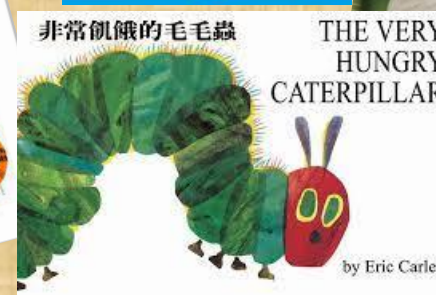
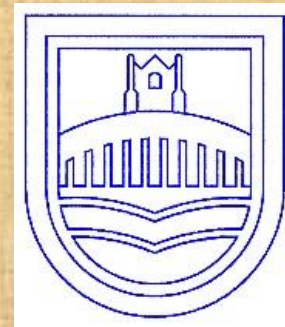


Learning to Read in Reception at Great Barford Primary Academy





Creating a reading culture is a vital tool in giving our children the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that their love of reading will extend far beyond the classroom and allow them to build on their skills independently through real curiosity and a thirst for knowledge.

Reading is central to our ability to understand, interpret and communicate with each other and the world around us. It has a huge impact on progress in all areas of the curriculum.

It is our aim to develop in all children an appreciation and love of reading as a means of enjoyment and as a vehicle to access all other areas of the curriculum.

GBPA Reading Policy



Sharing Books and Stories at School

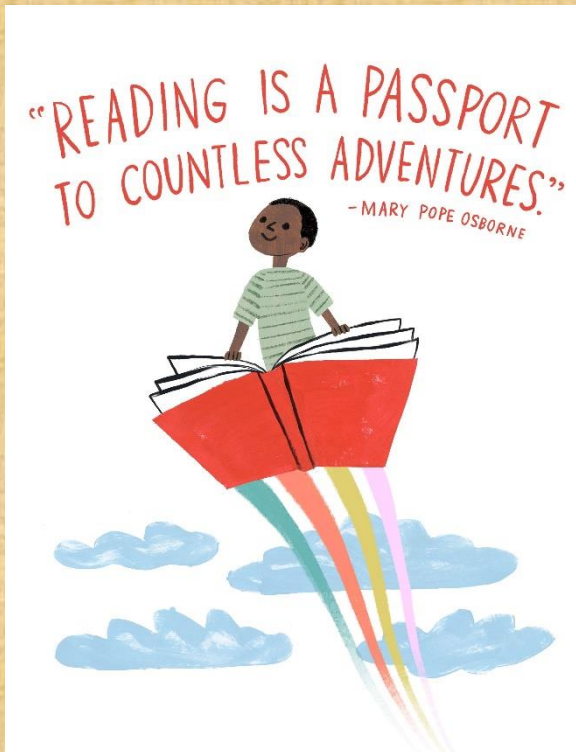


- Quality picture books and non-fiction books ('real books')
- Adult-child interaction – teacher/parent as role model
- Enjoyment and fun!
- Expanding knowledge (experiences, places...)
- Increasing vocabulary
- Hearing patterns, repetition, rhymes, alliteration
- Developing empathy (feelings and emotions...)





Sharing these books at home...



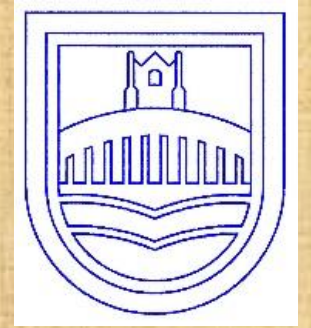
Choose a time when you can cuddle up and not be rushed. If your child doesn't want to listen, just try again at another time.



Encourage them to look at and talk about the pictures and story
'Why did he do that?'
'I wonder what will happen next?'



Let them have a go at turning the pages carefully, point to the text as you read, to help them understand which direction we read print in.



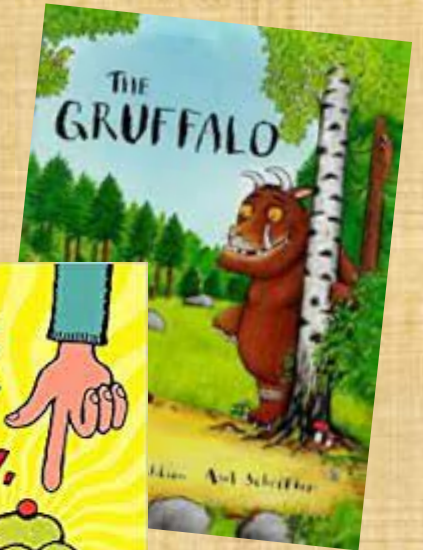
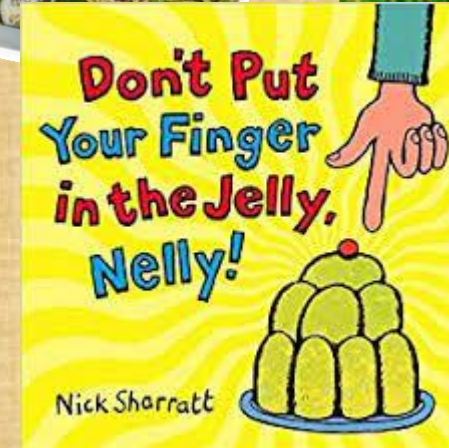
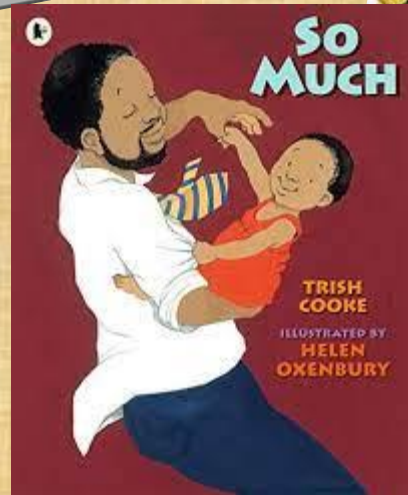
Enjoy the story or content of the book
- make reading fun and pleasurable!



Your child may spot some letters from their name or letters or common words that they have been learning in school, praise their efforts but don't expect them to read all the text in these books straight away.

Your child may want you to read the same book again and again—this is fine, it helps build up their knowledge of pattern and structure and their confidence!

Books with
repeating text
and rhymes are
great to help
your child tune
into predicting
what comes next.

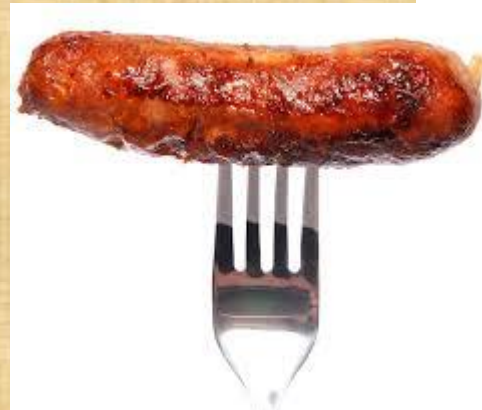
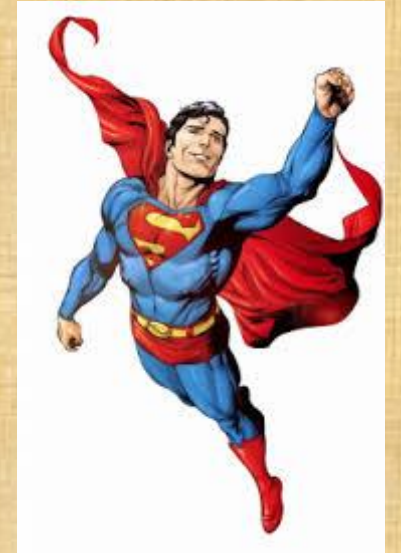
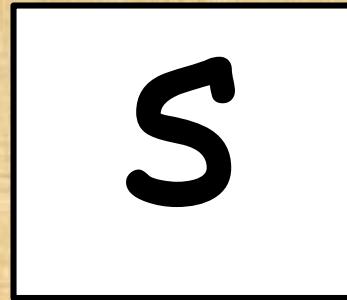


Phonics Phase 1 (nursery and pre-school, revisited in Reception)



- Environmental
- Instrumental
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

I spy with my little eye
something beginning with ...



Phonics Phase 2 and beyond



- Learning and applying letter sounds
- Pronouncing the sounds 'purely' is important.



<https://www.youtube.com/watch?v=UCI2mu7URBc&t=6s>

Phonics Phases 2 and 3



Phase 2

satp

inmd

gock

ck e u r

h b f ff l ll ss

Phase 3

j v w x

y z zz qu

ch sh th ng ai ee

ie oa o oar or ur

ow oi ear air ure








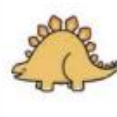















er



Phonics Phase 2



My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

twinkl visit [twinkl.com](https://www.twinkl.com)

Activate
Go to setting

‘Growing together through learning, friendship and worship’

Blending 2 letter and 3 letter words



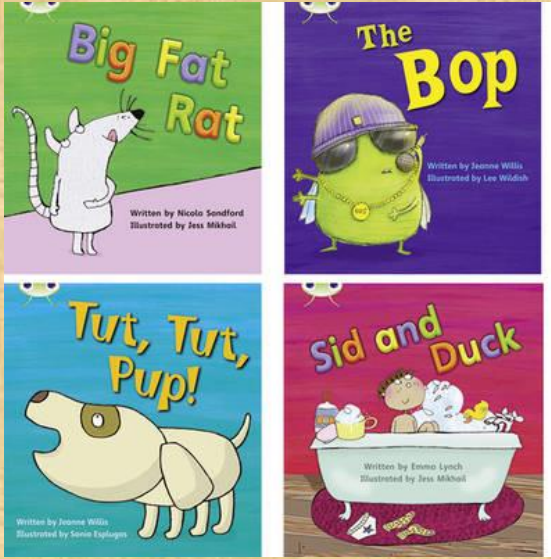
- 'Robot' segmenting and blending
- Sound buttons

jam



dig





Your child will get a reading scheme book each week to practise using their sounds (phonics).
They will read this book to you.

Encourage your child to 'sound out' or 'blend' words together.





























If your child is tired, leave it until another time. 'Little and often' is best.

Remember to give lots of praise for effort.

Phonics Phase 3



My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 	 visit twinkl.com		Activate Go to Settings		

Phonics Phase 2 'tricky words'

no go I
the
to into

Phonics Phase 3 'tricky words'

you he
my we me
he her she
be all was



Early Years Foundation Stage – Early Learning Goals – by the *end* of Reception...



- **Literacy**
- **ELG: 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.
- **ELG: 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.