

# Helping Your Child to Read at Home



Reception Parents' Information Evening  
Thursday 12th October 2023

# Session Aims

- To understand more about phonics and the progression for phonics teaching.
- To know some strategies to teach Tricky Words.
- To know how you can help your child to access their reading book.
- To understand expectations for homework and how you can help at home.

Phonics are  
the building  
blocks to  
Reading



# The Reading Curriculum at Barrow Hedges

Literacy is one of the 7 areas of learning in Reception.  
This is broken down into Reading and Writing.  
Phonics underpins both specific areas.

More about the Reading curriculum:

Adult led

Guided Reading/Phonics Lessons

Long Term Plan on the website- KPIs

Child initiated learning

Print is everywhere

Books are used to enrich all our activities

Our very exciting book corners!







We foster a love of reading.



# The Expected Level of Development

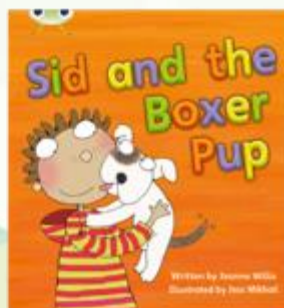
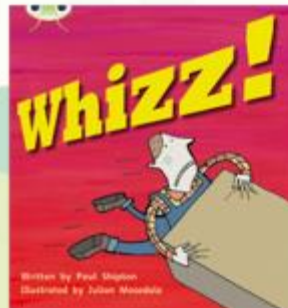
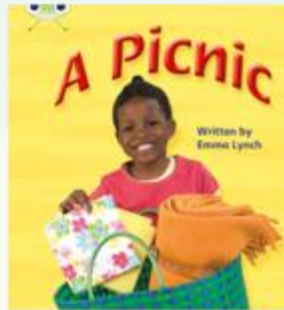
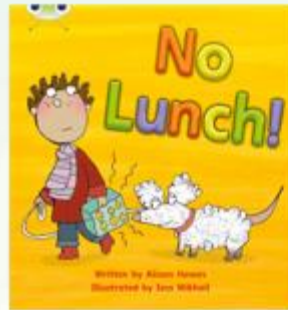
Children at the expected level of development will:

- 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.  
(ELG for reading)





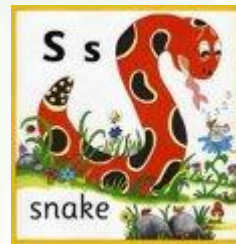
At Barrow Hedges we have created our own robust systematic synthetic phonics programme using Pearson's Bug Club Phonics progression of sounds and decodable books.



We use a multisensory approach to enable our children to know more and remember more. We bring the learning to life through our use of songs, stories, videos and physical props to enhance our teaching.

Children need to be active in their learning.

The Jolly Phonics songs and actions support the children to recall taught phonemes.



We identify the different sounds in words,  
starting with CVC words.



c a t

Phase 2 sound button cards

at ● ●	sat ● ● ●
pat ● ● ●	tap ● ● ●

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## Expected Nursery to Year 3 Phonics Half Termly Progression

<p>Reception</p> <p>Need to know 8 long vowel phonemes up to 'ur'</p>	<p>Children learn to hear, recognise and identify initial sounds:</p> <p>Set 1-2: s, a, t, p, i, n, m, d</p> <p>Set 3: g, o, c, k</p> <p>Set 4: ck, e, u, r</p> <p>Read P2 tricky words: l, go, no, to, the, into</p>	<p>Children learn to hear, recognise and identify initial sounds:</p> <p>Set 5: h, b, f, l, ff, ll, ss</p> <p>Children learn to segment and blend CVC words containing previously learnt sounds.</p> <p>Read and write P2 tricky words</p>	<p>Children continue to segment and blend with P3 phonemes:</p> <p>Set 6: j, v, w, x</p> <p>Set 7: y, z, zz, qu</p> <p>Read P3 tricky words: he, she, we, me, be, was, you, they, all, are, my, her</p>	<p>Children continue to segment and blend with P3 phonemes:</p> <p>Set 8: ch, sh, th, ng</p> <p>Read and write P3 tricky words</p>	<p>Children widen reading and spelling knowledge of further P3 phonemes:</p> <p>Set 9: ai, ee, igh, oa, long oo, short oo</p> <p>Children consolidate P3 tricky words, fill any gaps</p>	<p>Children widen reading and spelling knowledge of further P3 phonemes:</p> <p>Set 10: ar, or, ur, ow, oi</p> <p>Children consolidate P3 tricky words, fill any gaps and begin reading P4 tricky words.</p>
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The phonics lessons we deliver follow a specific teaching sequence in order for the learning to link and for children to make the best possible progress.

We use an 'I, we, you' approach.

'My turn' 'Your turn'



# Phonics Vocabulary

Phoneme = sound we hear

Grapheme = letter we read or write

Digraph = two letters together that makes one sound

Split digraph = when the sound splits and has another letter (consonant) in-between the sound

Trigraph = three letters together that makes one sound

Phoneme button = used for single sounds

Phoneme line = used for digraphs/trigraphs

Pure sounds

Sight words





# Phonics Homework

Dear Parents and Carers,

Please encourage your child to participate in the activities provided.

This week we have been learning about 's', 'a' and 't'. Please let your child watch the two video links before watching Mrs Bennett's videos.

1. Join in and sing The Phonics Song <https://www.youtube.com/watch?v=BEU2KpiR2s> 2. Join in and sing The Tricky word Song <https://www.youtube.com/watch?v=TvMyssfflXo> 3. Join in with Mrs Bennett's video of flashcards and object sorting. 4. Go on a sound hunt around your house to find as many objects as you can that begin with 's', 'a' and 't'. 5. Join in with Mrs Bennett's oral segmenting and blending. (This is where we look at a picture/object and sound out the words to hear the beginning middle and end sounds.) 6. Have a go at your own rainbow writing for 's', 'a' and 't'.

Super Challenge: Can you have a go at writing some words with 's', 'a' and 't'? For example, 'sat', 'ant', 'tap'. Remember to stretch the words out to hear the beginning middle and end sounds. Please encourage your child to use their phonic knowledge. Do not worry about correct spelling!

Please do take photos and/or videos of your child completing their homework. Please upload your child's learning on to Tapestry for your child's class teacher to see by Thursday 14th October.

Thank you very much for your support with home learning! 🐱 🐶 🐾



# Games to play at home!

Mrs Bennett will share  
some fun games with you.  
Try them at home!



# Learning 'Tricky Words'

Children learn tricky words through practise and repetition.

Revisit them over and over again, but make it fun!

Play games

When you are reading, if your child doesn't recognise a word and is stuck, please do read the word to them.





# Tricky Word Homework



# Sharing your child's reading book together. Top Tips!

- Make a prediction about the story based on title, front cover and blurb.
- Turn the pages carefully looking at the pictures to get an understanding of the story before you begin to read it.
- Ensure that your child points to each word as they read.
- Allow the children to use the picture clues to help them to establish meaning.
- Practice reading the tricky words in the text ('the', 'he', 'we' etc.) Can they find them and point to them? Or draw their attention to any sounds you know they know!
- Answer questions in response to the text.
- Identify what they liked and disliked about the text supported by your questioning.
- Support your child to develop an understanding of the characters, setting, and events.
- Look at the differences between fiction and non fiction.



# Reception Homework Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
We listen to your child read.		We listen to your child read their tricky words.	We listen to your child read.	We publish your child's observation for the week.
New reading book provided please write title and Date.		Tricky Words sent home- Add to your tricky word box.	New reading book provided, please write title and date.	Phonics Homework provided on Tapestry- complete over the following week over the 7 days.  Please read the latest Tapestry entry for your child and comment or like or both.





**Thank you for coming!**

**Your feedback is  
important to us.**

