



# **Reading and Phonics in Reception 2023-2024**

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# What learning looks like in Reception

## Prime areas of learning

Communication and Language

Physical Development

Personal, Social and Emotional Development

## Specific areas of learning

Literacy

Mathematics

Understanding the World

Expressive arts and design

## Prime areas of learning

Communication and  
Language

Physical Development

Personal, Social and  
Emotional  
Development

## Specific areas of learning

Literacy

Mathematics

Understanding  
the World

Expressive arts  
and design

Reading  
Writing



# Reading in Reception

- It is crucial for children to develop a life-long love of reading.
  - Reading consists of two dimensions: language comprehension and word reading.
  - **Language comprehension** (necessary for both reading and writing) starts from birth. This develops when adults talk to children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
  - **Skilled word reading** involves both the working out of the pronunciation of unfamiliar printed words (decoding) and the recognition of familiar printed words. Children's fluency in these skills will build over time to become independent readers.
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# Reading Early Learning Goals

## **ELG: Comprehension**

“Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play”.

## **ELG: Word Reading**

“Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words”.

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# How can we help children on their reading journey?

- Reading a variety of genres of stories and texts to them.
  - Telling them made up stories and traditional tales.
  - Book handling skills; being respectful with how we treat books.
  - Model reading to your child.
  - Using pictures to tell a story.
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# What is Phonics?

- Phonics is a method of teaching children at the start of their reading journey to **read and pronounce** words by learning the usual sound of letters, letter groups, and syllables.
  - In schools, Phonics is broken down into 'Phases'.
  - Phase 1-4 are initially covered and taught when children are in Reception.
  - Some of these phases are covered again in Year 1 and 2, along with the final Phase, Phase 5.
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# What is Phonics?

Children are taught to read (and eventually spell) by linking the sounds they hear with the way the sounds are written through the teaching of phonics.

Term	Definition
Phoneme	The spoken sound you hear.
Grapheme	The way a phoneme is written.
Digraph	Two letters that make one phoneme (e.g. ch)
Trigraph	Three letters that make one phoneme (e.g. igh)
Split digraph	Two letters making one phoneme that is split by another grapheme (e.g. <b>B</b> one)
Segment	Splitting a word up into phonemes (e.g. c-a-t)
Blend	Putting a word back together after segmenting (cat)
Decode	The process of segmenting and blending.
Tricky words/Common Exception Words	Words that can't be decoded phonetically.





# **Phonics at Christ Church Primary School**

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# Phonics at Christ Church

- High quality teaching of Phonics is a top priority at Christ Church.
- Children in Reception, Year 1 and Year 2 are taught phonics daily from 9am – 9.30am.
- Since joining us in September, your child will have completed an informal phonics assessment with one of their class teachers. This is so that the teachers have been able to quickly develop an understanding of each child's phonic knowledge.
- The teachers have readily used this information to guide their Phonic teaching. Your child will be taught phonics in Phases (Phase 1-4 in Reception) over the academic year.



# Phonics at Christ Church

## Phase 1

- Children are taught about:

Environmental sounds, instrumental sounds, body percussion (e.g. clapping and stamping), rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting (e.g. hearing that d-o-g makes 'dog').

## Phase 2

- Children begin to learn the sounds that letters make (phonemes).

There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds.

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# Phonics at Christ Church

## Phase 3

- Phase 3 begins by introducing children to the remaining, more difficult and/or less commonly used individual letter phonemes. They are then introduced to the most common digraphs that make up vowel sounds alongside key common sounds

(e.g. ai ee igh oa oo ow oa or ur).

- Alongside this, children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'

## Phase 4

- At this point children should be confident in the phoneme/grapheme correspondences that have already been taught.

- In Phase 4 children will, among other things:

Practise reading and spelling CVCC words ('bump', 'nest', 'belt,' 'milk', etc.)

Practise reading and spelling high frequency words

Practise reading and writing sentences

Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

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# Pronunciation of Phonemes

- Phonemes should be taught using a pure sound.
- Phonemes should not have the “uh” added on to the end of the phoneme.

[Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#)

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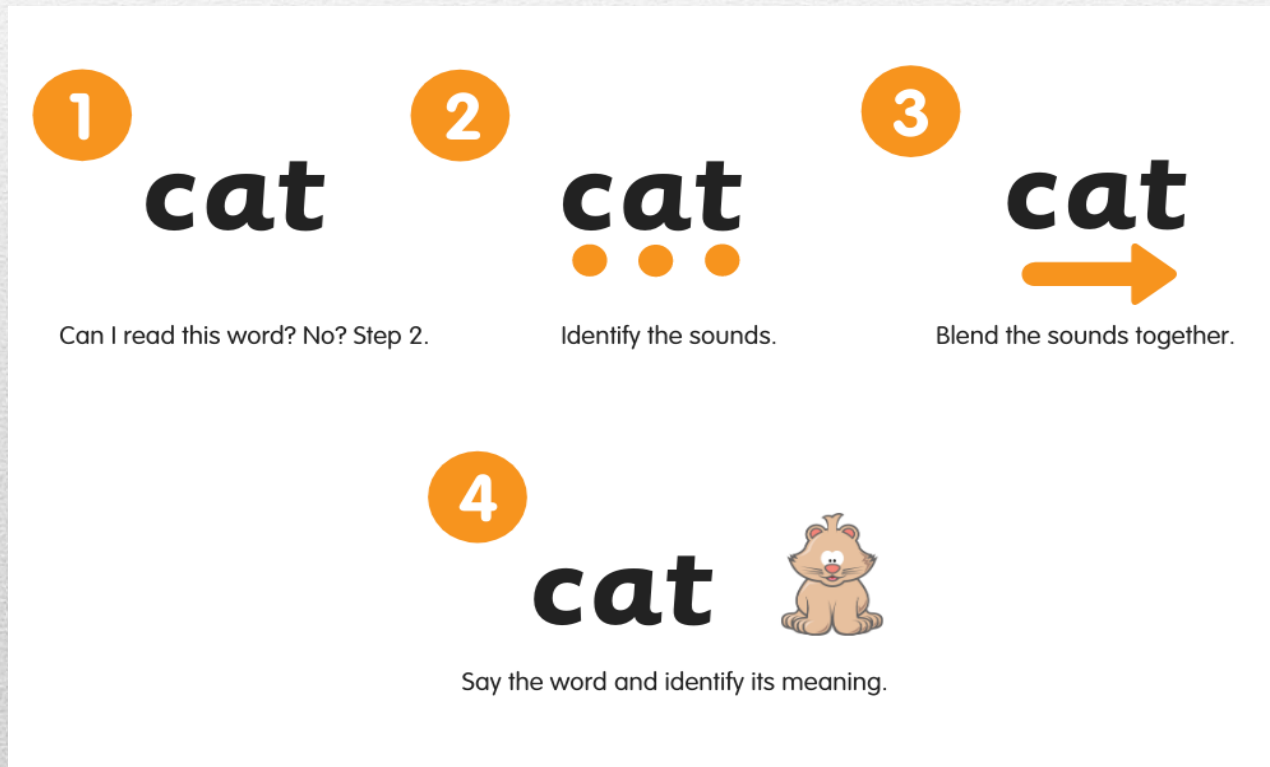
# Phonics in our School

- Phonics is taught daily in school at the beginning of each day.
  - At Christ Church we follow the Government approved Systematic Synthetic Phonics programme: Letters and Sounds
  - We teach this programme via an online Phonics programme called 'Bug Club' (again Government approved).
  - Phonic lessons are largely based on repetition to enable children to recall information they have learnt previously in Phonics.
  - Lessons are fast paced and follow the structure of revisit, teach, practise and apply.
  - There are a number of areas in the classroom for children to apply their phonics learning both independently and with support throughout the day.
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# Phonics in our School

- Phonics and reading go hand in hand.
- Without Phonics, children will find it tricker to learn to read and write.
- Decoding is the first step to reading:








- Alongside this, children will be learning how to write the graphemes.

# Phonics in our School

- The process of writing (spelling words) is the reverse to reading.
- It requires children to identify the phonemes in a word and then to match a grapheme or graphemes (letters) with that sound to essentially 'make' the word. This takes a five step process:

The diagram illustrates a five-step process for spelling the word 'cat':

- 1** Say the word. 
- 2** Stretch the word. 
- 3** Count the sounds. 
- 4** Represent each sound with a letter. 
- 5** Check the spelling looks right. 



# Reading in School

- At Christ Church, children will mostly read in small groups.
  - A teacher will hear every child read at least once a week.
  - Children in Reception have the opportunity to access books and read on a daily basis.
  - All the children in Reception will have a Reading Record where a record of their reading is kept, along with the books they have read.
  - A teacher will date and sign your child's reading record when they have read with them in school.
  - All the children in Reception will bring home one book per week that will match their phonic level. Some books may have no words and some will have very few words to begin with.
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# Reading in School

- Your child will receive **one** book to take home each week.
  - This book will need to be brought back into school on a daily basis.
  - If your child has read their book from start to finish you can:
    1. Try to read the book out of sequence (children are good at learning their books by rote!).
    2. Make up your own story using the pictures.
    3. Think of an alternative ending for the story.
    4. Do a sound hunt/tricky word hunt throughout the book.
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# Bug Club

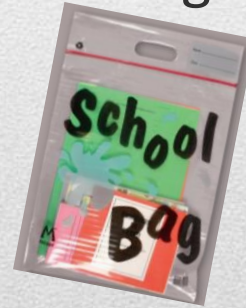
- Your child will receive their own log-in for Bug Club to enable you access at home.
- The book they read in school will be assigned to your child on Bug Club.
- There are also Phonics games linked to our learning that may be assigned to your child on Bug Club too.

[Overview of Bug Club Phonics for parents and carers – YouTube](#)

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# How can you support your child on their reading journey?

- Read with your child daily (and sign their Reading Record.)
- Ensure that your child brings their reading bag, reading diary and reading book into school daily.
- Watch: [Phonics: How to pronounce pure sounds | Oxford Owl – YouTube](#) to support your child's pronunciation of sounds.





# Homework

- Your child has a Homework Bingo Board in the back of their Reading Record.
  - When your child has completed a homework task they will need to bring this in to show their teacher – this can be on Tapestry, paper, a photo or emailed to the school office and a merit will be awarded by their teacher.
  - If your child manages to complete the whole Bingo Board during a half term, they will receive a special pencil during worship.
  - We ask that completed homework tasks are brought in every Monday, giving the children a week to complete each chosen task.
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# Tapestry

- The way that we use Tapestry in Reception will be different to pre-school.
  - Updates will be less frequent than pre-school as children are working with adults on lots of different tasks (e.g. reading, completing tasks with adults that will be evidenced in their books rather than on Tapestry.)
  - Wow moments will be shared.
  - Some group/adult-led activities will be shared.
  - You are welcome to share special achievements for us to look at in class.
  - If you have any enquiries please send them via [contact@christchurch-lichfield.staffs.sch.uk](mailto:contact@christchurch-lichfield.staffs.sch.uk) rather than via Tapestry.
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