

St. Mark's Catholic Primary School



**Reception Reading/Phonics Meeting
2025**



Overview

- The EYFS Curriculum
- Reading skills
- Teaching Phonics
- Opportunities to teach and encourage reading
- Promoting and sharing a love of books

Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

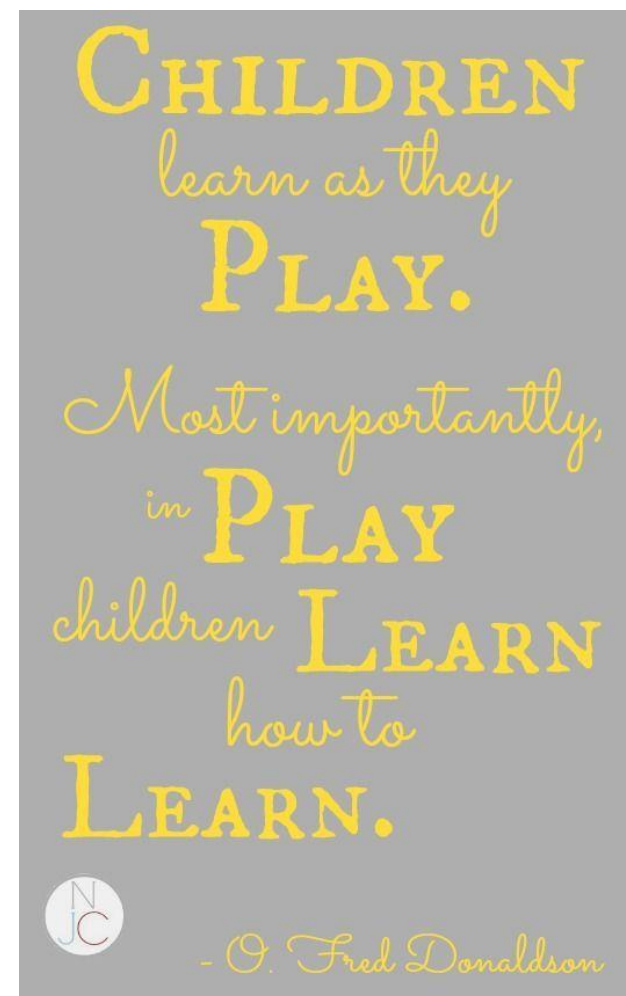
- Roald Dahl





EYFS Areas of Learning:

- Personal, Social and Emotional development.
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design





Communication and Language

This area of learning is broken into two strands:

- Listening, attention and understanding
- Speaking

Literacy

This area is broken down into three strands:

- Reading (comprehension)
- Reading (word reading)
- Writing



Pre-reading Skills

Developing language skills	Retelling stories, putting events in the correct order.
Taking turns in conversation.	Telling a story from pictures.
Learning to listen.	Focusing on details and noticing similarities and differences.
Enjoying looking at books and telling stories.	Naming objects / characters in books

Recognising environmental print



Your children are already readers....



Next steps....Understanding the printed word.

- Beginner readers need to recognise the difference between pictures and words on a page.
- Early readers need to learn that the print on the page actually means something.
- Words name things. They tell us stories, or give information.



Teaching and learning Phonics

At St Mark's we follow the Read Write Inc Phonics programme to teach children how to read and write.



Set 1 Speed Sound Map



Phonics



- All schools are required to teach phonics using a systemic synthetic phonics teaching programme (SSP)
- This ensures that all children have a secure knowledge upon which to build as they progress through school
- Helps children to develop the habit of reading widely and often, for both pleasure and information
- 5 discrete lessons per week: Taught through a variety of ways for all learning styles - multisensory
- Additional learning opportunities in continuous provision and other areas of learning to embed new and prior learning

Sequence and expectations of the programme



Rec	Assess children against the RBA within the first week of Reception. Show children picture cards and take part in Fred games.	Group A Teach single letter set 1 sounds. (First 16)	Group B Read all Set 1 single letter sounds Blend sounds into words orally. Green word time 1.1-1.4 words. Spell using Fred fingers.	Group C/Ditty Teach set 1 special friend sounds Blend sounds to read words independently. Introduce word time 1.5 and 1.6 green words with special friends. Introduce nonsense words. Read short ditty stories.	Red Read set 1 special friends. Read word time 1.6 and 1.7 green words. Read nonsense words Read red storybooks.	Green Read 4 double consonants Read nonsense words Read green storybooks.	Green Teach set 2 sounds Read first 6 set 2 sounds. Read nonsense words. Read green storybooks.
------------	--	---	--	--	---	---	--



Key Vocabulary

Read Write Inc.
Phonics

Glossary



Terminology	Definition
Special friends	Two or three letters that together make one sound e.g. sh, ch, igh, air, a-e, i-e.
Fred talk	Sounding out a word, saying each of the sounds before blending the sounds together to read the word (E.g. ch-o-p)
Fred fingers	Segmenting a word by counting how many sounds are in the word. We pinch each sound before we write the word
Green words	Decodable words - words that can be sounded out using the sounds that children know
Red words	Irregular words that cannot be sounded out
Fred in your head	Sounding out a word in your head instead of out loud
Speedy words	decodable words in that children should be able to read without sounding them out.
Nonsense words/ Alien words	Made up words which are used to assess children's knowledge of sounds.



I	the
you	your
said	was

at	mad
sad	dad
sat	mat

The Phonics Scheme



- Multisensory Scheme allowing children to learn in a variety of ways- sessions are interactive
- Introduce a new sound each day (revisiting any that may need practice)
- Repetitive – Children know the format – each day consists of the same thing but with a new phoneme
- Introduced to sounds that are most common in words so children are taught to read and spell from the outset
- Daily opportunities for children to blend to read and segment to spell.

Blending phonemes – Individual sounds



1.2

pan

• • •

Blending special friends (digraphs) - 2 letters 1 sound



Dots – represent individual sounds.

Dashes – represent special friends.



Step 1 – say the
special friends sound
'ay'.

Step 2 – 'Fred talk' all the
sounds.

Step 3 – Blend the
sounds together to
read the word.



'Tricky Words' (Red words)



Red words are irregular words that cannot be sounded out. Children will be exposed to these throughout Reception and learn how to read these by sight.

I	the
you	your
said	was



Segmenting to spell – Fred fingers





Home Learning Pack

- Phonics speed sound cards
- Sound mat
- Individual (child) phonics tracker assessments
- Phonics QR codes



Top Tips to support and encourage reading

Please Do....

- Praise as much as possible
- Celebrate all reading
- Look for short tasks
- Keep it informal
- big celebrations for small tasks

Please Don't....

- Tell them it is 'wrong'
- Get stressed!



Reading Homework



Children will be given two books on a Friday: sharing book and RWI book.

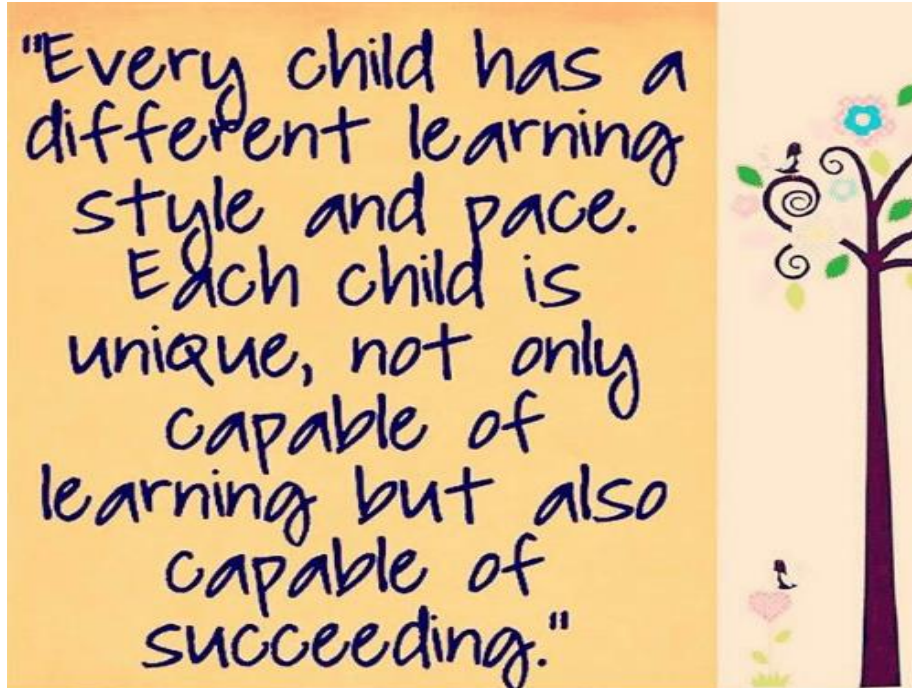
Please ensure your child has their reading book and reading record in their bag every day.

Please add a comment in your child's reading record every time you hear them read.

Please listen to your child read every night if possible.



Learning to read is a very complex process, that takes a long time to master





Happy Reading!

Any concerns or questions – please let us know!



Any questions?

