

Bradshaw Hall EYFS- Reception Phonics and Reading Information



Bradshaw Hall Primary School



Aims

The aim of this session is to inform parents of how we teach phonics and reading at Bradshaw Hall in Reception and how you can best support your child's learning at home.

EYFS

17 Early Learning Goals

ELG: Comprehension

- 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

- 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.

ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

How do we teach phonics at school



Rocket Phonics

- We teach phonics daily through a mixture of whole class and small groups.
- Each week we teach 2 new sounds and one or two common exception words/tricky words.
- We teach children the letter name and sound. What a capital and lower case looks like and we practise forming the letters.
- In phonics **we emphasise the pure sounds** the letters make. When using flash cards we ask children to tell us the sound.

Video of pure sounds....

https://www.youtube.com/watch?v=nyGQY_GHtoQ&t=356s



How do we teach reading at school



Your child will learn:

That books are read from: front to back, top to bottom of the page and from left to right of each line.

To understand that a story has a beginning, middle and end understand the main events and recall them in sequence (acting out stories with puppets, rehearsing stories with actions etc.)


Recognise and talk about characters and use their knowledge of stories to change the main events and make up their own stories.

To talk about text/stories they have read to show understanding of the characters, plot, sequence and make predictions. Who, what, where, when, how, why questions.

To recognise letters/sounds they are learning at school and begin to read simple words and sentences.


What our resources look like...

Flashcard 1

s  S

sat


Flashcard 1

a  A

Flashcard 2

ant

Flashcard 2

t  T

Flashcard 3

tin

Flashcard 3

The aliens zoomed up, up and away at top speed.
"Thank goodness that big, grey creature didn't squash us!"
Nip and Nap giggled.

Just then, the little space-pod flew into a swarm of giant insects in the Indian desert.

With a zig and a zag, they zoomed to safety behind a sand dune. But Nip and Nap were beginning to feel very hot and itchy under the blazing sun.





























"We need to go somewhere much cooler," said Nap.

"I agree," said Nip. "This place is too hot for us!"

Flashcard 1

Rocket Phonics

Sounds Mat 1

s 	a 	t 	i 	p 
n 	m 	d 	g 	o 
k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 
ll 	ss 	j 	v 	w 
x 	y 	z 		

m  M

0:00 / 0:03

7 of 15

man

0:00 / 0:01



7 of 15



s a

1. Revisit and review. Say and tick each sound and picture.



a S A s a




2. Grapheme search. Find and circle all the s letters. Underline all the a letters.
Sam and Sid sat in the sand.

s   s

a   a

3. Pre-blending practice. Match the letters to the pictures.

i   t

a   

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Weekly routines

- **Reading at school**

We will read with your child once or twice a week in class. This will be a mixture of guided reading in a small group or 1:1 with their teacher or teaching assistant.

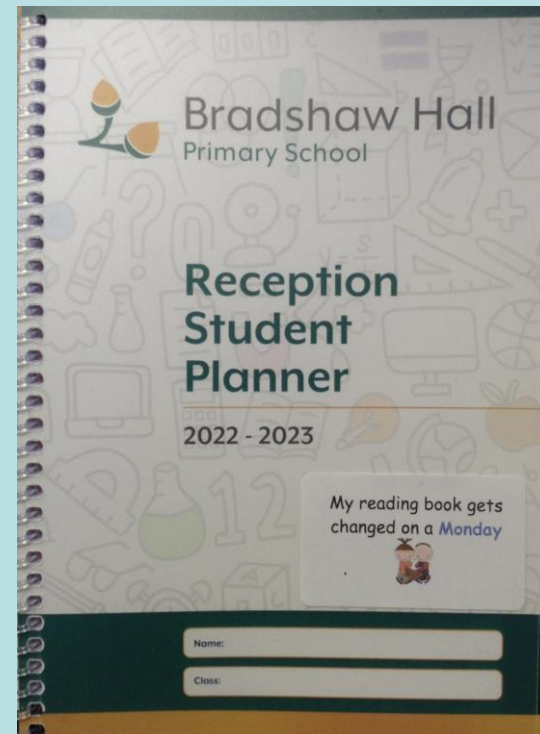
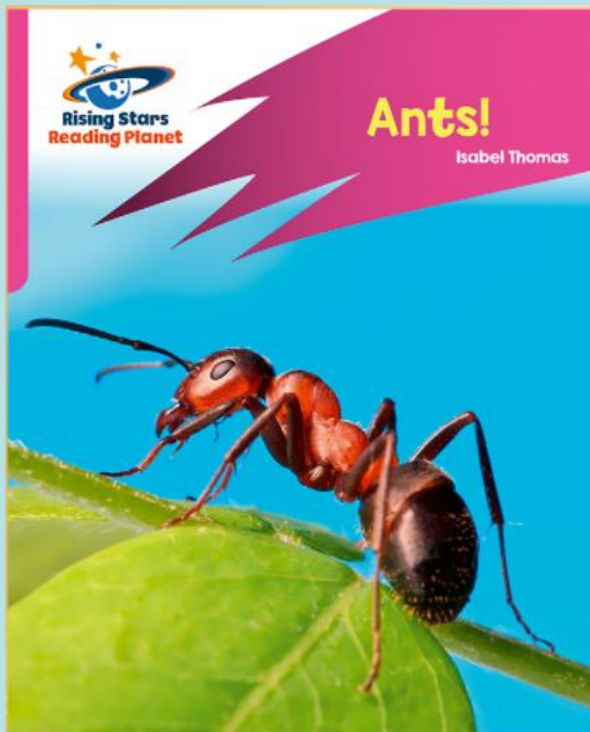
- **Reading at home....Home reading books**

Children's reading books will be changed weekly. You will receive 1 new book per week. We recommend you look at this book 3 or more times per week. Children will have a designated day of the week that their book is changed which is stated on the front of their student planner.

Student Planner and Home reading book..






























Last Friday your child brought home their student planner and their first home reading book.

Inside the student planner are phonics flash cards and further information and resources to use at home.



Home sound mats and flash cards ...



Rocket Phonics		s	a	t	i	p
Sounds Mat 1		 sun	 apple	 tap	 insect	 pan
n  net	m  mouse	d  dog	g  goat	o  octopus	c  cat	
k  kite	ck  duck	e  elephant	u  umbrella	r  rabbit	h  hat	
b  bat	f  frog	ff  cliff	l  ladder	ll  shell	ss  dress	
j  jug	v  van	w  web	x  fox	y  yellow	z  zebra	

Reading Planet Sound Phonics Copyright © 2018 Helen & Douglas Ltd



How I can help my child read....

- Look at the inside cover – lots of tips, words not yet accessible, tricky words
- Model sounding it out/blending the sounds together, for example... s- a- t = sat
- Identify ‘tricky words’ – you haven’t learnt this code yet
- Read sentences back to model fluent reading
- Split a long word into chunks and work out the separate chunks for example...

sun/set

- Encourage reading NOT guessing – “You know that code!”

How can I support my child at home?



- Listen to your child read their home reading book 3 or more times per week and write in their student planner when you have done so.
- Stay positive – it can be frustrating for you and them but try not to show it!
- Practice phonics flash cards and tricky words regularly at home.
- Continue to read to them daily including library books from school – ask them for help on the odd word!

Thank you

Any Questions...