



Reception

Parent Information Meeting

Wednesday 7th October



- Listening, attention and understanding
- Speech and language
- Phonics
- Talk for Writing
- Supporting your child at home



Why is speaking and listening so important?

- Children learn to talk by listening.
- Communication is a life long skill.
- Speech and language is the basis for all literacy.



Are you listening? Yes we are!

- Eye contact when listening.
 - Mouth movements.
 - Facial expressions.
 - Picking up clues.



Listening development

1. Begins before birth: sounds from the womb, then from birth: listening and turning to familiar voices.
2. Recognising common environmental sounds.
3. Distinguishing between similar sounds.
4. Hearing rhyme, rhythm and pattern in language: importance of stories and singing rhymes.

All listening is important:
Conversations, stories, rhymes, poems,
song and music!



Speech development

1. Begins with babbling.
2. Naming objects and pointing too.
3. Phrases – putting words together.
4. Sentences: I went to the beach.
5. Extended sentences: I went to the beach with Mummy and made sandcastles.
6. Widening vocabulary.

Become a word feeder!



Speech and Language Support in School

Quality First Teaching within classroom

NELI

(Nuffield Early Language Intervention)

SALT

(Speech and Language Therapy)



Reading consists of...

Enjoyment

Word reading/
Phonics

Comprehension



Phonics

- Phonics is the method which we use to teach children to read and spell.
- A phoneme is the smallest sound that you hear in a word.
- A grapheme is the written representation of the sound.



Phonics consists of:

- Identifying sounds in spoken words;
- Orally blending sounds into words
- Recognising which letters represent each sound;
- Blending sounds into words for reading;
- Segmenting words into sounds for spelling;
- Handwriting - using the correct formation and pencil grip.



Phonics lessons - Reception

- In Reception children have 2 short phonics lessons a day.
- The first lesson is whole class and introduces a new sound.

Lesson 1: Let's learn a new sound.

- Focus on the phoneme.
- Look at the letter.
- Secure the shape.
- Add to the word bank.



How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- We say the shortest form of the sounds.

s ss	a	t	p	i	n
m	d	g	o	^c ck ^k	e
u	r	h	b	f ff	l ll
j	v	w	x	y	z zz
qu	ng	ch	sh	th	th
ai	oa	igh	ee	or	ar
oo	oo	oi	ur	ow	air
ear		ure		er	

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Sound! Start
Phonics
For Letters and Sounds

NOT PHOTOCOPIABLE



Phonics lessons - Reception

Lesson 2:

Consolidate new sound.

Teach blending skills.

Teach segmenting skills.

Practise and apply skills in small groups, then independently.



- As well as these two timetabled phonics lessons, children have several opportunities throughout the day to practice their phonics in order to consolidate their learning.
- Children revisit all previously taught phonemes every day.
- By the end of Reception, children will have been taught all of the sounds up to and including phase 4 of Letters and Sounds.
- Children who take longer to grasp their phonic knowledge, have daily one-to-one intervention in order to help them master the sounds.



Reading

- As children begin to learn sounds, they will blend them together to make words. As soon as they can do this, they will receive a reading book which they will be able to read.
- The books which children read and take home are closely matched to their phonics ability and comprehension skills.
- We use the Big Cats reading scheme which is matched to the Letters and Sounds sequence of teaching phonics. This ensures that the phonics teaching and reading are matched.



Reading

- Children read twice a week with an adult in school. In the first lesson, children will practice blending the words and will read the book. We will also discuss the meaning of new vocabulary which is in the book.
- They will then take the book home to practice reading at home. Children should be familiar with the book when they bring it home so reading at home will develop fluency and expression while they read. Re-reading is really important in developing children's reading fluency and comprehension.



Reading

- During the second reading session at school, we focus on comprehension and we will ask the children questions about what they have read to develop their comprehension skills.
- Children will take the book home again to practice and enjoy.
- As well as taking home their reading book, children will also take home a book of their own choice from the school library. This is a book to share and enjoy at home.



Comprehension

- Reading isn't just all about reading the words. It is imperative that they have an understanding of what they are reading.
- Comprehension skills are developed in both phonics and reading lessons.



Comprehension

In phonics lessons we encourage basic literal comprehension by presenting the children with sentences that they can read and understand. We play games like:

- yes/no Is a bat pink? (yes/no)
- Silly sentences: A fish can stand on the chair.

Sometimes we give the children sentences to draw. For example: The boy can see a windmill on the hill.



Comprehension

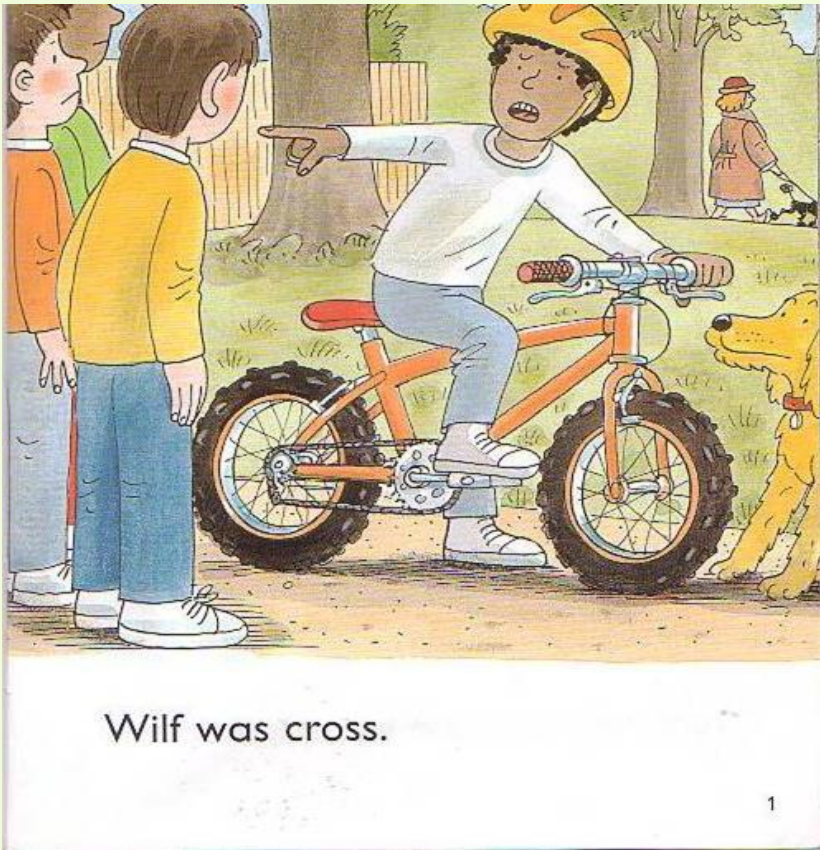
- These comprehension skills are developed further in reading lessons.
- During reading lessons, we ensure that children are reading the words correctly and also discuss the text to develop comprehension skills.
- We **make connections**, **clarify**, **predict**, **evaluate**, **infer** and **locate information**.



Comprehension in reading lessons.

- At a basic level we encourage children to retell the story and sequence the key events. However, comprehension is much more than this.
- We encourage children to make predictions about the story, think about how characters are feeling and make connections between events.





- How do you think Wilf is feeling?
- How do you know?
- Why might he be feeling like this?
- What might happen next?



Here are pronunciations for all graphemes:

<https://www.youtube.com/watch?v=UCI2mu7URBc>



Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

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



Segmenting

- ‘Chopping Up’ the word to spell it out.
- The opposite of blending.
- Identifying the individual sounds in a spoken word.

(e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork.



What next...

DIGRAPHS – two letters that make one sound:

ck ch sh ai

TRIGRAPHS – three letters that make one sound

igh ear air ure



Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Using phoneme frames, “sound buttons” and whiteboards to spell;
- Sorting phonemes;
- Word building;
- Being phoneme “detectives”;
- Reading and writing sentences. Silly sentences are great fun!
- Playing games – table games or interactive games on the computer.



Tricky Words

Some words cannot be read using phonics – we call these ‘tricky words’
Children have one lesson a week to teach them to read and spell the tricky words.

- Words that are not phonically decodable

e.g. was, the, I

- Some are ‘tricky’ to start with but will become decodable once we have learned the harder phonemes

e.g. out, like



Reading diaries

- We use reading diaries to inform you when we have read with your child.
- We endeavour to write a comment explaining what the reading focus has been.
- The reading book that children take home will be one that the child has already read in school. Re-reading books part of the curriculum and is crucial in building up fluency and comprehension.



Reading diaries

- Although your child will take home a reading book twice a week, you can record ANY READING in the reading diary – it does not need to be a reading book.
- Comments do not always need to be focused on a skill in reading. Enjoyment and opinions are as important.



Reading for enjoyment

- Aim to complete the school reading challenge by the end of the year,
- Make the most of other books from the library or home.
- Bedtime reading with your child.
- Text around us e.g. signs, iPads, food labels...
- School library. - Please keep book in book bag and then children are able to swap every fortnight.
- Birmingham library
- Reading doesn't just involve books!



HINTS AND TIPS

In an ideal world ...

- Find a comfortable place.
- Reduce distractions (eg turn off the TV/tablets and try to find a quiet place in the house!)
- Try to read at a time when neither of you are too tired!
- Little and often works best.
- Most importantly ... enjoy!

