Reading in Reception

Reception Baseline Assessment

- A national assessment undertaken with all children in England within the first six weeks of starting school.
- It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.



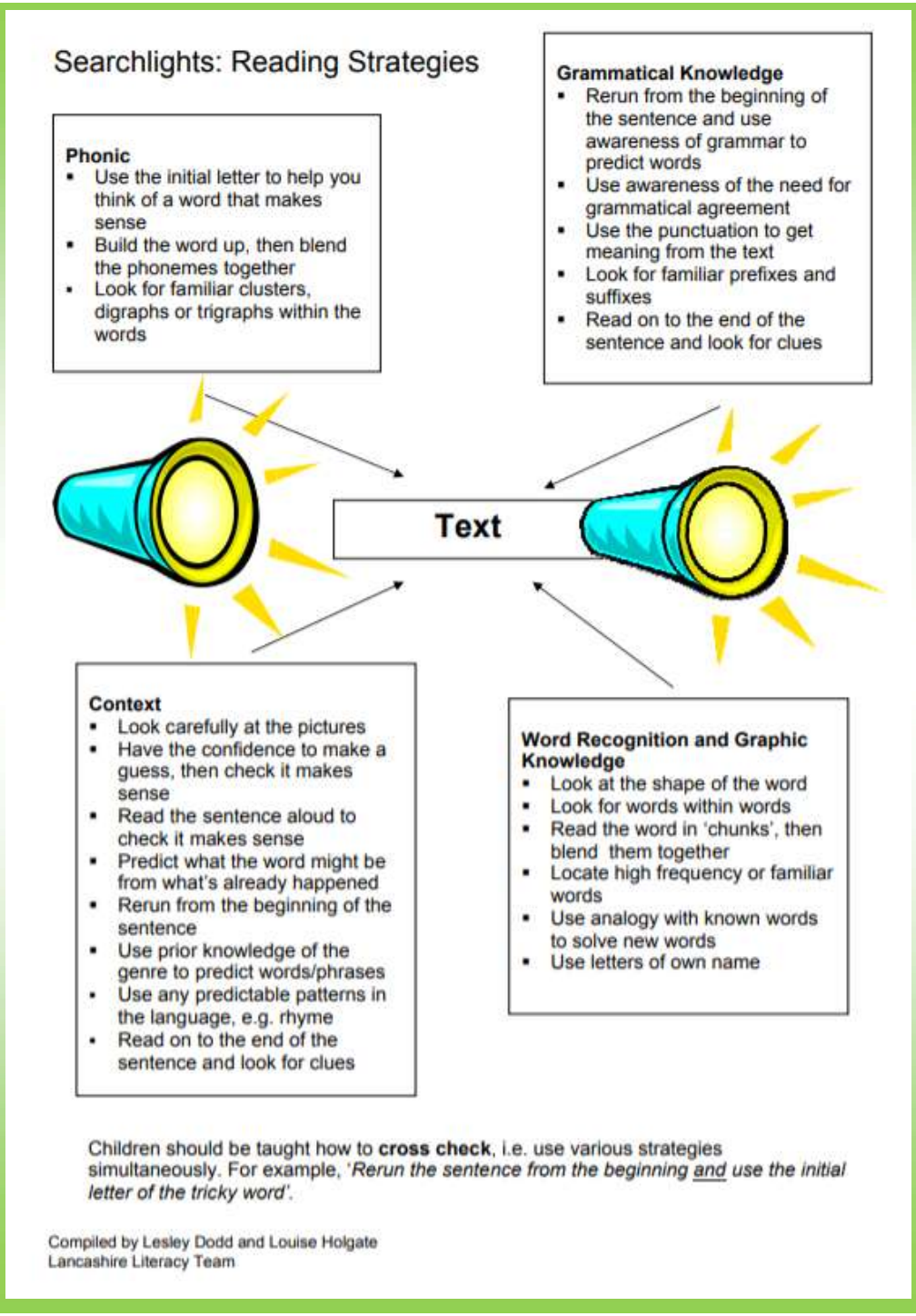
Aim: To instil a love of reading in our children

"First, you learn to read, then you read to learn!"



Reading for pleasure.

In school we teach a range of skills to support children in their reading and writing development.

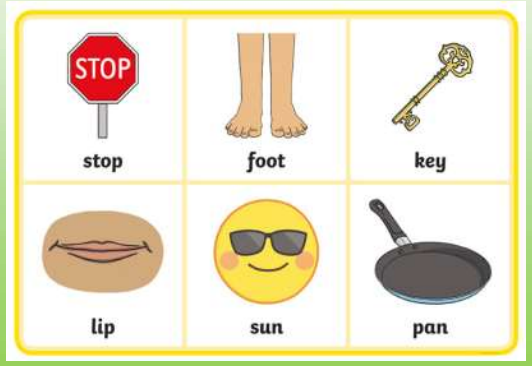


Reading in School

- Shared reading
  - Story time (model reading, ask questions, make predictions about events/missing words, discuss authors and illustrators)



- Reading activities
  - Matching words and pictures
  - Rearranging words to make a sentence
  - Key word bingo



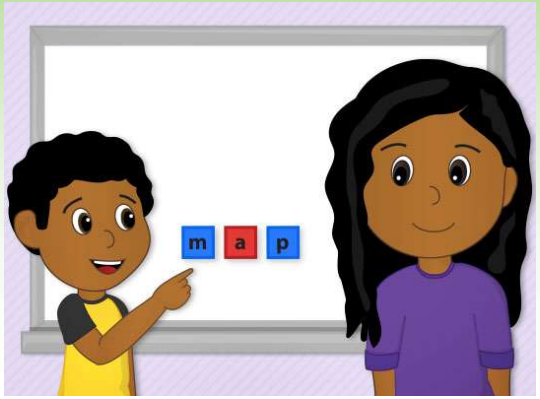
In school we teach

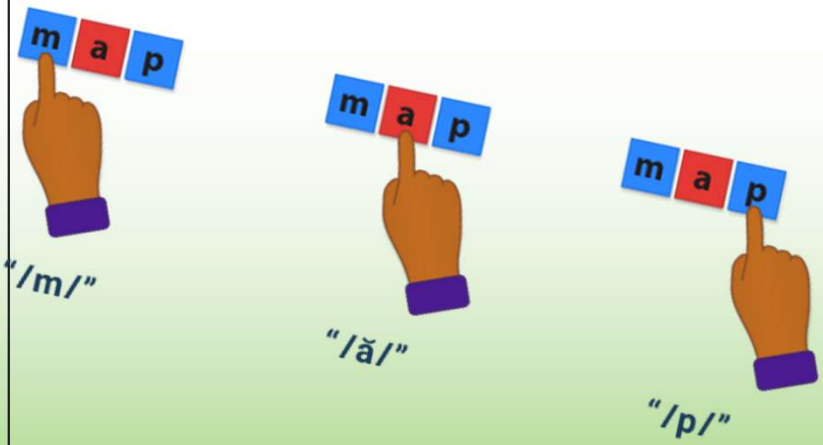
Decoding words

- Understanding what a word is
- 1:1 correspondence (matching a spoken word to a written word)

Range of strategies:

- Phonics (sounding out)
- Picture cues
- Grammatical cues (which word makes sense)
- Sight vocabulary (high frequency words)





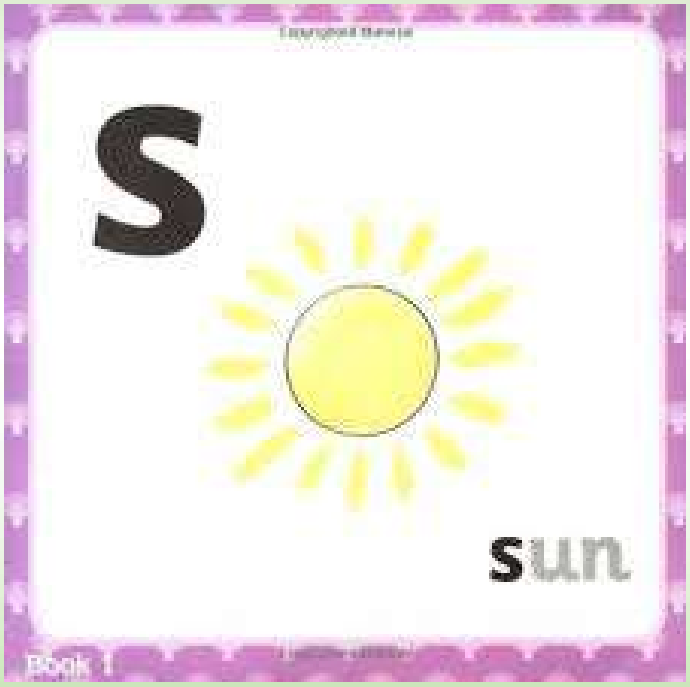
From the beginning of school children are taught Phonics as a powerful strategy to help them begin to understand how their language works. They learn to recognise letters with their associated sounds – and how to blend those sounds to "read" the "words".

Floppy Phonics



In the early years children begin to have what we call auditory discrimination- they can hear that words begin with different letters.





Over time, they learn the alphabetic code- that certain letters and groups of letter represent different sounds. They can hear, read and write these phonic sounds.





High Frequency Words

Key Words

- Children are also taught to read these first 100 words with the aim that they can do so by the end of their reception year.
- They tend not to be phonetically decodable, e.g. the.
- These words have a high profile in class where the teacher models them in the context of simple sentences each day.
- They are also used as the basis of class word games and simple reinforcement activities may be sent home for homework.



First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

To begin with this is all new to the children and takes many months through the reception year and beyond to be fully understood and mastered.

The practising of reading at home helps to build confidence and consolidates school learning.



Home Reading

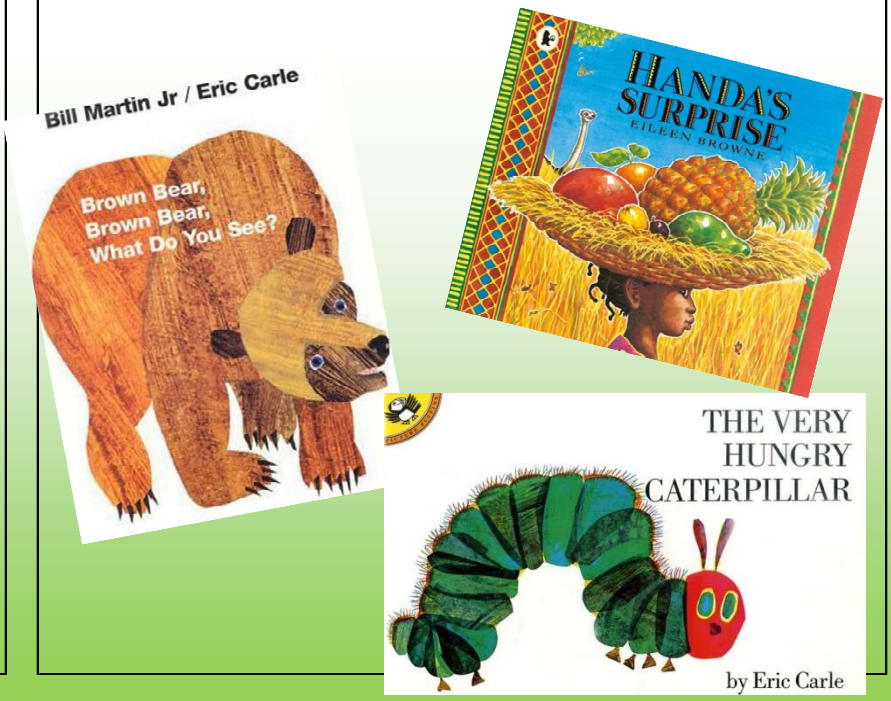
Mondays & Thursdays

- Scheme book



Wednesdays

- Class library book (quality texts with rich language)



Make it a sharing, supportive time with your child. Read the book to them to begin with.



As time goes on and they begin to develop their phonics skills and word recognition- the balance shifts to them. You can expect them to do more.



Home Reading

Reading Journals

- Date
- Book title
- Comment
- We recommend a short session each daily- in the evening. In the morning.
- It is great to hear your comments!



Happy reading!

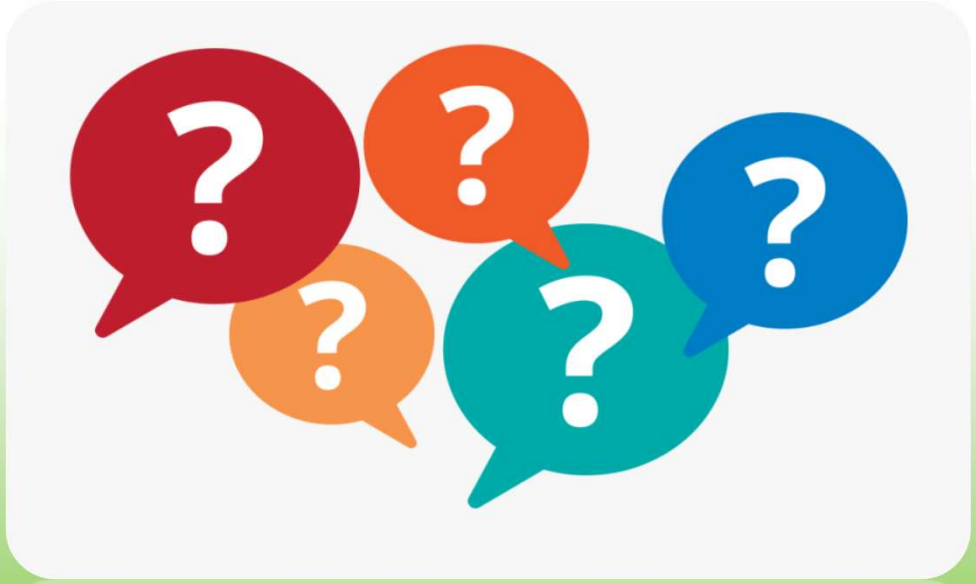


Reminders…



- Homework:
  - Return date
  - Keeping items at home for reference, e.g. handwriting guide
- PE kits (white polo shirt, black shorts and trainers – Velcro fastenings if possible)
- Reading journals
- Library books
- School letters
- School coats (black, navy or dark green)

Any Questions...?



Thank you for coming ☺