Welcome to the Reception Reading Meeting

The reading journey...

What has happened so far?

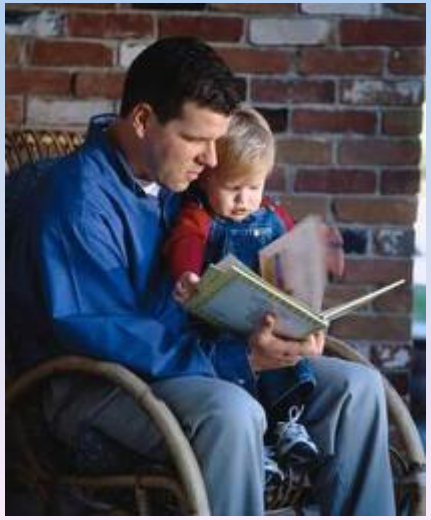
- Small babies find pleasure in language
- They enjoy being sung and read to
- They like it when adults tell them stories and rhymes
- Through talking and listening they are discovering how language works
- Through watching other family members read they observe and imitate
- They have been surrounded by print in their environment

The reading journey continues...

*School builds on the experiences of literacy that children bring with them from home and pre-school.

*The journey continues and our school aims to not only teach children to read words on a page, but also help them to become readers who choose to read on their own.

*Research shows that children will stand a better chance of doing well in school if they already enjoy reading and being read to, and are used to talking about books.



The quality of parent talk from a young age partly drives children to become fluent readers by expanding vocabulary. Children expand their vocabulary in other ways too, by listening and joining in with stories, rhymes but if an adult then talks about it directly with the child it increases the benefits. Sharing and talking about books has particular advantages.

Words known by children by age 5*	
Never read to	4662
Read to 1-2 times a week	63,570
Read to 3-5 times a week	169,520
Read to daily	296,660
5 books a day	1,483,300

* Science Daily (2019). https://www.sciencedaily.com/releases/2019/04/190404074947.htm.

Reading is fundamental to education!

Proficiency in reading, writing and spoken language is vital for future success and has two main dimensions.

- **Language comprehension - Developing vocabulary**
- **word reading and spelling**

Teaching reading is a partnership between Home and School

What do we do at school?

How can you help at home?

What is C.A.P.E.R?

What is CAPER?

C.A.P.E.R. (Children and Parents Enjoy Reading) gives you the opportunity to make a positive contribution in helping your child become a confident, fluent and happy reader.

How can you help?

You can help your child towards becoming a confident, fluent and happy reader interested in books by: -

Always

- Choosing a convenient time – for some children 5 to 10 minutes may be long enough.
- Stopping if they are bored / uninterested.
- Making sure your child is ready and wants to share a story.
- Giving plenty of praise (especially if they have listened and made comments about the story).
- Remembering that reading / sharing books should be enjoyable.
- Recording the title of each book with the date.
- Trying to make a comment in the diary (adult or Child), at least 3 times a week. (Once again, do not feel this has to be done each time you share a book.)

If you would like to make a comment, here are some areas you could consider: -

Anything that relates to either: -

- The reading / sharing time together.
- A comment about a character / events in the story.
- Whether the book was enjoyed or not, and why.
- Attitude of your child during the sharing time.
- Selection of books being chosen by your child.

The teacher will read your / your child's comments, obviously not daily, and will aim to make a personal comment fortnightly.

ENJOY READING TOGETHER

C hildren

A nd

P arents

E njoy

R eading

How to enjoy C.A.P.E.R. books

- **Always choose a convenient time, 5 or 10 minutes may be long enough.**
- **Make sure your child wants to share a story and stop if they become bored or uninterested.**
- **It should be an enjoyable experience for both of you. Give lots of praise for good listening and any comments they make.**

What comments should I put in the C.A.P.E.R. diary?

- **Your comments are helpful for the teacher to see how your child feels about reading. We suggest one or two comments a week, it does not have to be every time you read together.**
- You could comment about
  - your child's enjoyment of the book
  - was your child happy to share the book?
  - any opinion your child had on the story or character/s
  - the genre of books your child is selecting/enjoying

This is how we teach reading: **Phonics**

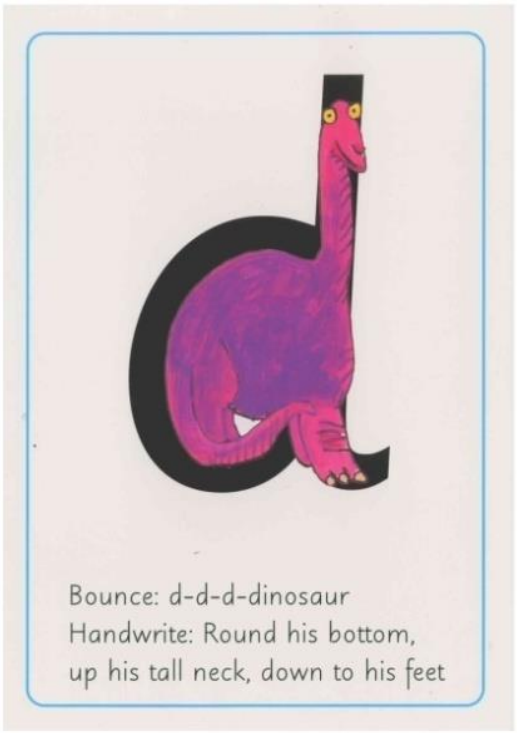
1. Phase 1 - Environmental sounds, nursery rhymes, talk
2. Phase 2 - Initial sounds VC (vowel, consonant – at, on, in, as, at etc) and CVC (consonant, vowel, consonant – cat, dog, pan, pat) words, segmenting and blending (some digraphs – fish, chip)
3. Phase 3 - Grapheme correspondence and blending to read simple captions.
4. Phase 4 – Blend and segment words with adjacent consonants (e.g. stand, frog, jumps)
5. Phase 5 – More graphemes for phonemes, alternative pronunciations break read as breek. Or cow as coe (snow). More than 40+ graphemes.
6. Phase 6 – Word specific spellings and increasingly fluent sounding and blending of new words.

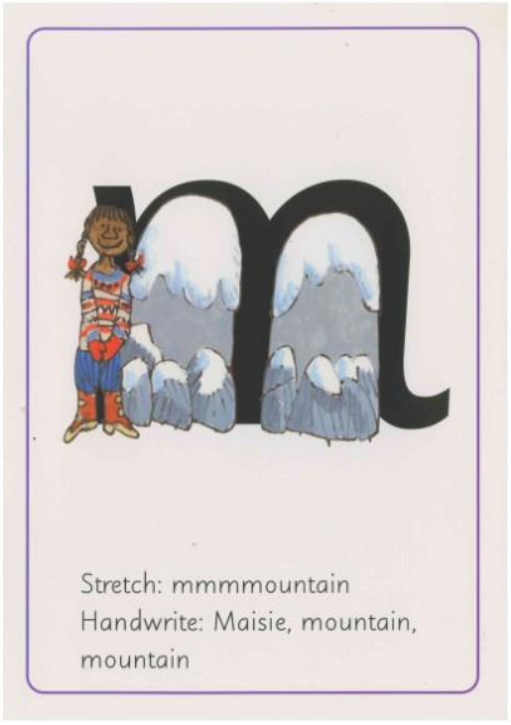
What is RML?

https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2

*Ruth Miskin Literacy- Read Write Inc.

With the RML approach the children are initially taught 31 sounds, not just the alphabet. The sounds are taught in a specific order, to allow the children to word build.





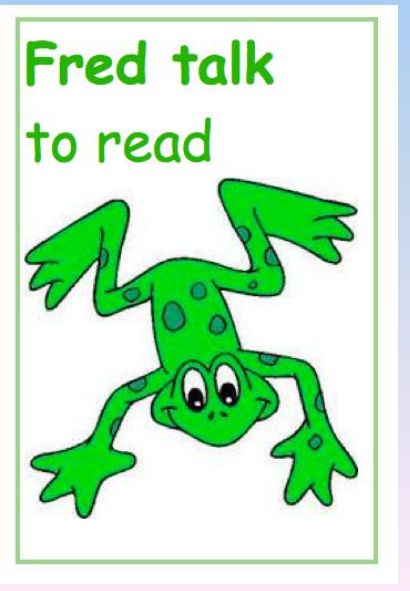
https://www.youtube.com/watch?v=yln6PpV1G1I&list=RDCMUCo7fbLgY2oA_cFCIg9GdxtQ&start_radio=1

Fred Talk

What can you do to help at home?

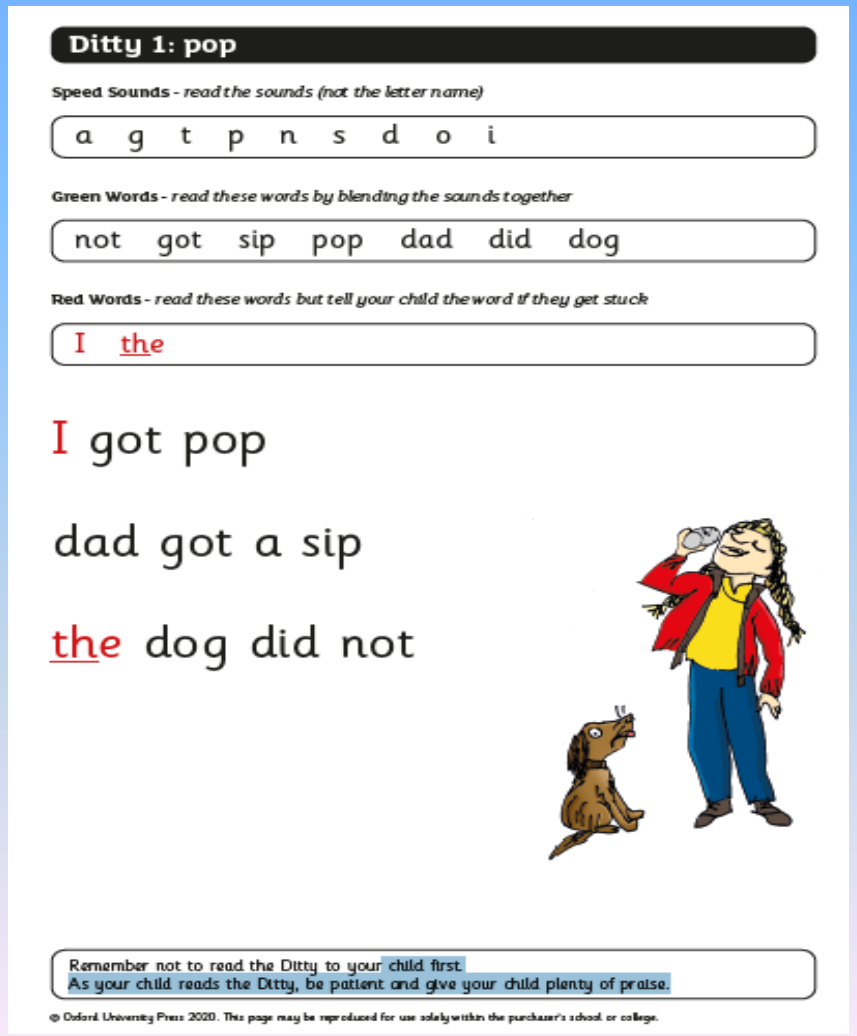
- Speak like Fred throughout the day.
- Play Fred games.
- Use Fred Talk to read words.
- Set aside 10 minutes to watch a film with your child each day.
- Find a quiet space for your child to watch the film on a laptop or tablet.
- Praise your child as they join in with the lesson – make it fun!

https://schools.ruthmiskin.com/training/modules/64



Ditty Booklets

Once your child is demonstrating their phonic knowledge we will send home Ditty Booklets where the children can practise using the sounds they know, to recap initial sounds and decode simple cvc words, moving on to reading short sentences. Answering comprehension questions and then practise writing a simple sentence.



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.

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What are red word lists?

Red words are words that cannot be segmented and blended**, in the first stages of phonics e.g. was and are.**

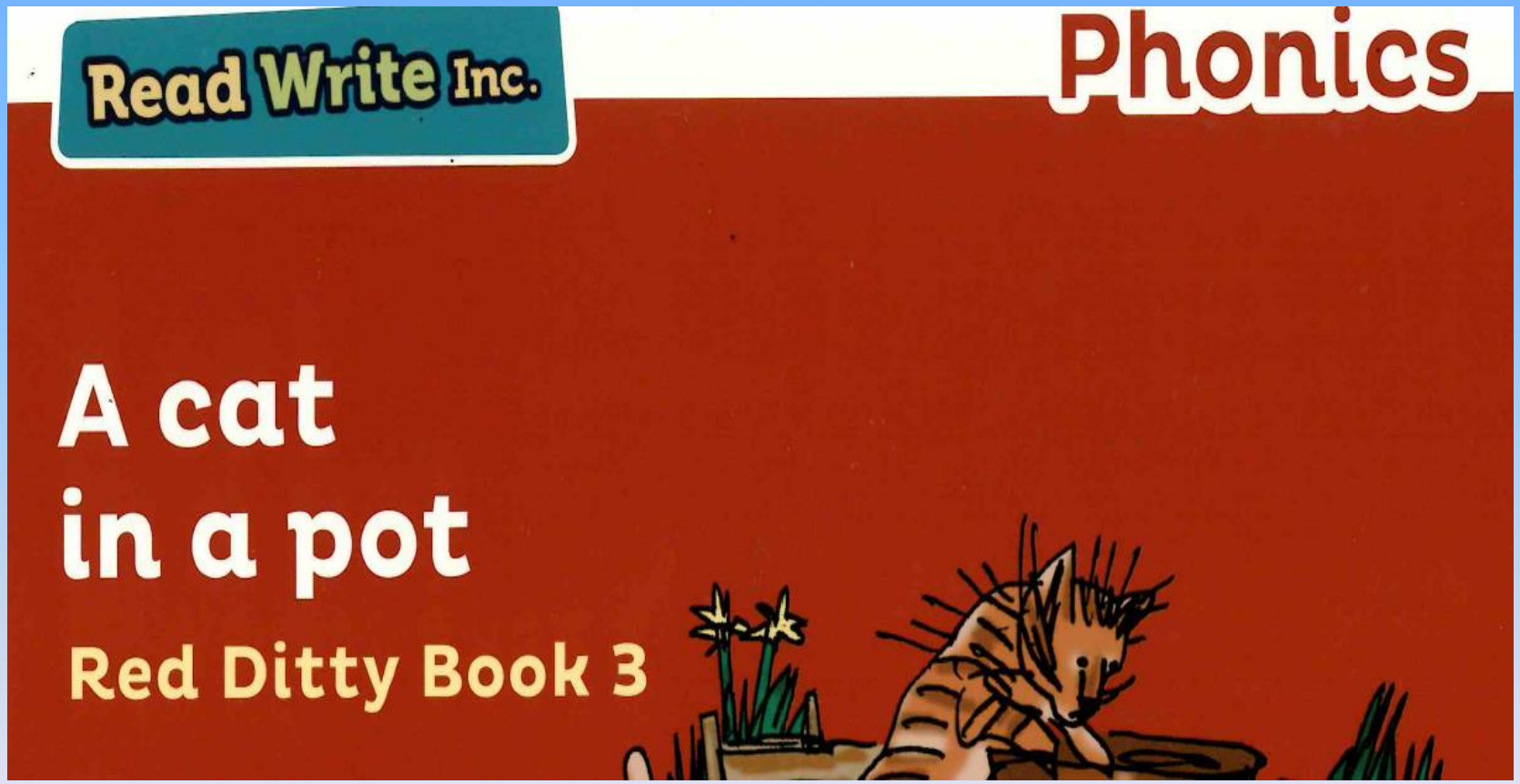
***We will introduce them as we say them highlighting the tricky sound and why it is called a red word.**

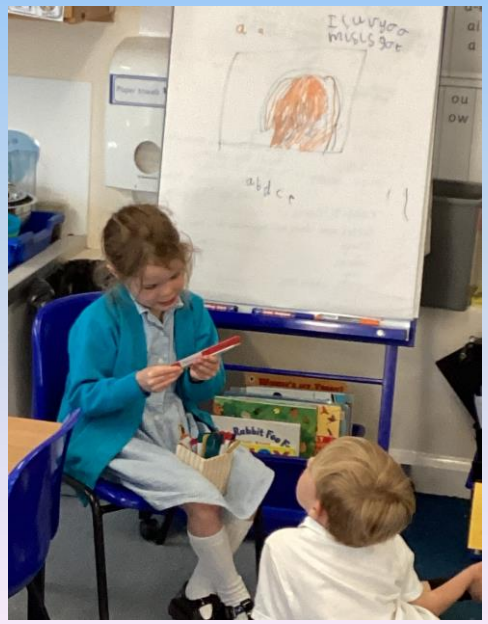
We will introduce red word lists for all children soon after we have taught set 1 sounds or when your child shows us they are ready.

What are group readers?

- The group reader is sent home in a named plastic bag for you to share together.
- When sharing the group reader, encourage retelling; joining in with repeated sections; using the pictures as clues, but not guessing the words; making predictions and asking/answering questions or forming opinions about the story.
- Your child should be able to use the phonic sounds they have been taught to decode the text. Using Fred talk (segmenting and blending) or as they develop confidence, sight reading words they have securely embedded.

An example of a group reader – phonic scheme read.



Most importantly, reading should be fun !

Our goal is to generate a life-long love of reading and storytelling in your child!