

# Help your child with **reading**

## I spy

...play I spy games.  
Can you find words beginning with...? Can you find a picture of a....? How many .... can you see?

## Ask questions

...ask questions about the story as you read it i.e. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it fun

...enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Create

...use reading to inspire drawings or new stories.

## Be seen

...make sure you are seen reading. Keep books and magazines at easy reach.

## Get out

...go to your public library regularly. Find the books you loved as a kid to read together.

## Go online

...look online & in app stores for appropriate word & spelling games.

## Make space

...have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...  
anything that is close to hand!

# Reading with your Reception

## child

## Parent and Carer Advice Booklet



## Reading in The Early Years

In Reception, we read high quality books to the children each day during story time. These sessions are designed to develop the children's listening skills, as well as teaching simple comprehension skills. Once ready, the children will read in 'guided groups' each week and will then take a book to read with you at home. These books are for the children to read to you and will be pitched at their level. They are an important tool to help them practice and develop their decoding skills. Please aim to read for approximately 5 minutes, five times each week. **Please comment and sign whenever you hear your child read, using the reading record books.** These are a very useful communication tool between home and school. The children will receive stickers and certificates for their reading at home with you. Please send reading books and records in daily.

In addition to the reading scheme, please continue to share other books at home for pleasure. This will build a love of reading and improve your child's own story voice, knowledge and vocabulary. Your child will also need to learn some words by sight and these will be sent home to practise with you.

In order to reach the Early Learning Goal for reading, the children must be able to read simple sentences, including some sight words, and understand what they have read, being able to answer questions about the story to show they have grasped a basic understanding.

## Book Bands

Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey
		End YR				End of Y1				End of Y2			End of Y3

Children in Reception classes will start off with wordless books (lilac) and once ready will move onto books which they can read by sounding out the words using the phonics they have been learning (pink). By the end of Reception, most children will reach red band. Above is the book banding scheme that we use at Portishead Primary School.

## Phonics

When we begin to teach a child to read, we use synthetic phonics as the main tool to decoding words. Phonics is the stepping stone we use to develop children into independent readers. We teach phonics daily to all children in class and in small groups using the programme Unlocking Letters and Sounds. Here is a summary of the phases we teach during Reception and the sounds that are covered.

### Phase 1

- 1) tuning in to sounds
- 2) listening and remembering sounds
- 3) talking about sounds  
(so basically being aware that words are made of graphemes and phonemes).
- 4) orally sounding out words to identify and spell them.
- 5) Hearing words that start and end with the same sounds.

### Phase 2

Learning which letter makes which sound (one set taught per week):

- Set 1: s a t p  
 Set 2: i n m d  
 Set 3: g o c k  
 Set 4: ck e u r  
 Set 5: h b f, ff l, ll ss

### Phase 3

- Set 6: j v w x  
 Set 7: y z, zz qu  
 ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

## Non-decodable words (sight words)

Many words cannot be decoded using phonics. We call these sight words.

Phase 2	Phase 3	
I	he	are
no	she	her
the	we	was
to	me	all
go	be	they
into	you	my