



# Reception 2023

Tuesday 10<sup>th</sup> October

# Aims of today

Meet the team

What has been  
going on...

Phonics  
demonstration

Phonics

A week in  
Reception

A typical day

How you can  
help

# Meet the team

## ► Red Class

- Mrs Hartfield
- Mrs Cook
- Mrs Roman (Mon/ Tue)
- Mrs Cordery  
(Tue/Wed/Thur)

## ► Orange Class

- Miss Bellis
- Mrs Tiernan
- Mrs Cordery  
(Tue/Wed/Thur)

## Other faces you may see:

- Mrs Haire       (Thursday afternoon)
- Mrs Salmon     (Thursday afternoon)

# Our timetable

	Monday	Tuesday		Wednesday	Thursday	Friday	
8:50 – 9:20	Whole School Collective Worship	RWI - Phonics		RWI - Phonics	RWI - Phonics	Collective worship in class	
9:20 – 10:00	RWI - Phonics		P.E. & Music with Mrs Kareem and Mr Fenton	KS1 Collective Worship	Collective Worship	RWI - Phonics	
10:00 – 11:00	Continuous Provision – ‘Independent Learning’			Continuous Provision – ‘Independent Learning’	Continuous Provision – ‘Independent Learning’	Continuous Provision – ‘Independent Learning’	
11:00 – 11:30	Maths – Mastering Number & White Rose			Maths – Mastering Number & White Rose	Maths – Mastering Number & White Rose	Maths – Mastering Number & White Rose	
11:30 – 11:40	Wash hands/ Toilet/ Ready for lunch						
11:40 – 12:45	LUNCH						
12:45 – 13:00	Understanding the World Input	Collective Worship		R.E. Input	A	PSHE Input	Continuous Provision – ‘Independent Learning’
13:00 – 13:30	Continuous Provision – ‘Independent Learning’	Maths – Mastering Number & White Rose			B	Continuous Provision – ‘Independent Learning’	
13:30 – 14:40		Continuous Provision – ‘Independent Learning’					
14:40 – 15:00	Tidy and Review of daily learning from Continuous Provision	Tidy and Review of daily learning from Continuous Provision		Tidy and Review of daily learning from Continuous Provision	C	Tidy and Review of daily learning from Continuous Provision	Tidy and Review of daily learning from Continuous Provision
15:00 – 15:15	Story	Story		Story	Story		Story

# A typical day

- ▶ Register
- ▶ Whole school Collective Worship (Monday and Friday)
- ▶ Phonics
- ▶ Independent Learning
- ▶ Maths
- ▶ Lunch
- ▶ Register
- ▶ Input (R.E./ UTW/ Literacy)
- ▶ Independent Learning
- ▶ Learning Review
- ▶ Story

# Useful Information

- ▶ P.E. is currently on a Tuesday morning with Mr Fenton – we will send children's P.E. kit home at the end of each half term to be washed
- ▶ Please only send fruit and vegetables for your child's snack and make sure it is clearly named. We ask that children do not bring mango, kiwi or pineapple in due to children's allergies.
- ▶ If your child isn't enjoying their milk – please opt out
- ▶ Please make sure EVERYTHING is labelled
- ▶ Children will need a coat in school everyday

# Becoming involved

- ▶ We are always grateful of any support/ help we can receive in the classroom
- ▶ From October half term we will be asking for a team of parents to support with changing the 'Story Sacks' – this can be on a rota if it makes it easier
- ▶ We always welcome parents coming in to speak to the children or share expertise or skills.
- ▶ There is more information on the school website on how to become a volunteer at the school and the relevant paperwork that needs to be completed.



**Read Write Inc.**

**Phonics**





# Phonics demonstration

- ▶ Introduce a sound – model to children how to say the sound
- ▶ Using flashcards, words that the sound can be found in
- ▶ What does the sound look like? Using the RWI mnemonic to draw the sound and its corresponding picture
- ▶ Reviewing sounds & recognizing today's sound
- ▶ Practicing blending sounds into words

# Reading: A child's superpower

- Children's language at age 2 predicts reading, writing and maths ability when they start school.
- Vocabulary at age 5 can predict how well a child does in exams at the end of school, and even their longer term outcomes.

**Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income..**

- Improvement in vocabulary in comparison to non-readers ([Millenium Cohort Study](#))
- Better performance in subjects other than English ([Millenium Cohort Study](#))
- There is a strong correlation between regular reading for Pleasure and Mental Wellbeing which is separate from other predictors ([NLT 2018](#))

# Curriculum Expectations

## ▶ **ELG – Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

## ▶ **ELG – Literacy**

### **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.

### **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.

# How do children become readers?

Contrary to what some people believe, reading is not a natural process that happens all on its own. It's a complex process which requires explicit teaching of skills and strategies.

## 5 essential components to reading:

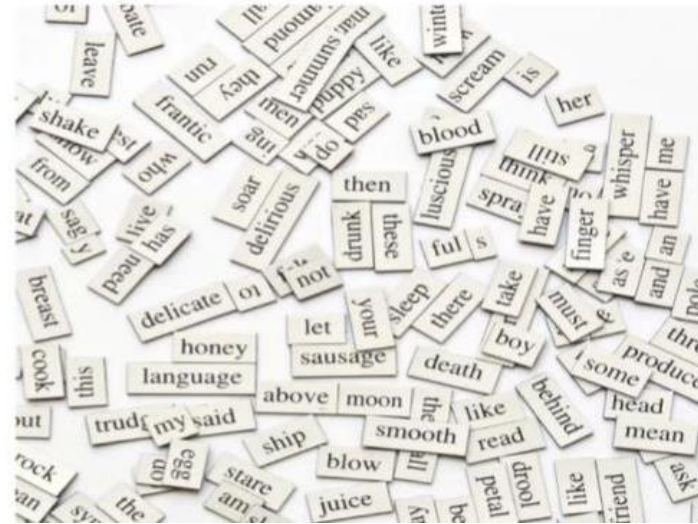
- ▶ **Phonics:** awareness of the relationship between letters and sounds
- ▶ **Phonemic Awareness:** identifying and manipulating sounds in words.
- ▶ **Vocabulary:** the more words encountered, the better children will become at reading and understanding a text.
- ▶ **Fluency:** strong phonic decoding skills + expanding bank of HFWs + awareness of 'tricky words' + amount of time reading at the appropriate level.
- ▶ **Comprehension:** Reading for meaning is the ultimate goal – to understand and connect with a text.

# What does reading look like in school?

- ▶ EYFS/ Year 1– Daily Phonics and Reading (Read Write Inc).
- ▶ English lesson with a reading focus
- ▶ High quality texts
- ▶ Choral speak – reading together
- ▶ Daily story time
- ▶ 1:1 reading
- ▶ Children are shown how to access the reading garden in their classroom and can use it throughout the day

# What is phonics...

- There are 44 sounds to make all of the sounds in the English language



- ▶ There are 26 letters in the alphabet



Sounds can be made up of 1, 2 or 3 letters

44  
sounds



a  
sh  
igh

All words are made  
up of sounds.

These words are  
made up of 3  
sounds.

c a t  
• • •

sh i p  
— • •

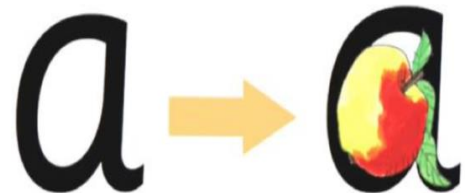
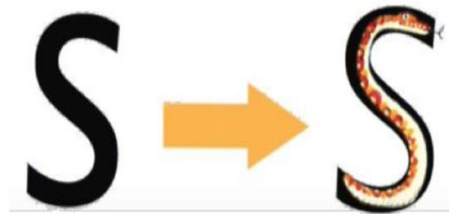
l igh t  
• — •



We teach children a hook to help them remember the letter and the sound they make



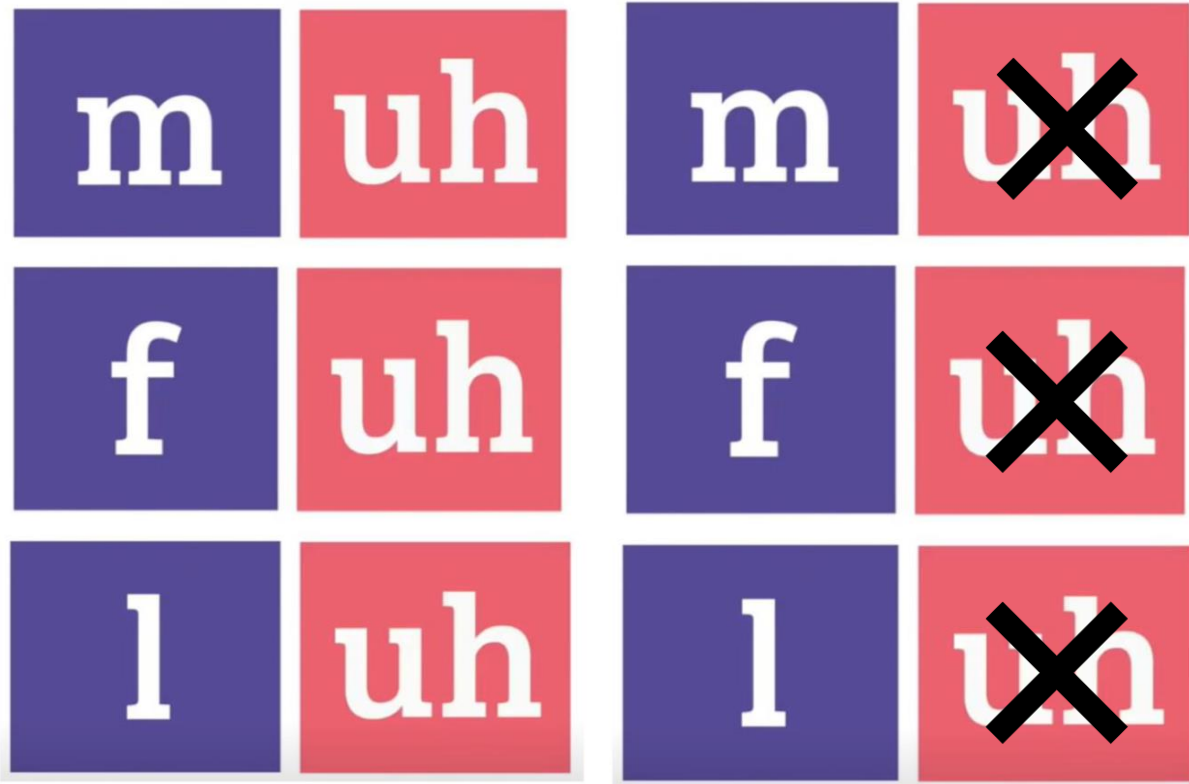
The hook is in the shape of a picture that helps them remember...



Children then learn to write the letter using the hook to help them remember.



When teaching children, the sounds of the letters and to help them blend words it is important that a pure sound is used.



m-a-t = mat

muh - a - tuh = muhatuh

To find out about how to say the sounds follow the link.



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



We also sent home this QR code which will take you to the video.

Once children have learnt the first 6 letters, they are taught to blend and segment words



at .	mad .
sad .	dad .
sat .	mat .



mad



# Assessment

- ▶ RWI is a fluid programme and with regular assessment children can be tracked and levelled appropriately.
- ▶ Children are assessed every half term (although before they are reading reading books this can be more frequent if we feel it is necessary)
- ▶ Each assessment is made up of:
  - Sound recognition skills
  - Ability to use their sounds to blend words
  - When they get further into the programme they will also be assessed on how 'speedily' they can read a sound (the aim is within 1 second – when children are at this stage they will receive a pack of words to practice reading alongside their book)



# Stage 1 – developing confidence recognizing sounds and sound blending

- ▶ Set 1 sounds – children will bring home sound cards to practice with a list of games to support
- ▶ As children's confidence develops they will bring home 'sound blending books'





# Stage 2 - Ditties

- ▶ Children will bring home a 'ditty' each day.
- ▶ Recap the speed sounds RWI flashcards
- ▶ Get your child to say the speed sounds on the top of the Ditty sheet.
- ▶ Get your child to say each of the letter sounds and blend them together to say the green words.
- ▶ Read the 'red words' – non decodable words that you can't use sounds to decode
- ▶ Children to read the sentences

## Ditty 1: pop

**Speed Sounds** - read the sounds (not the letter name)

a g t p n s d o i

**Green Words** - read these words by blending the sounds together

not got sip pop dad did dog

**Red Words** - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



Remember not to read the Ditty to your child first.  
As your child reads the Ditty, be patient and give your child plenty of praise.

# Stage 3 – Once children know these sounds and can blend words they will read these books.

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

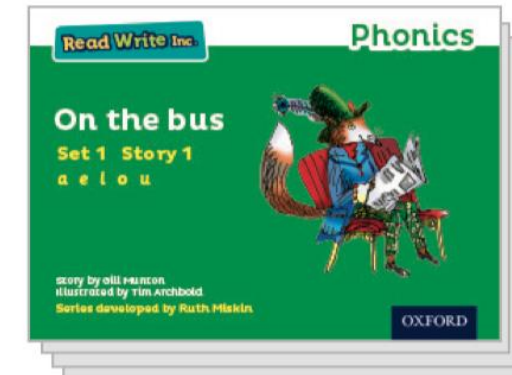
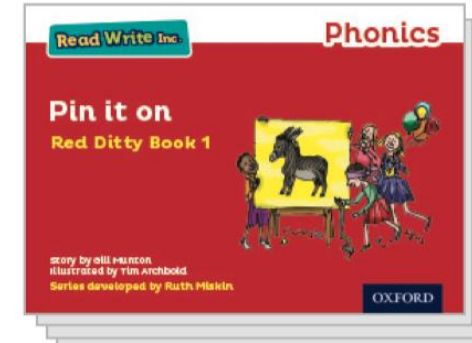
Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy



# Once children know these sounds and are confident speedy reading, they will read these books.

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----



# Sharing a Read Write Inc book at home

- ▶ Do not read the book aloud before your child reads it to you.
- ▶ Ask your child to read the sounds and words before he or she reads the story.
- ▶ When your child reads the story, ask him or her to sound out the words that he or she can't read automatically.
- ▶ Don't allow your child to struggle too much.
- ▶ Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- ▶ Do not ask your child to guess the word by using the pictures.
- ▶ A little a day is ok!



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with  
Oxford



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## Supporting parents and carers with learning at home

With a library of activities and resources for every stage of the learning journey, curated by the team at Oxford University Press, we are here with inspiration to help your little ones learn, grow and flourish at home, in the classroom and beyond.

Just click on the sections in the menu to explore by subject, or use the options below to uncover content by age group.



# Read Write Inc. Phonics: a guide for parents



Home » Reading » Reading schemes, Levels, and Stages » Read Write Inc. – A guide for parents

## Read Write Inc. – A guide for parents

Welcome to the *Read Write Inc.* page on Oxford Owl for Home.

Reading by age

Phonics and word  
reading



# Story sacks and high-quality texts

- ▶ Each week children will come home with a story sack which is based on a 'high quality text.' These are books specifically chosen because of the way they are written and how they can engage readers.
- ▶ A good high quality text has:
  - Plots that allow opportunities to explore different situations.
  - Emotive story lines
  - Humour
  - Rich language
  - Powerful illustrations
  - They are a book you can lose yourself in.

# Importance of Nursery Rhymes

**Phonemic skill development gained from nursery rhymes has even been scientifically shown to significantly improve reading, spelling and other literacy skills (Harper, 2011)**

Cognitive development

Language

Speech

Reading

# Reading at Home

This is a fantastic way to support your child's learning, such as by:

- ▶ Sharing different materials together – books, magazines, recipes, postcards etc.
- ▶ Encouraging them to make up stories.
- ▶ Asking them to repeat their favourite ones.
- ▶ Changing stories they know really well too!
- ▶ Using different character voices.
- ▶ Using puppets or pictures to tell stories.
- ▶ Nursery rhymes

# How can you help your child at home?

## Reading for pleasure

- ▶ Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- ▶ As global learning company Pearson says, "Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background".
- ▶ Variety of texts & authors
- ▶ Library books
- ▶ Shared reading/ paired reading
- ▶ Audio books – Library apps/ tablets/ Tonies/ Yoto players



# Shared/ Paired Reading

‘Only 32% of British children are read to daily by an adult’

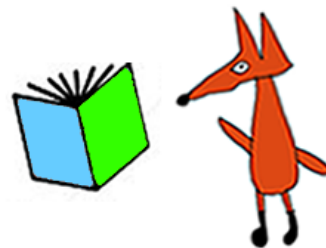
‘Most parents stop reading to their children by the age of eight.’

‘Only 19% of 8-10 year olds have a book read to them daily by an adult.’

- ▶ An opportunity to read books that are above their reading age.
- ▶ Share your favourites – explore together
- ▶ Shared reading – can they read some/ you read some?
- ▶ Explore series & films together etc



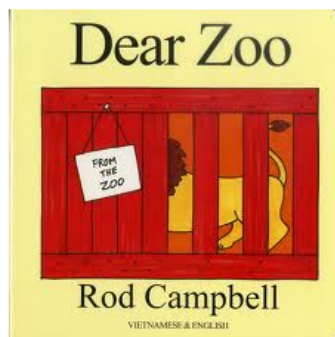
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## Dear Zoo



**Rod Campbell**  
Puffin  
**Age 0-5**

This interactive, lift-the-flap picturebook engages young children's interest and invites them to take part from beginning to end. This is a classic story which keeps children guessing about what new pet will arrive next in the post, building their interest and enjoyment with each parcel.

## love my books activities

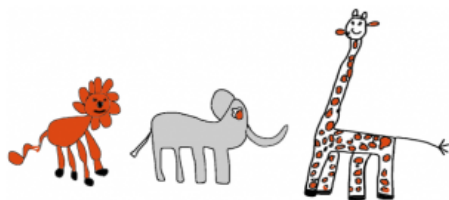
### Share the story

#### Picturetalk

Spend time talking together about the cover picture, what they notice, and commenting on what the story might be about and where it takes place.

#### Read aloud

Read the story aloud, taking time to talk together about the pictures as you do. Encourage children to open the flaps themselves. Invite them to imagine what might happen next and turn the page to



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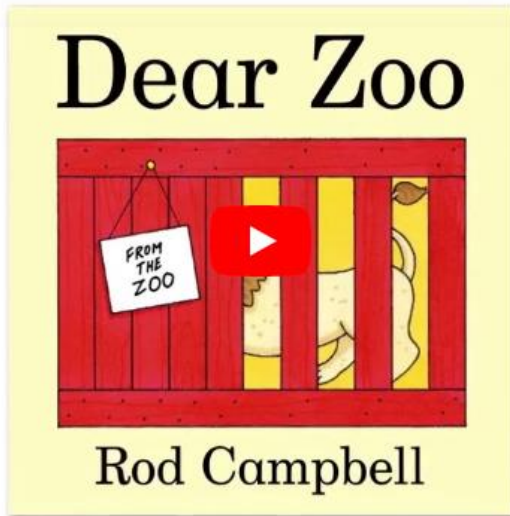
### Read aloud

Read the story aloud, taking time to talk together about the pictures as you do. Encourage children to open the flaps themselves. Invite them to imagine what might happen next and turn the page to see if their predictions were right. Talking about the book adds to their pleasure and understanding of the book.

**Join in** Read the story again (and again!), this time leaving spaces for children to join in with the repeated phrases and sounds. It will be fun for them to try out different animal 'voices'.

**Tell the story** After hearing the story a few times, children will get to know it well, especially the repeated phrases. Encourage them tell it to you in their own words, turning the pages, lifting the flaps and using the pictures to help them.

**Watch the story read by the author:**



Watch on YouTube

From [World Book Day](#)

### Things to make and do



From [World Book Day](#)

### Things to make and do



#### Storyplay

Gather together different kinds of boxes and containers, with animal toys, some the same as the animals in the book. Children can retell the story using their own toys or make up their own story.

**Make a flap book** Children can make their own flap book with pages for more animals arriving from the zoo and needing to be returned (because they are too noisy, prickly, heavy.....) until they have the perfect pet. Click for instructions to make [a simple lift-the-flap book](#).

#### Write a letter

Four or five year olds beginning to write for themselves could write their own letter to the zookeeper asking for a pet.

### Find out more

Read more books by author/illustrator Rod Campbell

Titles include:

*Oh Dear!*  
*It's Mine!*  
*I'm Hungry!*  
*I Won't Bite!*  
*Noisy Farm*  
*Buster's Day*  
*Buster's Zoo*  
*The Pop-Up Farm*

Find out more about zoos [here](#).

# Questions?

