

Manorfield Primary and Nursery School



Reading in Reception

How Children Learn to Read

- Shared reading experiences
- Phonics – system for teaching an awareness for the phonemes or sound units in order to read and write
- Word building
- Sight vocabulary
- Other reading strategies

READING

is to the

MIND

what

exercise

is to the **BODY.**

Sir Richard Steele



Phonics

- Phonics is taught in discrete sessions
- At Manorfield we use the programme Read Write Inc. Phonics
- Children learn sounds and the corresponding letter(s) using picture prompts
- By the end of Reception children are expected to read and understand sentences



Set 1 Sounds



Set 2 and 3 Sounds



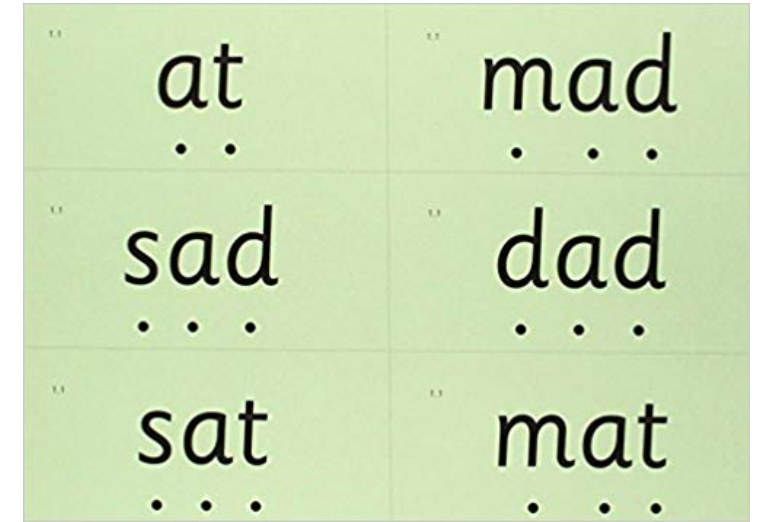
Pronunciation of Sounds

- We focus on letter sounds first, then letter names
- Pure sounds – no schwa, ‘uh’ at the end. E.g. ‘mmm’ not ‘muh’
- Fred frog can only speak in sounds and helps children learn to read!
- Helpful video – YouTube Read Write Inc. how to say sounds



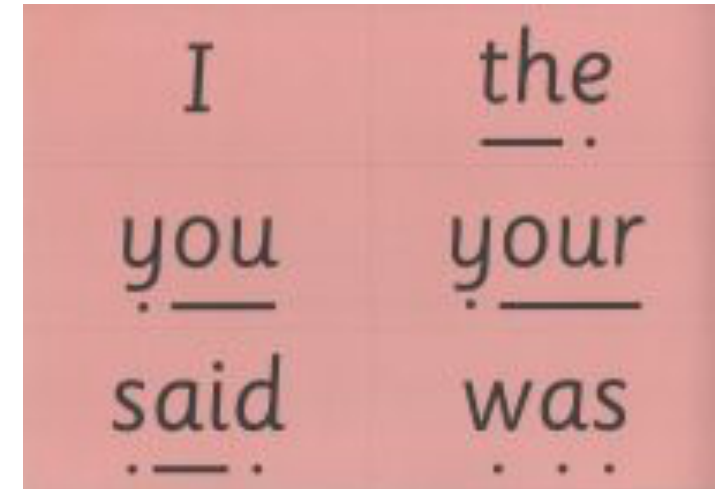
Green Words

- Green words are linked to sounds the children have been learning. They are decodable.
- Children learn to sound out words and then blend sounds together, for example s-a-t...sat
- Children learn to read words, then captions and sentences within books



Red Words

- Red words are not easily decodable
- Aim for words to be read 'on sight' (not sounded out)
- Autumn term two/spring term one – red words sent home
- Practise regularly at home – little and often is best
- Please bring word cards to school everyday
- Assessed on a weekly basis by class teacher
- Develops fluency



Opportunities for Reading at School

- Phonics sessions
- 1:1 reading with class teacher
- Reading with teaching assistants, Key Stage Two pupils and parent helpers
- Adult-led shared reading
- Self-initiated in free-flow learning



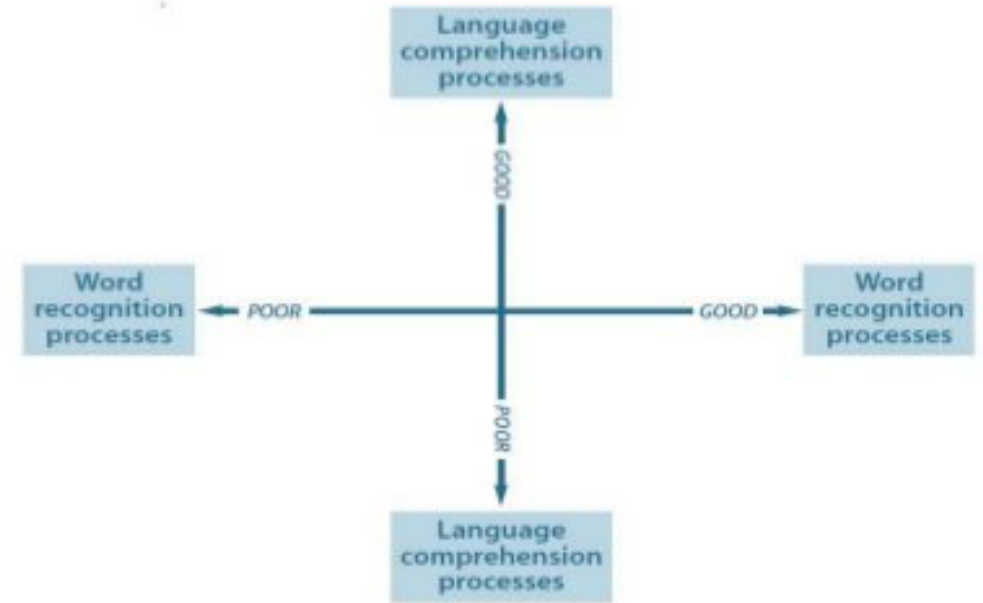
Reading Books

- Autumn term two - 2 levelled reading books and 1 library book sent home weekly
- Reading journal – please fill this in at home
- Please bring books to school everyday
- Changed on a weekly basis by class teacher
- Children awarded prizes every 25 times they read – book monsters!



Reading Strategies

- Using illustrations
- Context – sensible guesses are helpful
- Using the initial letter sound in a word
- Using phonic knowledge to sound out words e.g. m-a-p...map
- Recognising word shapes and sight words
- Noticing patterns, rhymes and repetitions in texts
- Checking that sentences make sense



Simple View of Reading

Ideas for Reading

- Make predictions and go on a 'picture walk' before reading a book
- Re-read sentences fluently if words have been sounded out
- Point to each word to track text accurately
- Check meaning and understanding – ask questions about words, characters and events
- Use different voices for characters
- Summarise beginning, middle and end after reading a book
- Discuss likes/dislikes about the story and why



Types of Texts

- Books should be at an appropriate level for independent reading.
- Texts should enthuse and capture a child's imagination. They should be exciting, interesting and enjoyable.
- A range of texts should include: fiction, non-fiction, poetry, rhymes, magazines.

