



Parent Reading Information

Session

- What we have been doing as a school to raise the profile of Reading.
- How reading is taught in our class.
- How you can help support your child with their reading.



What have we been doing in school so far?

Early Years & Key Stage One

- We have purchased new colour banded phonic reading books to supplement the books that our EYFS and KS1 children take home.
- We have been revamping our classroom book areas and have a wide variety of new picture books to put in these areas for our children to enjoy.

D.E.A.R

- Every day all children in our Primary Phase have a Drop Everything & Read session.
- This is where all children are encouraged to read their own book for a set amount of time.
- In Reception children will be carrying out group activities linked to reading. This could be listening to stories, reading in a group with an adult, choosing books to look at and share with their friends, reading to the toys in the reading area.
- D.E.A.R also happens in our Secondary Phase.

School Library

- Our school library has had a major revamp.
- It will be officially opened by a visiting author.
- This space will be a special haven full of exciting new books for children to borrow and a place where children can come and read for pleasure.

'The journey of a lifetime starts with the turning of a page'

How we teach Reading in Reception

Phonics

A method of teaching people to read and spell by correlating sounds with written letters.
In Reception we teach the children one grapheme (written symbol) for each of the 44 phonemes (sounds).

We split this into 2 Phases – Phase 2 and 3.

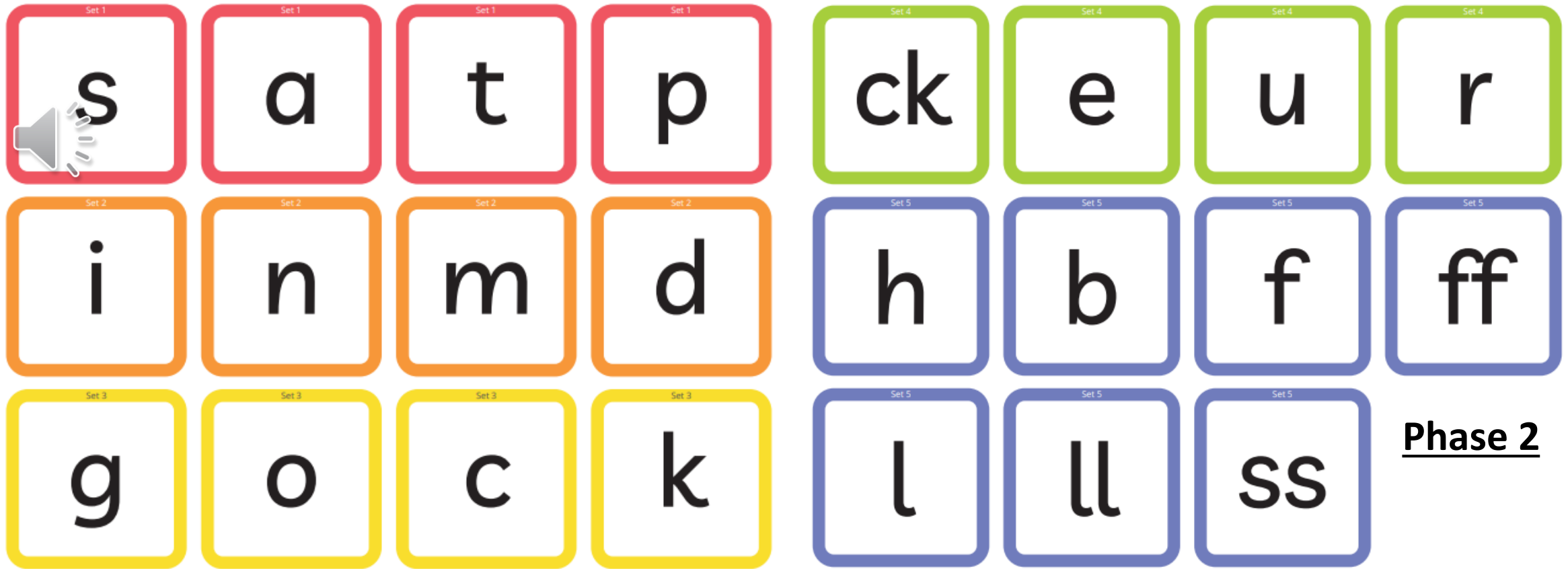
Phase 2 – single letters for each sound

Phase 3 – digraphs (2 letters 1 sound) and trigraphs (3 letters 1 sound)

We teach them to first hear the sounds in words for example p-i-g makes the word pig –
blending

Then we teach them to be able to say the sounds in a word – dog is made from the sounds
d-o-g

We then teach the grapheme – phoneme correspondence – what sound each letter or group of letters makes.



We teach the children to firstly recognise the individual letters and the sounds they make. We then teach them to combine the letters make words. Even after learning the first 6 sounds the children can start to read and write words. Soon after we start reading simple sentences.

s, a, t, p, i, n

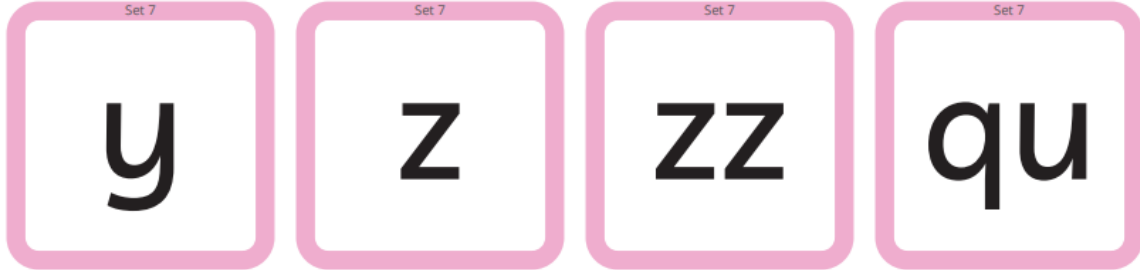
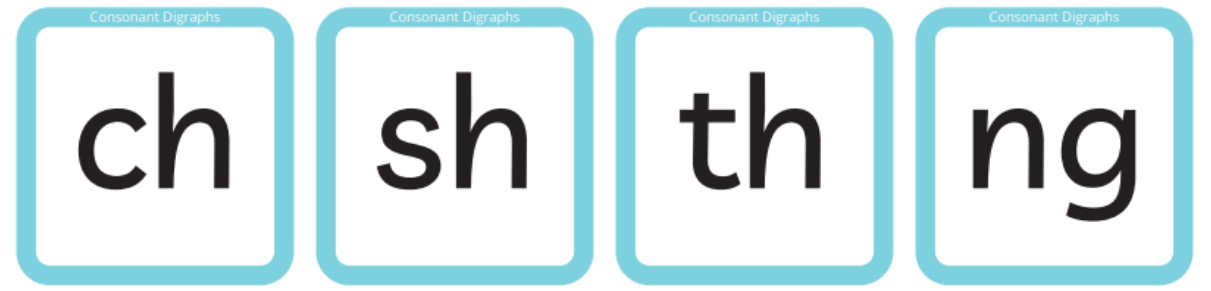
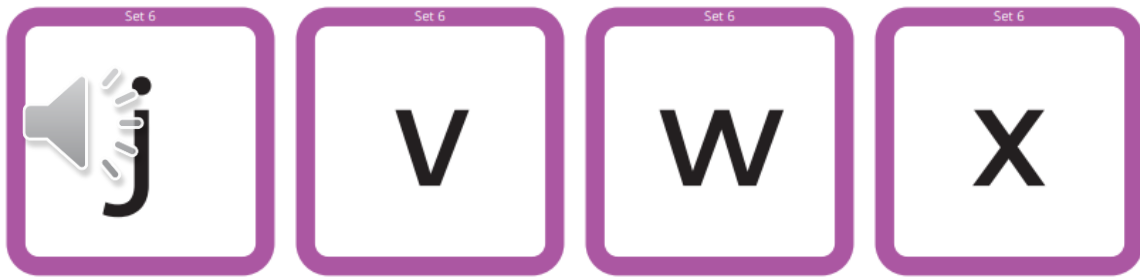
Alongside this we also teach the children how to write the letters using the correct letter formation – where to start and which direction to move.

Letter Formation Practice Sheet

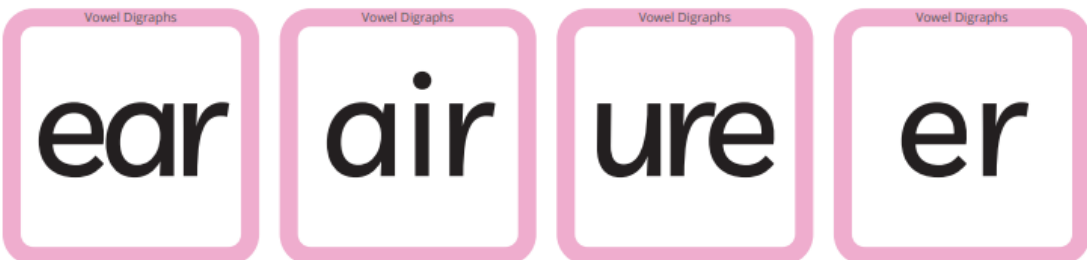
a b c d e f g h i

j k l m n o p q r

s t u v w x y z



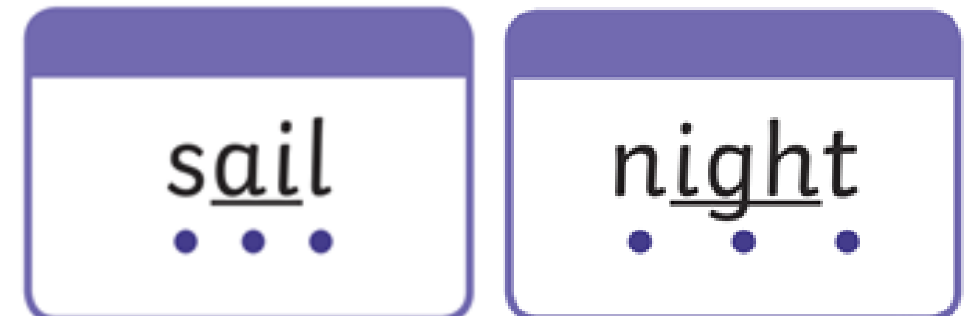
Phase 3



Again we teach the children the individual sounds then practise reading and writing words containing these sounds.

A lot of time is spent practising identifying these digraphs and trigraphs in individual words.

We use a line to indicate the letters need to read as one sound.



to

the

no

go

I

into

you

they

all

are

my

her

he

she

we

me

be

was

Tricky words

These are words that can not be read using their knowledge.

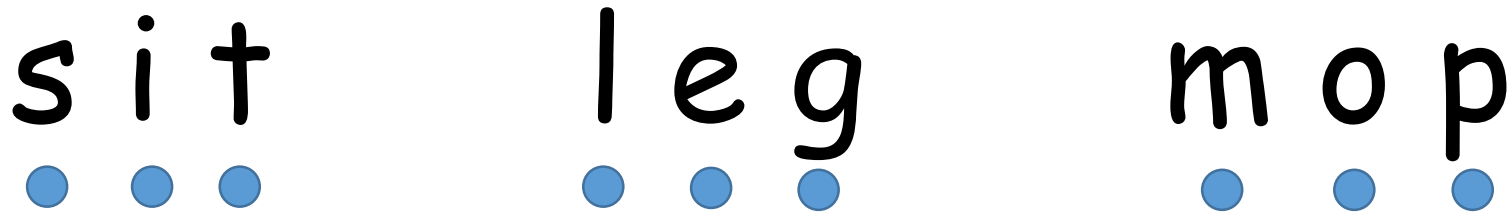
They just have to be learnt as a whole word.

Phase 4

The children do not learn any new sounds during this phase. We consolidate the sounds that have already been taught and learn to use them in different ways.

Throughout phase 2 and 3 the children learn to read words with 2 and 3 sounds.

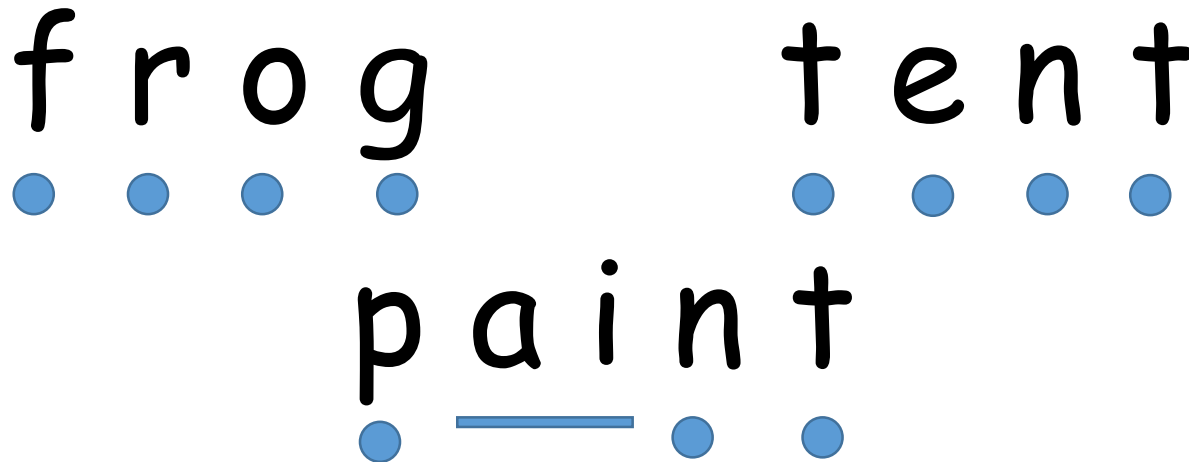
s i t l e g m o p



In Phase 4 we use the sounds we know to read and write words with 4 or more sounds

f r o g t e n t

p a i n t



Super Sonic Phonic Friends

Our new scheme for Phonics.












It uses characters and rhymes as a way of teaching the children the new sounds.

[A sneak peek... - Bing video](#)

We have started to group the children according to where they are in terms of which sounds they know. So the phonics teaching will be very specific to what they need to progress.



What is sent home

 SUPERSONIC Phonic Friends Parent Newsletter The Basics 2 Group 3			
Previous spellings	Tess' Tricky Words	Nan's Nonsense Words	
s a t p i n m d	I is the to 	ceb gam	 kib dod
This group's spellings for the sounds			
 g gas	 o orange	 c cap	 k kid
Build, Read & Write			
tag, gas, gap, pig, dig, sag, gag	pot, top, dog, dogs, pop	cap, can, cat, cod, cot, cats	kid, kit
Sound Buttons			
pig ● ● ●	dog ● ● ●	cat ● ● ●	kid ● ● ●
Spelling Frames			
t a g	t o p	c a t	k i t
Next group spellings for the sounds			
 ck pack	 e peg	 u cup	 r rocket

dent ● ● ● ●	tent ● ● ● ●
damp ● ● ● ●	camp ● ● ● ●
band ● ● ● ●	land ● ● ● ●

Jack and Mack can see ten hands in the sand.

Letter formation worksheet

My name is _____

Trace over the **oi** and then try writing your own.

oi

oi oi oi oi oi oi

oi oi oi oi oi oi

All of the following words have the sound **oi** in them.

Can you write the sound **oi** to complete the words?



c _ n



b _ l



s _ l

Sound out each picture, then write the letters to make the words



Reading Rewards

- Reading records are checked weekly and every child who has read 5 or more times (or has increased the amount of times they have read) will receive a stamp in their reading record book.
- They will also be entered into a class reading raffle which will be drawn at the end of the week and a small prize given to the winner.
- At the end of each half term Reading Certificates will be given out in assembly to celebrate the children's achievement.

How you can support your child at home:

- Reading for just 10 minutes a day with your child makes a huge difference.
- We would like children to have read at least 5 times a week. Please read each book 3 times. This helps the children to understand what the book is about rather than just sounding out the words.
- Try and read at the same time each day so it becomes part of their everyday routine ideally in a quiet place with no distractions.
- Make sure you write in their reading record book that you have listened to them read.

- Encourage them to talk about what they have read. Ask them to tell you about the story so far. What do they think will happen next?
- There will be occasions where your child is too tired or is particularly busy after school and doesn't feel like reading. If this happens perhaps encourage them to share their book with you and you read to start with.
- If you are finding it really difficult to get your child to read at home please speak to me and together we can try and find a way to engage your child with their reading.

Any questions?