

**RECEPTION  
READING CAFE**

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Mrs Halawa and Mrs Blackaby





# INTENTIONS

- To share how we teach reading in Reception
- To share how we support your child's reading across the curriculum
- To share how you can support your child at home
- To show how Tapestry works



# HOW WE TEACH

- Phonics
- Guided reading
- 1:1 reading
- Continuous provision
- Enhanced provision
- Additional phonics sessions
- Adult led activities
- Drawing club

# TERMINOLOGY

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- **Phoneme:** The smallest unit of sound that can be identified in words. We also use the term 'sound' but your child may use the word 'phoneme'. There are 44 phonemes or sounds in the English language.
- **Grapheme:** A letter or group of letters used to represent a phoneme in writing. The way graphemes are used to represent phonemes in our written language is known as the alphabetic code.
- **Decode:** To break down ('sound out') a written word into sounds then blend the sounds together to read the word.
- **Digraph:** A grapheme made of two letters that represent one sound. An example is the 'sh' in 'shop'. Your child may use the mantra 'two letters, one sound' when they spot a digraph.
- **Trigraph:** A grapheme made up of three letters that represent one sound. An example is the 'igh' in 'light'. Your child may use the mantra 'three letters, one sound' when they spot a trigraph.

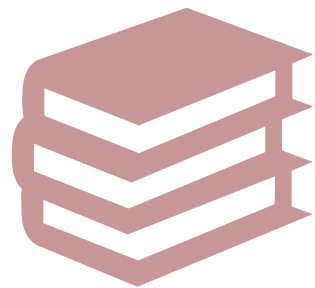
# TRICKY WORDS – AUTUMN TERM

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> as in 'pin'.
the	e	It is rare for 'e' to make the schwa sound at the end of a word.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'. <b>Note:</b> They will learn this digraph later in the Spring term.
go no	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound <b>oo</b> (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . This is a rare spelling for this sound.

# TRICKY WORDS – SPRING TERM

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound <b>o</b> . <i>Learning so far:</i> For 'a', your our child has learned the sound <b>a</b> as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound <b>ai</b> .
my by	y	The 'y' makes the sound <b>igh</b> . <i>Learning so far:</i> For 'y', child has learned the sound <b>y</b> as in 'yap'.
all	a	The 'a' makes the sound <b>or</b> . <i>Learning so far:</i> For 'a', your our child has learned the sound <b>a</b> as in 'cat'.
are	whole word	This is a rare spelling of the sound <b>ar</b> .
sure	whole word	The 's' makes the sound <b>sh</b> . The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>These are rare spellings for these sounds.</i>
pure	ure	The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <i>This is a rare spelling for these sounds.</i>

# WHY DOES READING MATTER?



**The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.**

**This benefit comes from:**

**Adults reading to children and children enjoying books simply by looking at them and talking about them.**

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002)

Senechal, M. and Lefvre, J.

# READING

- Books in school daily
- Collins Ebooks
- Engage in a love of reading with your child, model what good reading looks like
- Your child can read any media – comics, picture books, magazines etc alongside their reading book
- Use the parent's information sheets [For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)
- Sign reading diaries
- Read your child's book multiple times to improve fluency and understanding
- Example of reading a sentence

I can see a pair of boots are on the carpet. ...



# PHONICS

- Little Wandle – so far the children have learnt s a t p i n m d g o c k ck e u r h b f ff l ll ss zz qu ch sh th ng ai ee igh oa oo oo ar or ow oi ur er ear air
- [For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk)
- Phoneme flashcards – pictures and memorable phrases
- Oral blending/Sound fingers
- Segmenting – breaking down the word to individual sounds
- Blending – putting the sounds together to make a word
- Tricky words
- Reading a sentence
- Writing the words
- We are going to model a phonics lesson with your children.

# DRAWING CLUB

- We do Drawing club approximately every fortnight based on our focus book.
- Every session starts with our 5 magic words. Every word has an action to help us remember it. We use our focus book to help explain each words meaning.
- We complete three sessions of Drawing club - Character, Setting and adventure time.
- The teacher models an example drawing, talking through why they are adding each aspect.
- The children are then invited to come to Drawing club in their busy learning time. They are encouraged to add detail to their drawing in the form of labels or initial sounds and explain to the adult what they have done. They also need to add a secret code which does something magical to their picture when they say it!
- By the end of the year children will be adding captions to their drawings in preparation for year 1.

# **T A P E S T R Y**

- See pictures of your child's learning journey
- Add observations yourself
- Download the media
- If you have any other parent who would like to be added onto Tapestry, please provide their name and email address