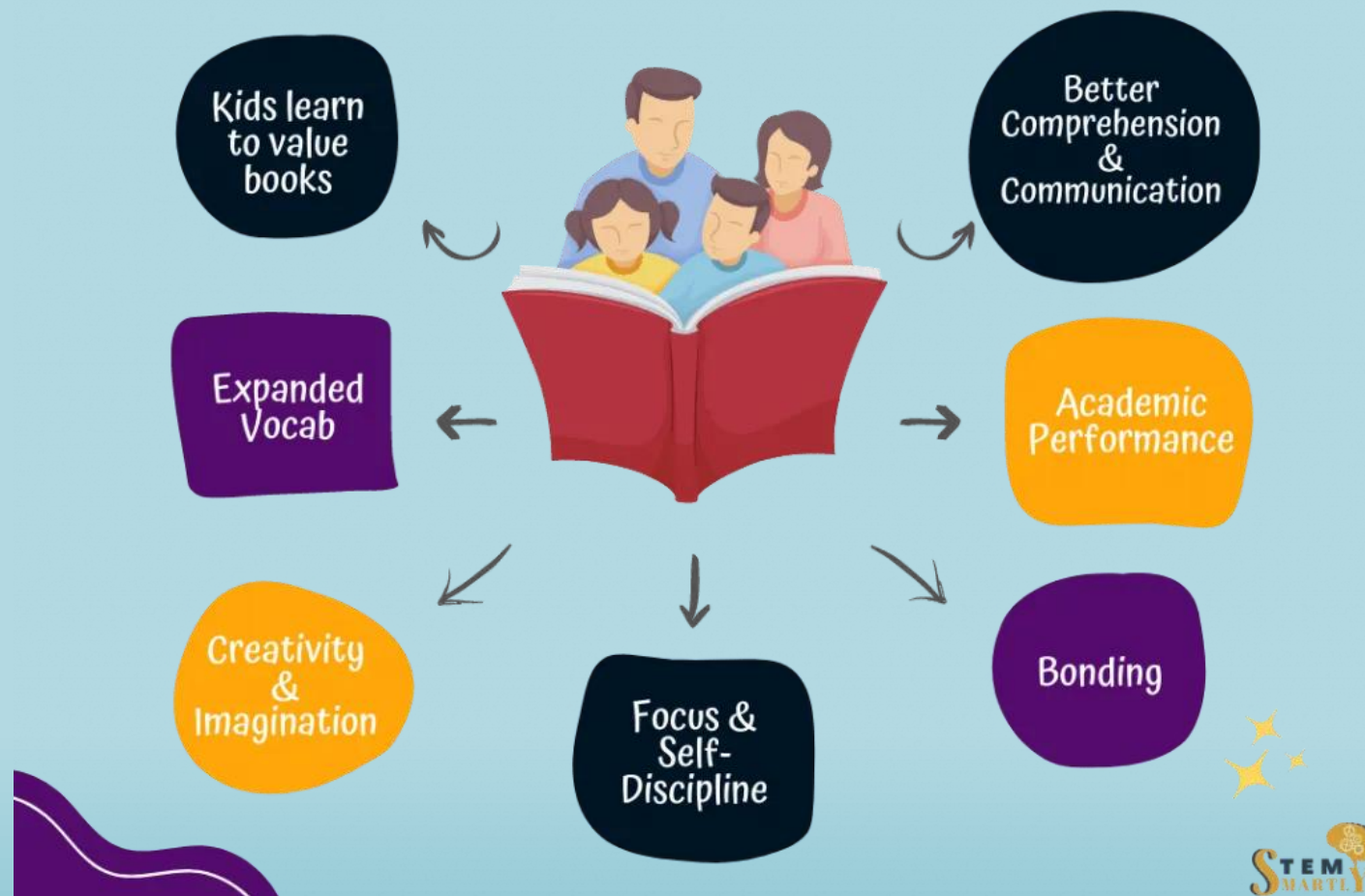
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Read to your child!



Benefit of Reading to Children



Read to your child!





**Children are made readers on
the laps of their parents.**

— Emilie Buchwald



