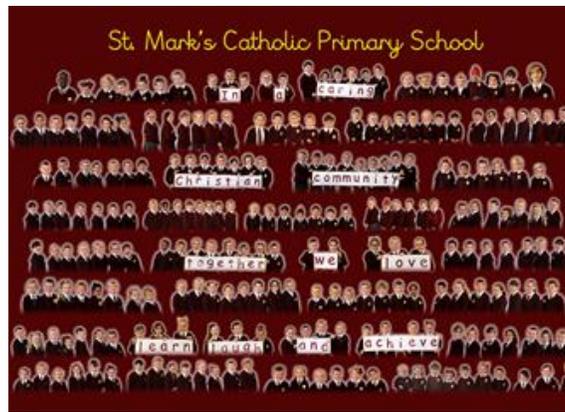


# Reception Reading/Phonics Meeting 2025



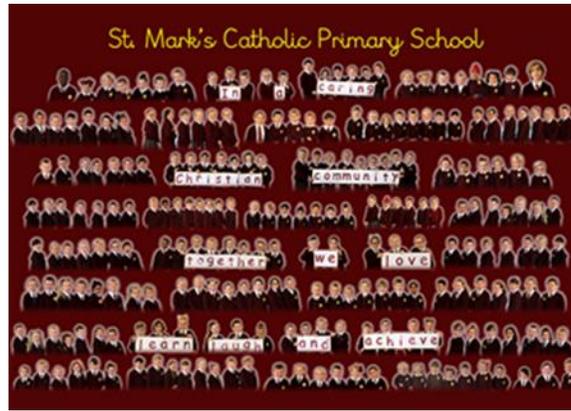
## Overview

- The EYFS Curriculum
- Reading skills
- Teaching Phonics
- writing/letter formation
- Opportunities to teach and encourage reading
- Promoting and sharing a love of books
  
- The EYFS Curriculum and our journey
- Working towards developing an effective pencil grip
- Strategies to teach and develop writing
- Promoting and sharing a love of writing

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

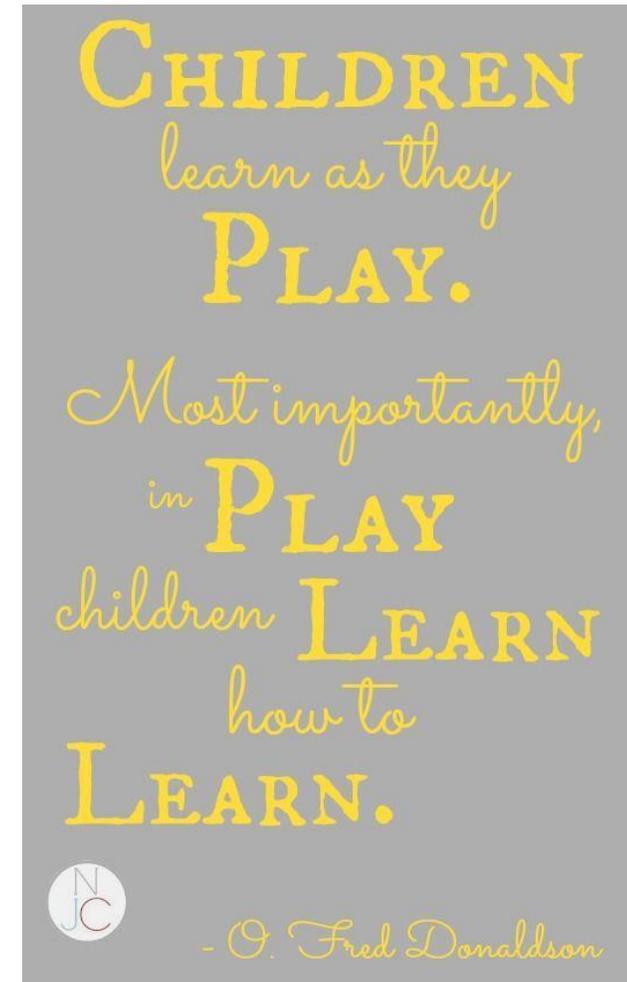
- Roald Dahl

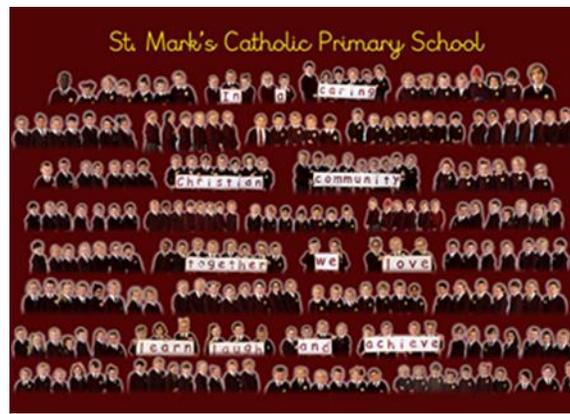




## EYFS Areas of Learning:

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





## Communication and Language

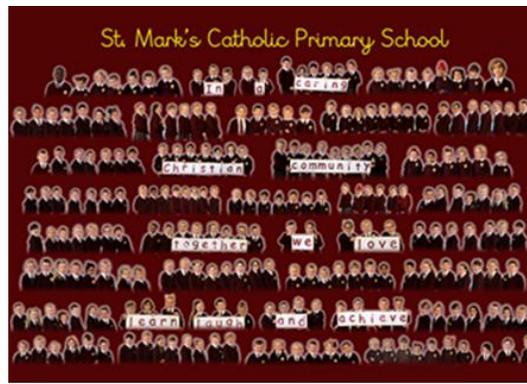
## Literacy

This area of learning is broken into two strands:

- Listening, attention and understanding
- Speaking

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.

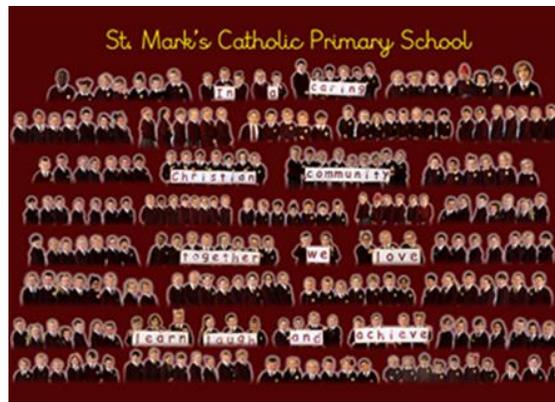
Telling a story from pictures.

Learning to listen.

Focusing on details and noticing similarities and differences.

Enjoying looking at books and telling stories.

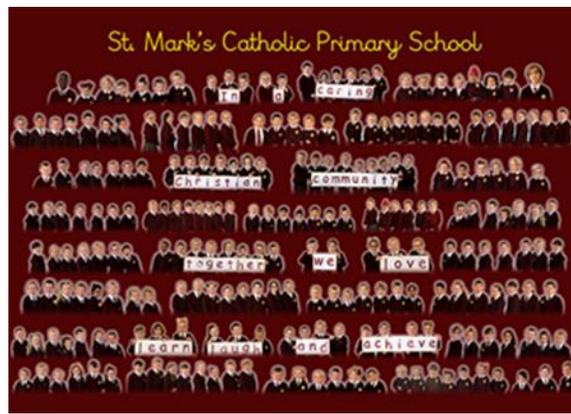
Naming objects / characters in books



# Recognising environmental print

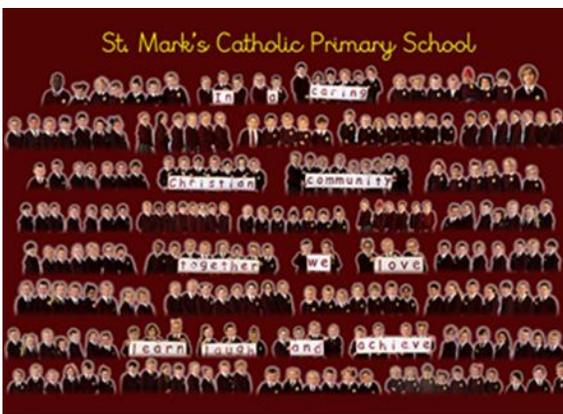


Your children are already readers....



## 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.



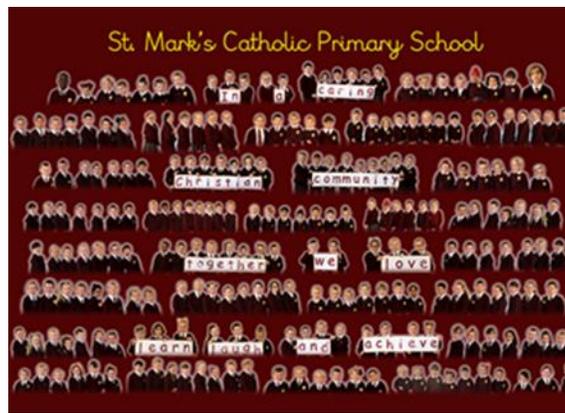
# Teaching and learning Phonics

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



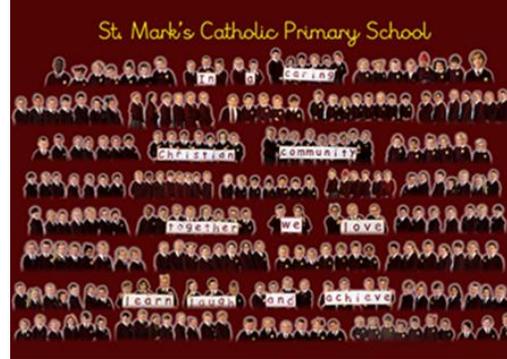
Set 1 Speed Sound Map





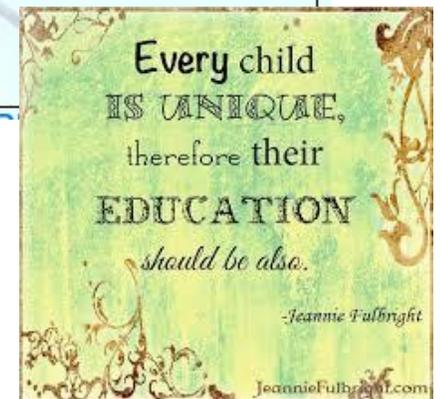
## Phonics

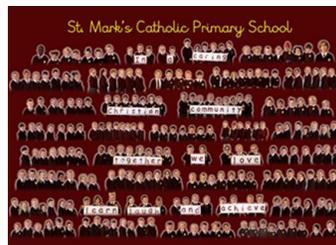
- All schools are required to teach phonics using a systemic synthetic phonics teaching programme (SSP)
- This ensures that all children have a secure knowledge upon which to build as they progress through school
- Helps children to develop the habit of reading widely and often, for both pleasure and 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

<b>Rec</b>	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.	<b>Red</b> Read set 1 special friends. Read word time 1.6 and 1.7 green words. Read nonsense words Read red storybooks.	<b>Green</b> Read 4 double consonants Read nonsense words Read green storybooks.	<b>Green</b> Teach set 2 sounds Read first 6 set 2 sounds. Read nonsense words. Read green storybooks.
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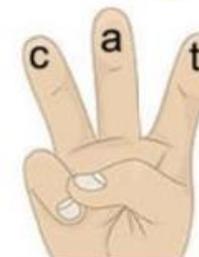




# Key Vocabulary

Read Write Inc.  
Phonics

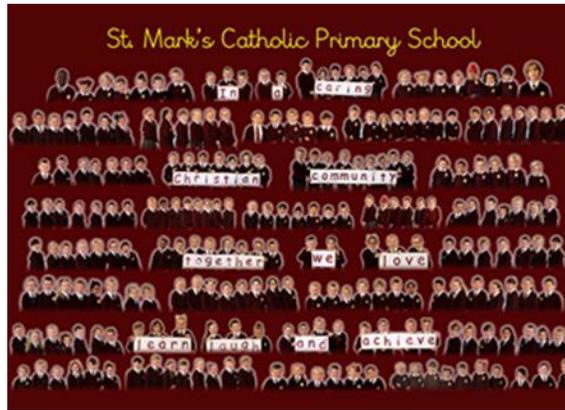
## Glossary



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

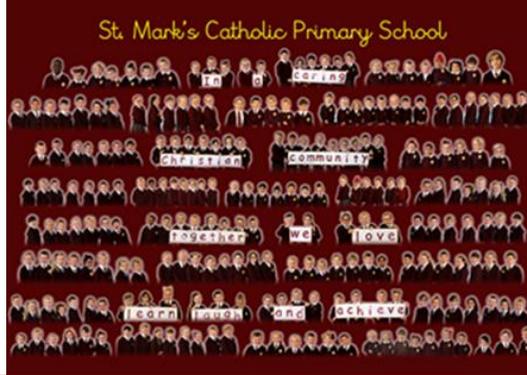
- Multisensory Scheme allowing children to learn in a variety of ways- sessions are interactive
- Introduce a new sound each day (revisiting any that may need practice)
- Repetitive – Children know the format – each day consists of the same thing but with a new phoneme
- Introduced to sounds that are 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.

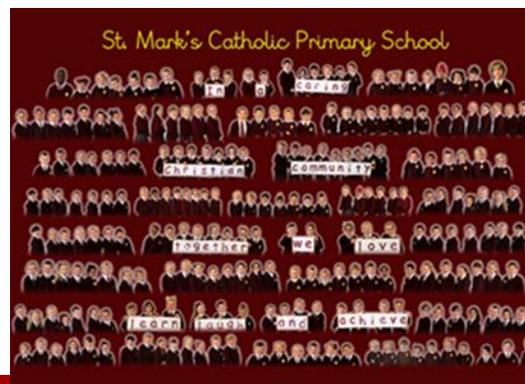


Step 1 – say the special friends sound 'ay'.

Step 2 – 'Fred talk' all the sounds.

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

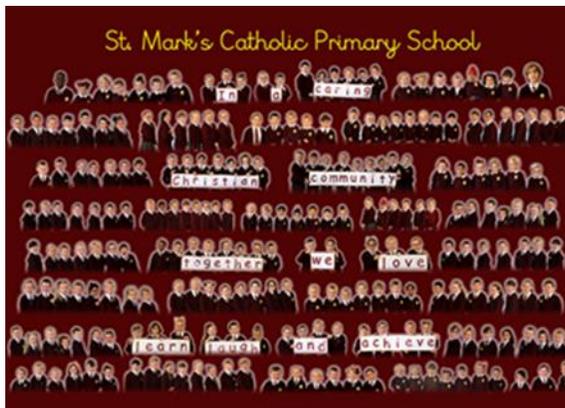




## 'Tricky Words' (Red words)

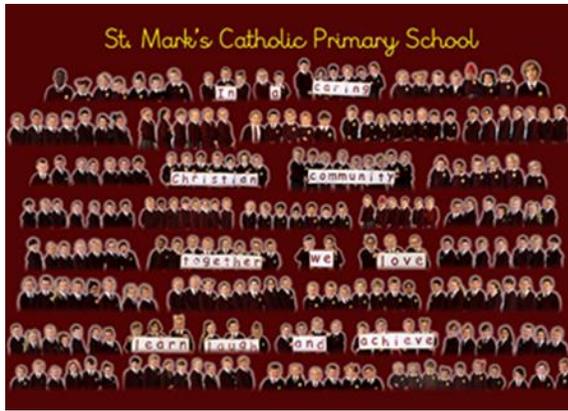
Red words are irregular words that cannot be sounded out. Children will be exposed to these throughout Reception and learn how to read these by sight.

I	the
you	your
said	was



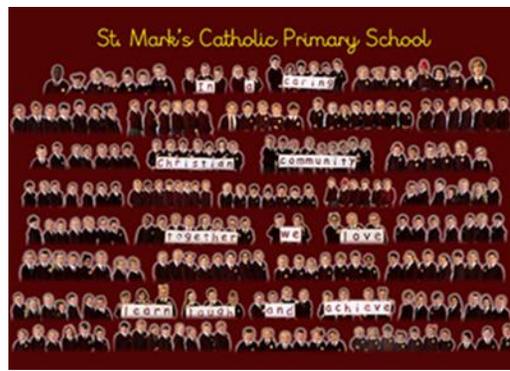
# Segmenting to spell – Fred fingers





## Home Learning Pack

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



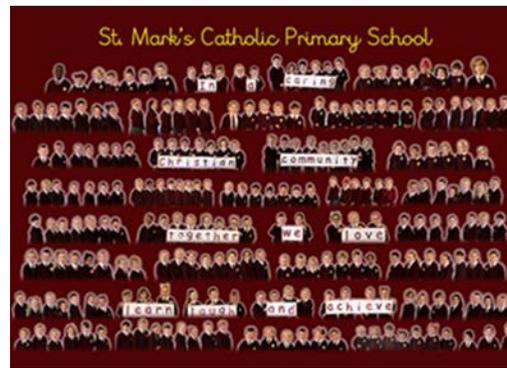
## Top Tips to support and encourage reading .....

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!



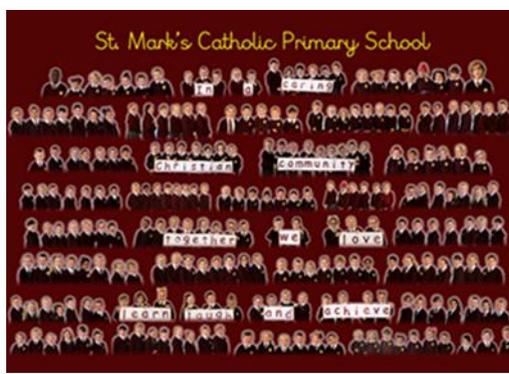
## Reading Homework

They 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.

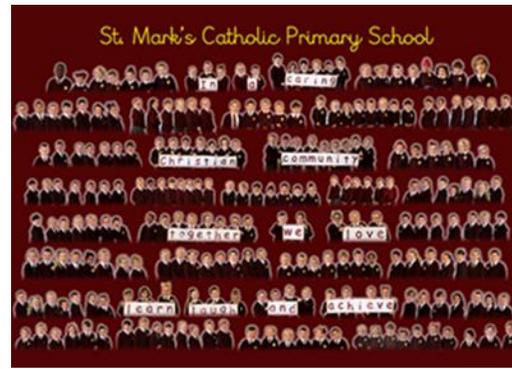
Please listen to your child read every night if possible.



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

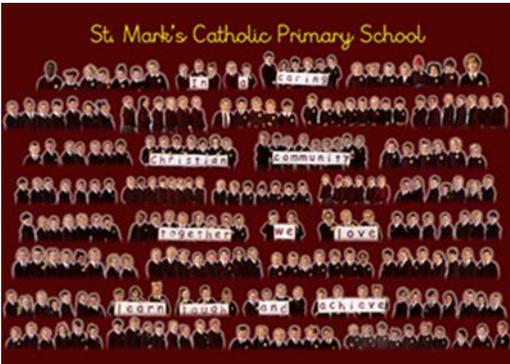
"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."





# Happy Reading!

Any concerns or questions – please let us know!



# Any questions?

