



# Reception Reading Meeting

Supporting your child's learning

# Phonics at St Christopher's

- ▶ Phonics is:
- ▶ *A method of teaching children to read and pronounce words by learning the sounds represented by letters, letter groups, and syllables.*

Clearly there are a range of skills in reading - including...

- ▶ De-coding the words (phonics) - the starting point.
- ▶ Increasing sight vocabulary of high frequency words (**red words**) e.g. and, was, but, the etc.
- ▶ Reading with understanding.
- ▶ Reading for pleasure.
- ▶ Reading with inference (understanding the wider and deeper meaning of what is said)

# What do children need to know about reading English?


- ▶ Symbols are used to represent individual sounds - left to right across the page.
- ▶ All sounds are represented by 1, 2, 3, or 4 letters.
- ▶ Some symbols represent more than 1 sound.
- ▶ The same sound may be written in more than one way.
- ▶ We use the sounds to build the words, **NOT** the letter names.
- ▶ Letters represent sounds - they don't make sounds.

## Precise Pronunciation

Precise pronunciation of the letter sounds is vital - please see the link below to listen to how the letter sounds should be pronounced.

<https://www.youtube.com/watch?v=yln6PpV1G1I>

## What do children need to be able to do to read a word?

- ▶ Blend sounds (pushing sounds together to build a word)
- ▶ To blend the sounds together, point to each individual letter sound and then slide your finger along the word from the start, saying the sounds more quickly to read the word.
- ▶ m - a - t  

- ▶ mat

Now try these

Remember - the pronunciation is key

mat

tip

bat

swift

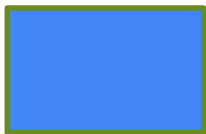
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# Words that don't work phonetically

- ▶ For example:
  - ▶ said
  - ▶ the
  - ▶ what
  - ▶ was
- 
- ▶ These are learnt as a whole word.
  - ▶ Just tell your child the word and please don't expect them to remember it when they next see it. They will eventually!

# Next steps

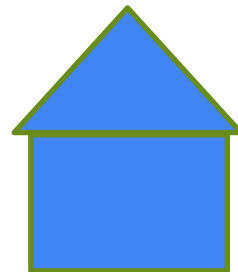
- ▶ Some sounds are represented by more than one letter and children need to learn this.
- ▶ What will children say when asked what the shapes are?



▶ a



y



ay

- ▶ Two sounds read as one sound are called digraphs.
- ▶ Three sounds read as one sound trigraphs.
- ▶ We refer to these as 'Special Friends'



So when faced with two or more letters representing one sound they can learn to say a different sound.

For example

▶ ff

ea

▶ sh

ay

▶ th

oi

▶ ck

er

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# Longer Words

When faced with a longer word e.g.

**sandwich**

The children learn to break it into syllables and then read one syllable at a time and then blend it.



## Phonics teaching groups

All children in Pre-Prep have a Phonics session for 20 minutes every day.

Children are grouped according to their stage of reading, not their age.

The reading books they are given are also related to the Phonics group they are working in.

Children are assessed every half term and will be moved according to their progress and needs.

Reading books are given to children in their Phonics group.

**Read Write Inc.**

**Phonics**

# Sound Blending 1

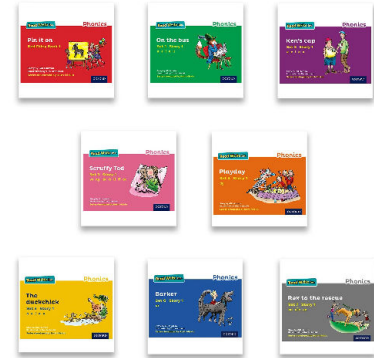
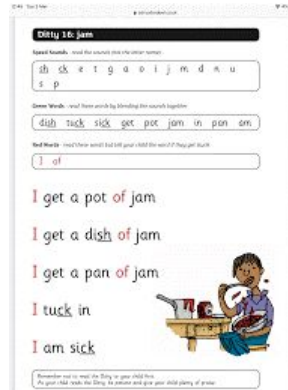


Series developed by Ruth Miskin

OXFORD

All children will be sent home with a sound blending book tomorrow-these will be sent in no particular order

Once assessed, children will either continue on sound blending books, move on to ditty sheets or other coloured ditty books



We will update you with a sticker in your child's planner once they have moved on

Your child will  
be taking home  
Red ditty  
books this half  
term.

Your child will be taking  
home ditty sheets to  
practise this half term  
as their reading book.  
Please ensure the ditty  
sheets and folders are  
returned in the book bag  
every day.

Your child will  
be taking home  
Green ditty  
books this half  
term.

We will assess your child at the end of each half term to place them into the appropriate group.

Please trust us to make the right decision for your child. We want to provide your child with the 'Goldilocks' level of challenge!



# Reading at home...

Read as much as you can.

Read all kinds of texts.

Read every day.

Hear them read.

Read to them.

Share the reading.

Discuss what you have read.

Ask questions as you go or at the end.

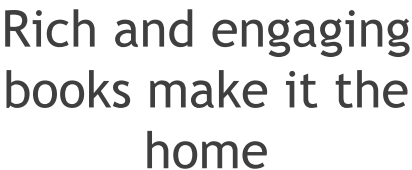
Model reading to them.

Represent reading as a pleasure and a treat.





# Phonics is the foundation



Rich and engaging  
books make it the  
home

We will more closely at how a typical phonics session is run and how we use phonics to develop writing skills later at our parent partnership event later in the term.