



Welcome to Reception Parents'

Reading  
and  
Writing Meeting

Thursday 16<sup>th</sup> November 2023



Literacy - Reading

Early Learning Goals



## 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.



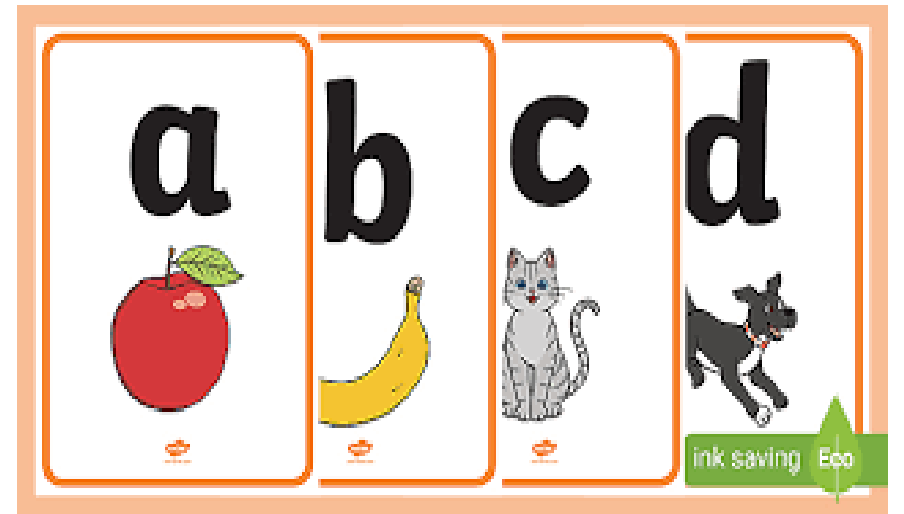


# Phonics

- This is the primary way in which children are taught to read new words
- Sounding out words to read
- Children have daily phonics sessions
- Important to say the sounds correctly – ‘c’ not ‘cuh’
- Practise learning sounds



Phonics is a way of teaching children to read quickly and skilfully.



recognise the sounds that individual letters make;

blend sounds together to make a word.

Say the sound for each letter, then blend the sounds and say the whole word.

s-u-n

m-a-n

d-o-g

b-u-g

v-a-n

d-i-g



Children are taught how to:

ch sh th wh ph  
e ay ai ey ue e  
oo ie qu ow er  
ew oa oe ar ur

identify the sounds that different combinations of two letters make.

Two letters can make one sound. (digraph)

qu-i-ck

l-oo-k

sh-o-p

f-ar-m

n-ow

ch-i-n

Children are taught how to:



identify the sounds that different combinations of three letters make.

Three letters can make one sound (trigraph).

n-igh-t

f-air

h-ear

c-ure

When your child reads to you they are able to apply their phonic knowledge to read unknown words.







Common Exception Words  
'Tricky Words'

## Phase 2, 3 and 4 Tricky Words

### Phase 2

I  
no  
the  
to  
go  
into

### Phase 3

he  
she  
we  
me  
be  
you  
are  
her  
was  
all  
they  
my



### Phase 4

said  
have  
like  
so  
do  
some  
come  
little  
one  
were  
there  
what  
when  
out

ink saving

Eco

# Summer Term



By the beginning of the Summer Term classes will have finished all Level 2 and Level 3 sounds.

Children will be finishing Level 4 and then revising Levels 2 and 3.

They should be writing the 'tricky words' and spelling words with digraphs (2 letters that make one sound).

Name:



## Reception and Year 1 - Key words

## Levels 2-5 Twinkl Phonics

Level 2	Read	Spell		Read	Spell		Read	Spell		Read	Spell
a			she			here			February		
an			we			saw			April		
as			me			very			July		
at			be			put			scissors		
if			was			could			castle		
in			my			should			beautiful		
is			you			would			treasure		
it			they			want			door		
of			here			oh			floor		
off			all			their			bought		
on			are			Mr			favourite		
can			<b>Level 4</b>			Mrs			autumn		
dad			went			love			gone		
had			it's			your			know		
back			from			people			colour		
and			children			looked			other		
get			just			called			does		
big			help			asked			talk		
him			said			water			two		
his			so			where					
not			have			who					
got			like			why					
up			come			thought					
mum			some			through					
but			were			work					
put			there			house					
to			little			many					
the			one			laughed					
no			do			because					
go			when			different					
I			out			any					
<b>Level 3</b>			what			eye					
will			<b>Level 5</b>			friend					
that			don't			also					
this			old			once					
then			I'm			please					
them			by			live					
with			time			coming					
see			house			Monday					
for			about			Tuesday					
now			your			Wednesday					
down			day			brother					
look			made			more					
too			came			before					
he			make			January					

Band/colour	Reading Recovery Level	Approx Phonic Phase	Year Group Expectation
Pink	1,2	Level 2	Below expected Reception.
Red	3,4,5	Level 3	Below expected Reception.
Yellow	6,7,8	Level 4a,4b	Expected Reception.
Blue	9,10,11	Level 4c	Exceeding Reception
Green	12,13,14	Level 4c, 5a, 5b	Below expected Y1.
Orange	15,16	Level 5c	Below expected Y1.
Turquoise	17,18	Level 6a	Expected Y1.
Purple	19,20	Level 6b	Below expected Y2.
Gold	21,22	Level 6c	Below expected.
White	23,24	N/A	Expected Y2.



# An Example of a Pink 1 Book





# An example of a Blue 9 Book

“Look at the paint on the path,”  
said Kitty Cat.  
“Fat Cat is naughty!”



# Introducing a new book

- Look at the front cover and talk about the picture. Read the title.
- Look at the pictures and talk about what is happening.
- Encourage your child to point to each word as they read.



# What to do when Stuck on a Word

- Use sounds – look at the first letter and say the sound or sound out the whole word
- Look at the picture if this will help
- Read the rest of the sentence – this may help make sense of the unfamiliar word
- Give the word but make sure the child re-reads the sentence with the new word in it
- Don't take too long – a few seconds only



# What to do if a child is stuck on a word?

- Use sounds – look at the first letter and say the sound or sound out the whole word
- Look at the picture if this will help
- Read the rest of the sentence – this may help make sense of the unfamiliar word
- Give the word but make sure the child re-reads the sentence with the new word in it
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# Developing Fluency

Draw the child's attention to:

**Full stops .**



Commas ,



Question  
marks ?



# Speech marks

“ ”



# Exclamation marks

!



# Conditions for Successful Home Reading

- Cosy and comfortable
- Peace and quiet
- Your undivided attention
- Praise and enjoyment
- Regular – 10/15 minutes per day
- Must fit into your lifestyle – bedtime, before school



# Developing a love of reading

- Sing nursery rhymes and other songs
- Read to your child
- Join the library
- Tell stories – don't always have to have a book

