

# Our Lady of Peace Primary and Nursery School

Tuesday 26th November 2024

PHONICS AND EARLY READING IN RECEPTION

# Introduction

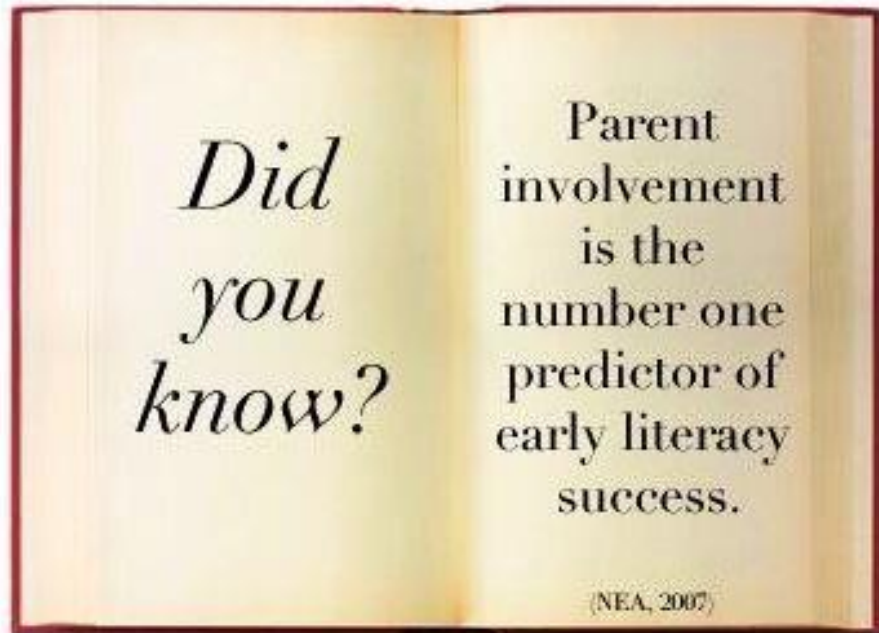
Reading is the gateway to education and success in life.

At Our lady Of Peace we want children to have a love of books and the reading skills they need that help them access age appropriate learning.

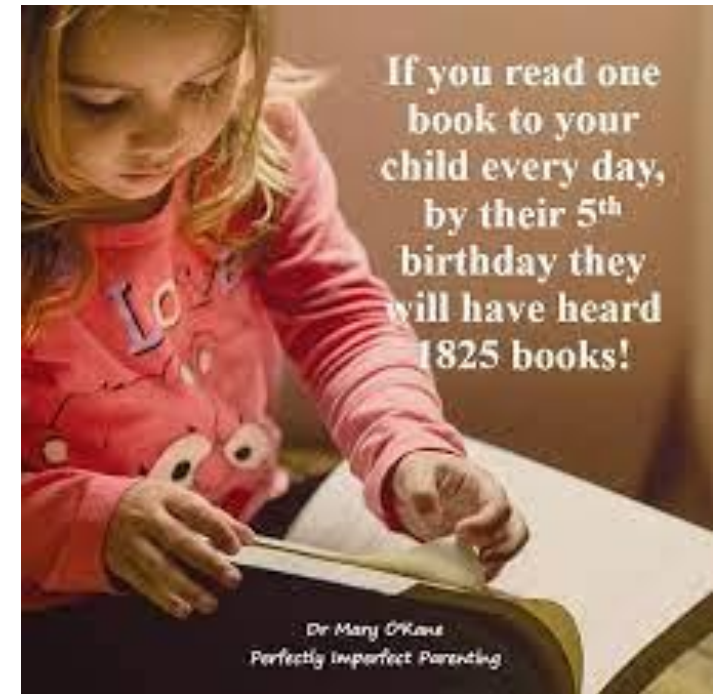
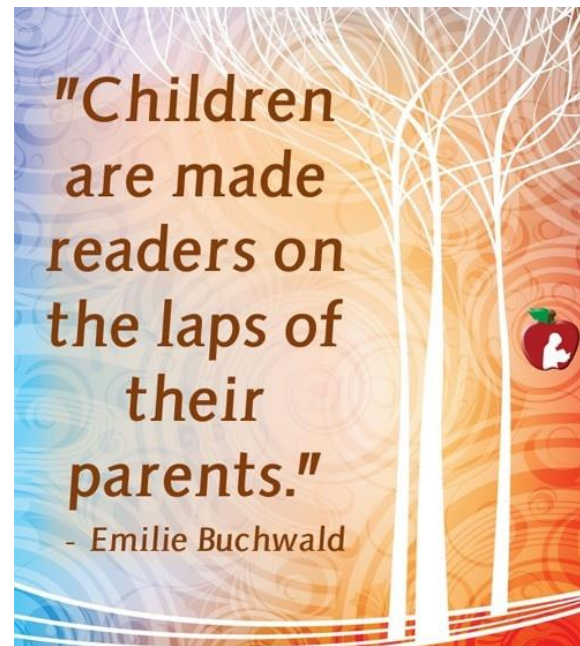
In this presentation we will look at:

- How children learn to read (phonics and verbally sharing stories)
- How we teach reading in school
- How you can support your child at home

# Reading quotes



edutopia.org



# How children learn to read

## How Children Begin to Learn to Read

1. Hearing stories and seeing others read



2. Talking about the pictures in books



3. Joining in repeated phrases in a favourite book



"The wolf huffed and he puffed and he blew the house down"

4. Distinguishing between pictures and words



dog

5. Realising that words are read from left to right



6. Hearing rhymes and joining in with them as a book is read

"Humpty Dumpty sat on the wall  
Humpty Dumpty had a great fall"

7. Making up strings of rhyming words

Cat, sat, mat, hat

8. Hearing the initial sounds of words



'C' for cat

9. Recognising letters from their name and matching to their sounds, then other letters

'T' 'o' and 'm' are in my name

10. Hearing the last sound in simple words  
e.g. the 't' in cat

11. Hearing the middle sound in simple words  
e.g. the 'a' in cat

12. Putting 2 then 3 sounds together to make a word

13. Children will also learn some familiar words by recognising the shape of the word, for example their own name, shop signs, brand names

Sarah



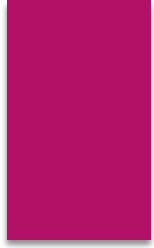


Department  
for Education

# Development Matters

Non-statutory curriculum guidance  
for the early years foundation stage

First published September 2020  
Revised July 2021







**Children in reception will be learning to:**

**Examples of how to support this:**

Read individual letters by saying the sounds for them.

Help children to read the sounds speedily. This will make sound-blending easier.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Read some letter groups that each represent one sound and say sounds for them.

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.





## Children in reception will be learning to:

## Examples of how to support this:

Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</p> <p>Children should not be required to use other strategies to work out words.</p>
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read.</p>
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Show children how to touch each finger as they say each sound.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>

# Floppy Phonics





# The Alphabet

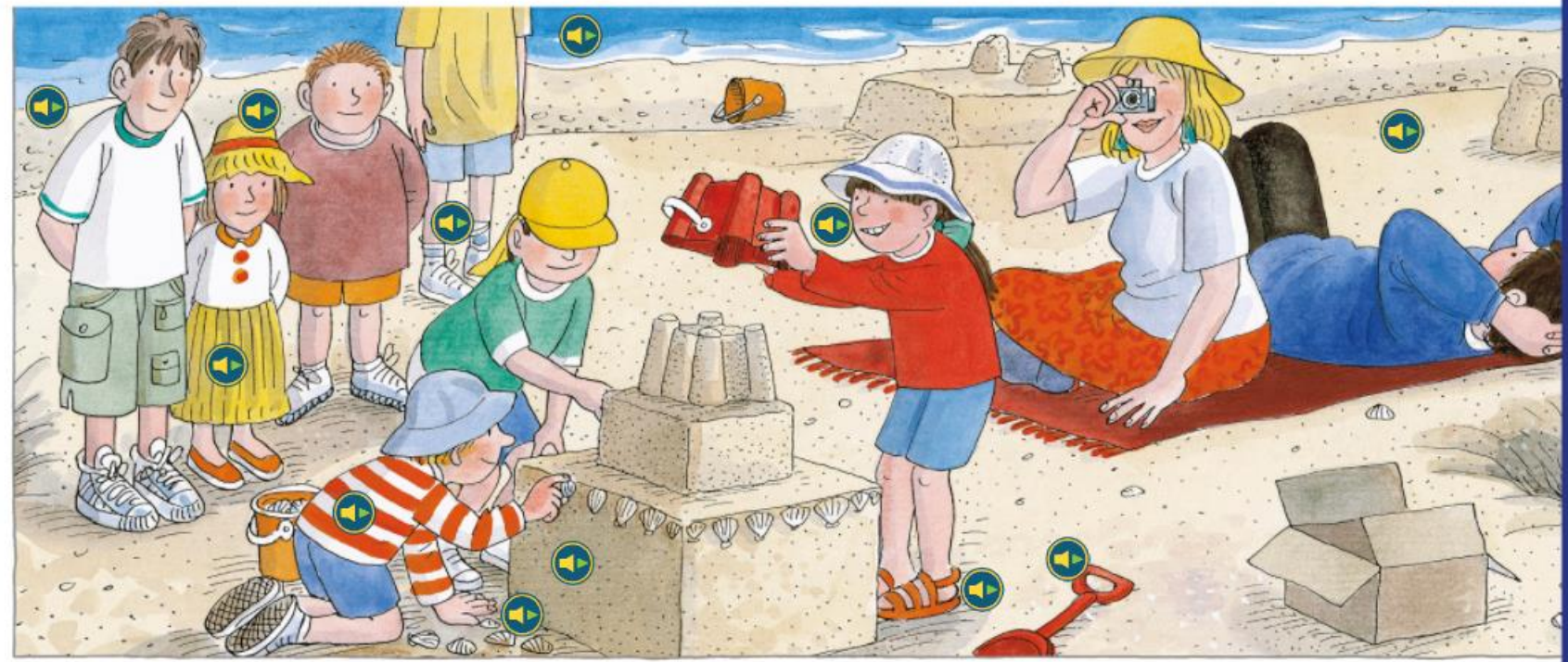


Select the audio buttons to listen to the words.  
Select the letters to watch how they are formed.

Level 1+: Book 1



S s  
  
sun



s

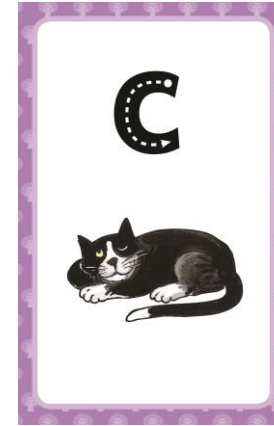
# Alphabetic Code Flash Cards



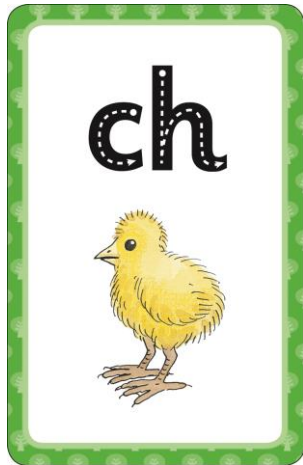
**g**  
gap  
dig  
tag



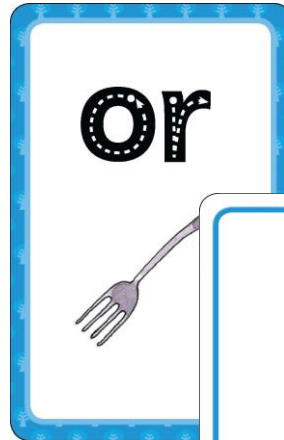
**o**  
on  
got  
pod



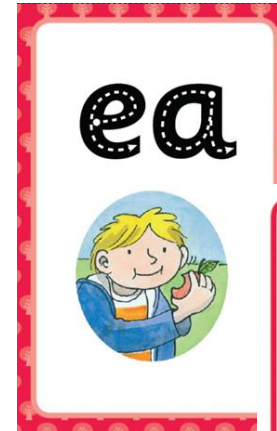
**c**  
cog  
act  
cost



**ch**  
chin  
chat  
much



**or**  
cork  
horn  
storm



**ea**  
tea  
team  
reach

h	b
f	ff
l	ll
le	ss

## Grapheme Tiles

### Say the sounds


Oxford Reading Tree Sounds and Letters Stage 1+

s	a	t	p
i	n	m	d
g	o	c	k
-ck	e	u	r
h	b	f	-ff
l	-ll	-le	-ss


## Say the Sounds Posters

20

Name \_\_\_\_\_ Date \_\_\_\_\_



Say the sound. Trace the letters.



Say the word. Listen for the 'f' sound.

off huff puff cuff tiff  
stuff scuff fluff puffin

Blend to read the words.

ff ff ff

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the 'f' sound?

Draw something ending in ff.

c k -ck e u r h b f

## Activity Sheets

Cumulative Texts Stage 1 Miss A

ff ff

It is difficult to spot the puffins at the zoo because they always float away.

The café has a fantastic trifle, lots of muffins and several different types of coffee.

The dolphin sped through the rough waves and made us all laugh with joy!

My nephew has a telephone that is in the shape of an elephant!

School children sometimes pretend to have a stomach ache but they really want to stay in bed!

The machine took the cherries off the branches so the chef could make them into cherry pie.

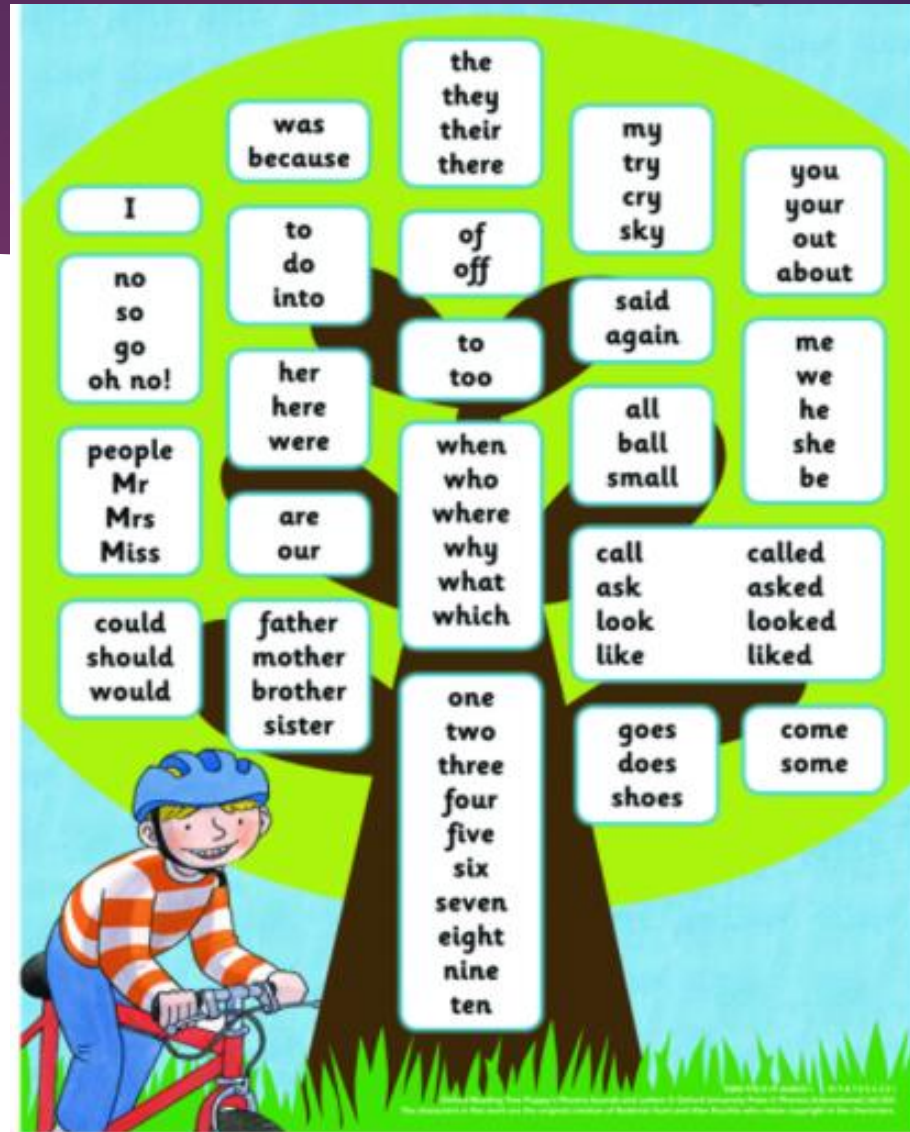
84 © Oxford University Press © Phonics International Ltd. 2011 Copying permitted within purchasing school only

## Cumulative Texts



# 'Helpful Words'


























These words are very common in the books your child will soon be reading.  
Not all words in the English language are de-codeable and will need to be learnt by sight  
Children need to learn these words alongside learning phonics





# Alphabetic code

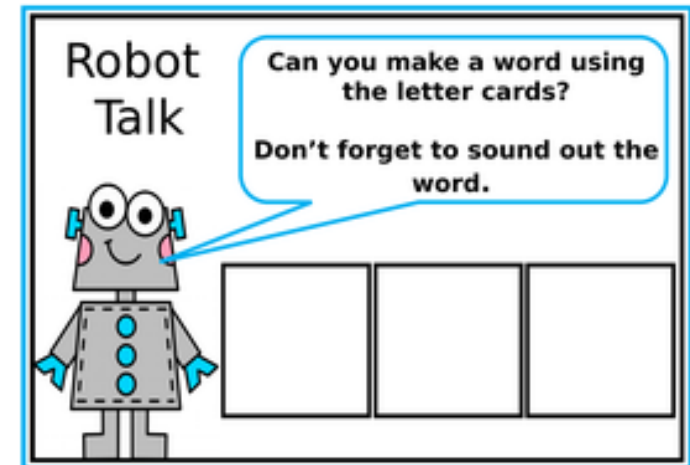
## Mini Alphabetic Code Chart

Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words
/s/ 	s ss c: c: c: c: c: sun sea snake sea sea -ce -se -ce -st sea sea sea white	/r/ 	r rr wr rh rabbit worm worm rabbit
/a/ 	a apple	/h/ 	h hat
/t/ 	t tt -ed teddy bear drop	/b/ 	b bb bone bubble
/p/ 	p pp pig potato	/f/ 	f ff ph -gh fish wolf sheep white
/i/ 	i y insect	/l/ 	l ll lion
/n/ 	n nn kn gn nose ring	/ul/ 	-le -el -il -al bottle pencil pencil hospital
/m/ 	m mm mb mn man machine man machine	/j/ 	j -dge ge jar bridge jar ge gl g conditioner single gym
/d/ 	d dd ed dog potato rabbit	/v/ 	v -ve van glass
/g/ 	g gg gu gh gue gate pencil table table rabbit	/w/ 	w wh u wheel wheel pig
/o/ 	o wa qua ait octopus watch spot web	/ks/ 	-x cks ks fox duck bear
/k/ 	c k ck ch qu cat key cat chair que queen	/gz/ 	-x exam
/e/ 	e ea egg bread	/y/ 	y yogurt
/u/ 	u er o -our umbrella butter water ou ough re book through room	/z/ 	z -zz -s -se -ze zip bear sheep sheep bear

# Phonics pure sounds and Games

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

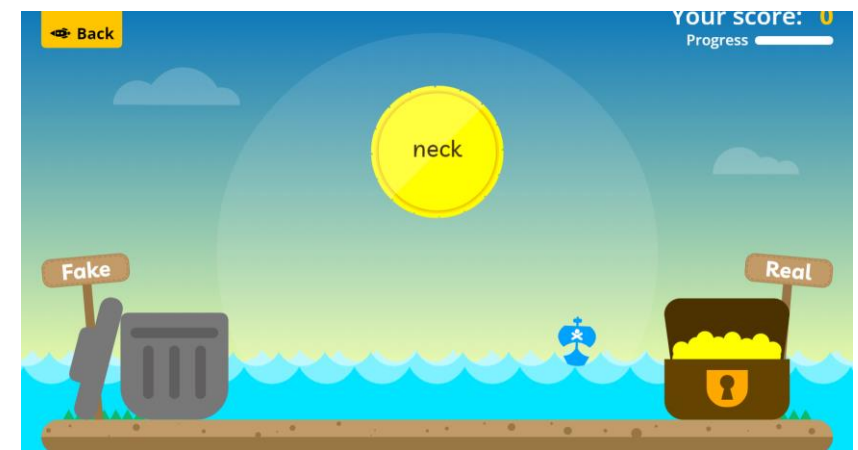
Scan QR codes in reading records for direct link to sounds.



Oxford **OWL**



How to pronounce  
pure sounds



# Reading Books

## Floppy's Phonics fiction and non-fiction



Children in Reception start by reading lilac books which have no words. These books are designed to build children's understanding and comprehension skills. It is important to share these books with your child as well as their pink reading book. Pink books that contain words made up of the letter sounds learnt in class, will be given to your child and when they are confident 'de-coders' they will be given reading books containing 'helpful words' too. Throughout Reception, your child will work through the pink and red book bands and will hopefully be on yellow books by the end of the academic year.

# Reading Books

## Floppy's Phonics fiction and non-fiction



Reading books are not only about reading it is also about developing comprehension skills.

Refer to the questions at the front of the reading record books to discuss the stories with your child.

Please sign the reading records when you have read with your child.

Bring in reading book bags daily with both the reading book and reading record in- Maroon bag

Black book bag in addition to maroon to be brought on Mondays- with library book inside  
No water bottles in book bag.



# Library books

- ▶ The school library books that the children bring home are to help instill a love for reading. These books are for you to sit, share and enjoy reading to your child.





# How do I support my child at home?

- Read with your child every day – please sign the reading record

- Log on to Oxford Owl extra practice zone



- Read to your child as much as you can. Fiction and non-fiction, magazines and online books
- Go and explore your local library
- Share stories and verbal stories in home languages
- Please phonics games on [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk), robot talk, tricky word songs