



READING AT MILE OAK SEPTEMBER 2024: RECEPTION

SESSION OVERVIEW

- The Importance of Reading
- Our approach and priorities
- Phonics
- Language comprehension – stories, rhyme and poetry, talk
- Home support expectations

BENEFITS OF READING FOR CHILDREN

Reading matters because it can have a lifelong positive impact on a child, affecting their health and wellbeing, creativity and educational outcomes.



Reading is the gateway to the curriculum

THE TOP TEN BENEFITS OF READING FOR CHILDREN



- Their vocabulary is larger and more extensive.
- They perform better academically.
- Their imagination can run wild.
- Their creativity skills develop.
- They develop empathy.
- They gain a deeper understanding of their world.
- Their concentration levels improve.
- The parent and child bond improves.
- Their cognitive development is supported.
- Their social skills and interaction improve.



We underpin reading teaching with a commitment to teach every child to read regardless of background, need or circumstance.

The teaching of reading at Mile Oak Primary School follows these key steps:



READING TEACHING PRIORITY

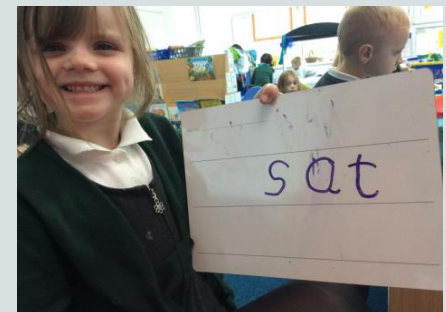
Reception 2021: Spring 1 W/C 24.1.22

	8.40	9.00	9.45	10.15	10.35	10.45-	11.40	11:55		1.20	1.40	2.40	2.55	
Mon	Daily HW / Writing	Reading: Phonics	SI	Literacy: Theatre Trip - oral recount	Snack + Rhyming word/ song/ phase 1/ TW	SI	PSED;	Reading : Phase 1 and 2		Maths: Mastery 1	SI	2.30-3.00 Assembly	Literacy: Core text	
			Guided reading / Target Children								EYFS Curriculum			
Tues		Reading: Phonics	SI	Literacy: Theatre Trip - writing recount	Snack + Rhyming word/ song/ phase 1/ TW	SI	Maths: Mastery 2	Reading : Phase 1 2		Physical: SW Foundation Skills W3 Session 3	SI	EAD: Tiger that came to Tea song	Literacy: Core text	
			Guided reading / Target Children											
Wed		Reading: Phonics	SI	EAD: Circus skills - visitor!	Snack + Rhyming word/ song/ phase 1/ TW	SI	Changing for PE	Reading : Phase 1 and 2		1.20-1.55 PE; DF	Changing for PE	SI	Reading: Rhyming word /	
		Guided reading / Target Children							Reading: Rhyming word /	SI	1:55-2:30 PE; LB	Changing for PE		
Thurs	Reading: Phonics	SI	Literacy: Tiger that Came to Tea - Comprehension	Snack + Rhyming word/ song/ phase 1/ TW	SI	UW: Places of worship	Reading : Phase 1 and 2		Maths: Mastery 3	SI	Physical: SW Foundation Skills Wk 4 Session 1 (Focus Ch)	Literacy: Core text		
		Guided reading / Target Children								EYFS Curriculum				
Fri	Reading: Phonics	SI	CLL: Time (maths)	Snack + Rhyming word/ song/ phase 1/ TW	SI Library LB/DF	Maths: Mastery 4	Reading : Phase 1 and 2		Tiger that Came to Tea - film treat	SI	2.30-3.00 Assembly	Reading: Rhyming word /		
		Guided reading / Target Children								Prepare for assembly @ 2.15				
										EYFS Curriculum				

PHONICS - KEY TERMS



- **Segmenting:** *breaking a word down into individual phonemes - cat = c a t*
- **Blending:** *fluently joining the phonemes together to read a word - p o t = pot*
- **Phoneme:** *an individual sound - s, a, t, p, i, n*
- **Grapheme:** *the written representation of a phoneme*
- **Digraph:** *a phoneme which consists of two letters - sh in ship, oa in boat*
- **Trigraph:** *a phoneme which consists of three letters - igh in night, air in hair*
- **Tricky word:** *a word which children cannot decode yet so has to be memorised/read on sight - l, to, the, me*



PHONICS IN RECEPTION- MAIN SESSIONS



- Children learn to read words through learning grapheme-phoneme correspondence
- Children also learn Tricky Words. These are words they are not yet able to decode using their learnt sounds
- Phonics is the only route to decoding a word – this is the only strategy used
- A progressive and structured program means children can blend sounds to read words quickly
- Children are taught to move from segmenting and blending to automatic reading as soon as they are able
- High expectations, pace and repetition reduces cognitive overload and leads to better progress
- Phonics sessions are non-negotiable daily at 9am for 15-20 minutes
- Groups are flexible and responsive to the children's needs
- Core skills of sound awareness, sound discrimination and oral segmenting and blending are essential and embedded in our reading teaching

PHONICS IN RECEPTION – SUPPORT AND REPEATED PRACTICE



- Phonics is embedded throughout the day to ensure progress for all
- **All children** have the opportunity for daily repeated practice. A sticker system means all adults know a child's focus phoneme and can challenge them throughout the day
- Some children have short, sharp daily boost sessions daily to develop core skills and secure retention of GPCs
- **Those children segmenting and blending confidently** are given a decodable book – reading teaching, using this book, takes place x 2 weekly before it is sent home.

PHONICS – EXPECTATIONS FOR HOME SUPPORT



- Create a non-negotiable routine for reading at home
- Sound book, decodable books, printed resources, tricky words – stick to school resources please
- Home reading records – celebrations, questions, progression
- Book bags – everyday please
- Repeated practice is essential. The difference in progress between those that read at home and those that do not is notable – please come and see us if you need support

PHONICS – EXPECTATIONS FOR HOME SUPPORT



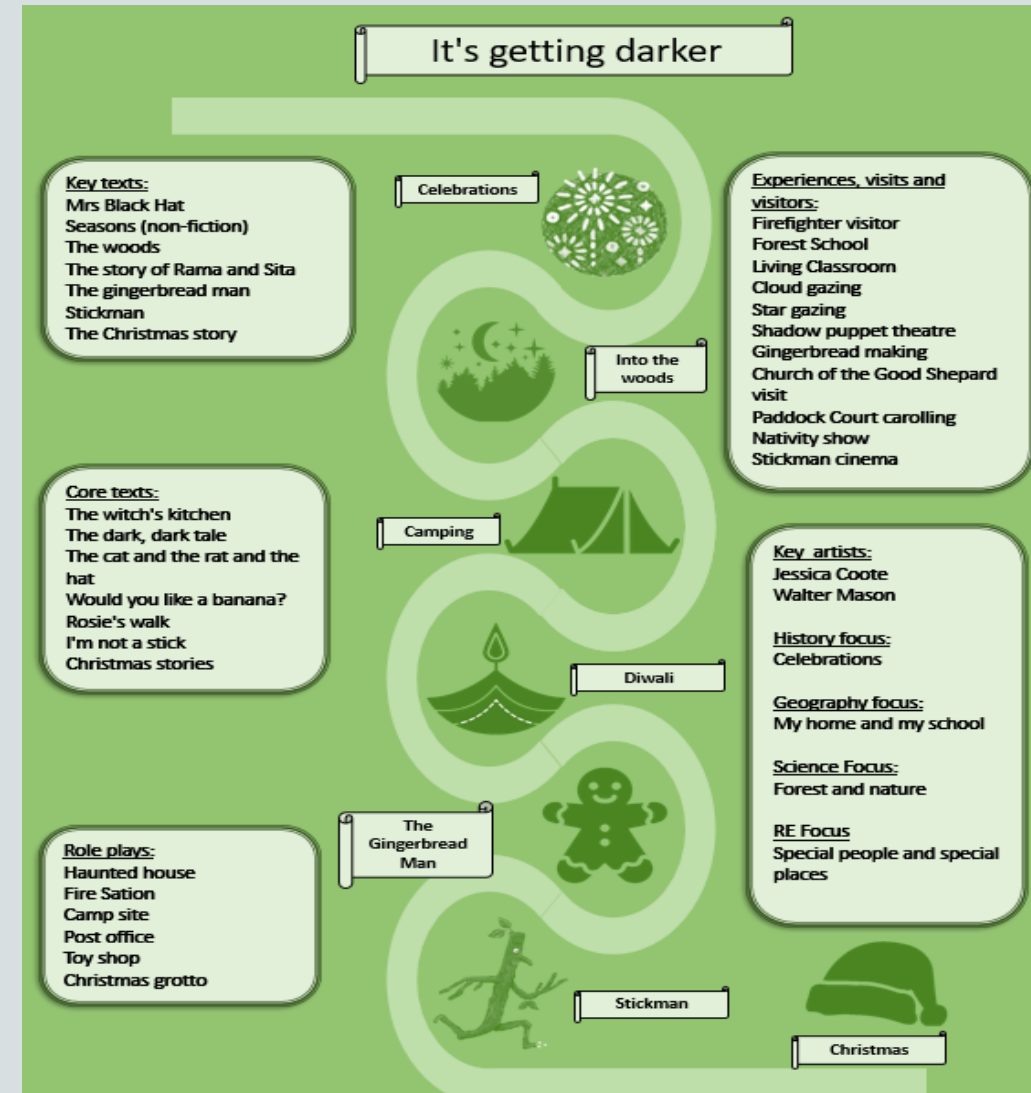
S



Action:
Close the teeth together, tuck the tongue tip behind the top teeth and smile. It's a long sound so one finger moves forward, away from the mouth in a snake or s shaped line.

Words with this phoneme:
sit, sat, has

A CURRICULUM WITH OUR CHILDREN AT ITS CORE

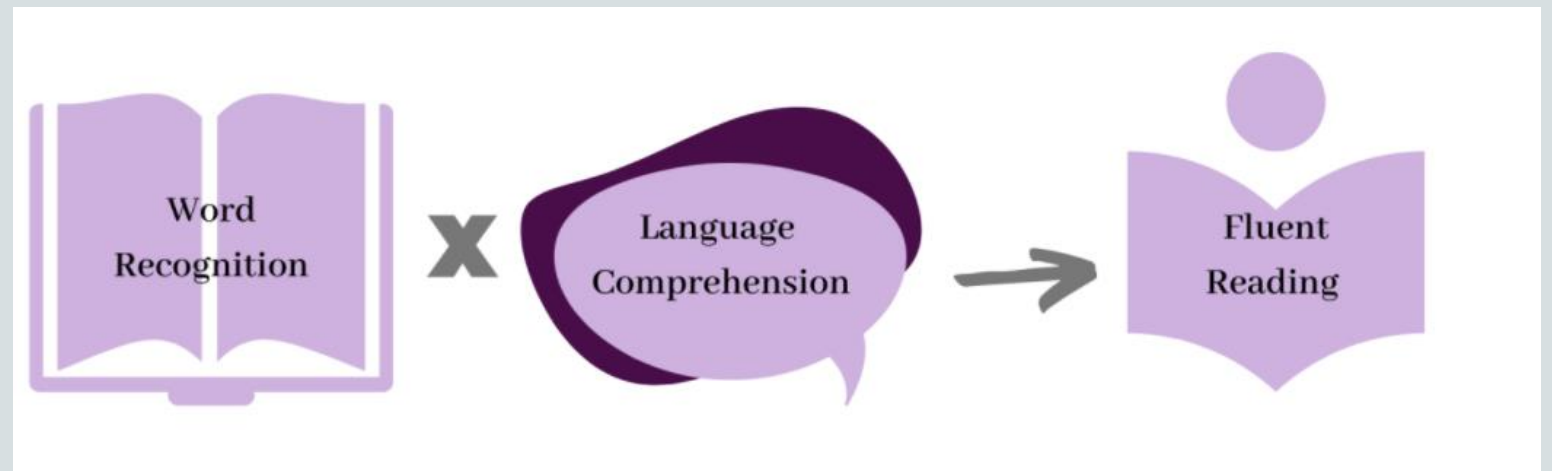


LANGUAGE COMPREHENSION

If a child has a wide vocabulary and good knowledge of language structures, when they begin to learn to read, they will be better able to connect the words on the page to all these things

The development of children's spoken language underpins all seven areas of the EYFS.

- Developing talk
- Story times
- Poetry and rhyme



LANGUAGE COMPREHENSION- STORIES

- Carefully chosen key texts drive the curriculum
- Core texts are read multiple times and are chosen for specific literary merit
- Nursery rhymes, songs and poetry are valued – oracy, fluency and phonological awareness
- Quality literature to support all areas and themes of learning within the EYFS
- Reading aloud is part of everyday practice
- Role play and extension into the learning environment
- Reading comprehension skills taught implicitly

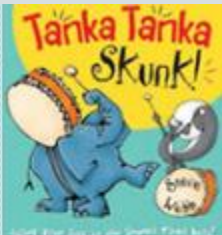
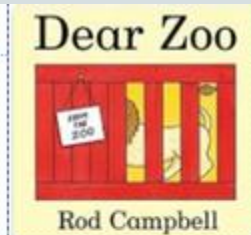
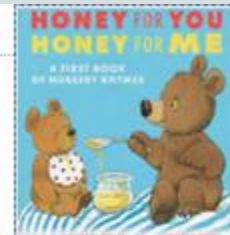
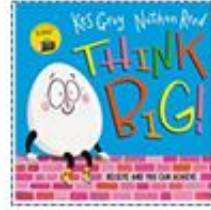
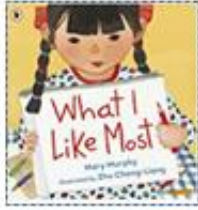
LANGUAGE COMPREHENSION- STORIES

Reading Vipers

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise



**MILE OAK
RECEPTION KEY
TEXTS AUTUMN 2021**



**HEAD'S SHOULDERS
KNEES AND TOES**

**1 2 3 4 5 ONCE I CAUGHT
A FISH ALIVE**

TEN FAT SAUSAGES

BAA BAA BLACK SHEEP

HUMPTY DUMPTY

**TWINKLE TWINKLE
LITTLE STAR**

5 LITTLE DUCKS

**PAT A CAKE PATE A
CAKE**

WIND THE BOBBIN UP



**MILE OAK
RECEPTION KEY
TEXTS AUTUMN
2021**



**ROW ROW ROW YOUR
BOAT**

INCY WINCY SPIDER

5 CURRANT BUNS



Vocabulary



Infer



Let's echo read. Only start when you have been tapped on the head and remember to say the lines over and over again until we have all joined in!

Group 1



Little pig, little pig, let me come in.

Group 2



Not by the hair on my chinny, chin, chin!



How is Sophie feeling?

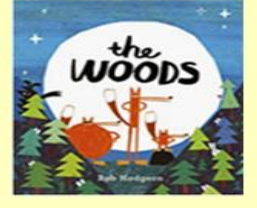
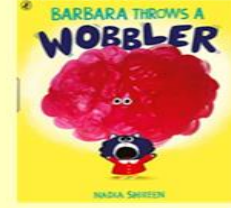
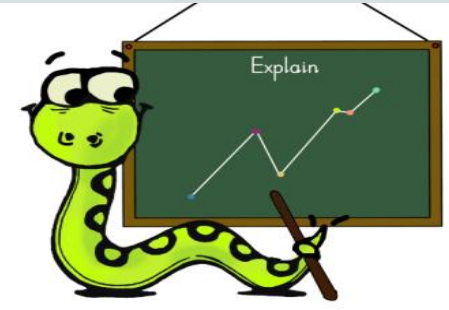
How do we know?

Predict



Is there more than one possibility?

Explain



My favourite story is _____

because _____.

I liked it when _____.

Retrieve



Sequence



Can we retell parts of the story?



Tell me a about the beginning....

*First*_____.

Tell me about the middle part....

*Next*_____.

Tell me about the end.... Could it have ended differently?

*Then*_____.

When do we first meet the wolf?

Where does the wolf visit first?

LANGUAGE COMPREHENSION- STORIES



Can we read it again and again and again?

LANGUAGE COMPREHENSION- DEVELOPING TALK



- Learning
- Environments
- Quality interactions
- Stems and vocabulary
- Exploration
- Independence
- Collaboration
- Across contexts

LANGUAGE COMPREHENSION- DEVELOPING TALK

- Thinking out loud and modelling new language for children
- Paying close attention to what the children say
- Rephrasing and extending what the children say - validating the children's attempts at using new vocabulary and grammar by rephrasing
- Asking closed and open questions
- Answering the children's questions
- Explaining why things happen
- Deliberately connecting events, actions or ideas
- Providing models of accurate grammar
- Extending children's vocabulary and explaining new words
- Helping children to articulate ideas in well-formed sentences

LANGUAGE COMPREHENSION- EXPECTATIONS FOR HOME SUPPORT



We hope you're enjoying your sharing book from the library. Please return it weekly so we can lend you another story to enjoy together.

The Power of books - Reading Aloud and Sharing



Read often, read wide and read aloud!

LANGUAGE COMPREHENSION- EXPECTATIONS FOR HOME SUPPORT

Supporting Readers at Home Poster



Supporting Readers at Home



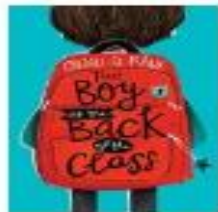
Open University research suggests there are three important ways to support readers and a love of reading.



Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



Children who read, and are supported as readers, develop strong reading skills and do better at school.

Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



For more ideas see the OU website:
www.ourfp.org

LANGUAGE COMPREHENSION- EXPECTATIONS FOR HOME SUPPORT



Book Chat

Developing a Love of Reading



LANGUAGE COMPREHENSION- EXPECTATIONS FOR HOME SUPPORT



Share attention



Respond



Expand



Conversation

USEFUL WEBSITES

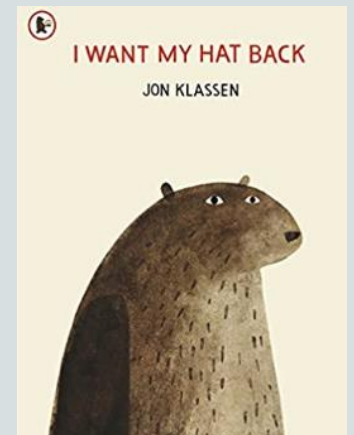
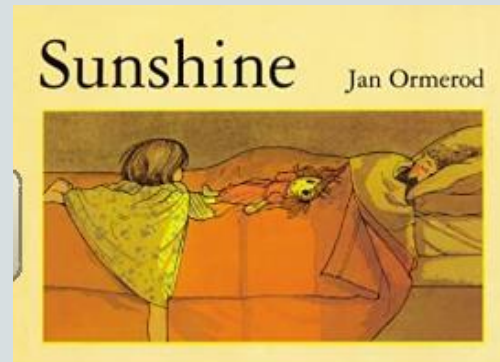
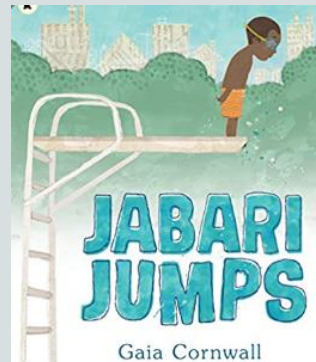
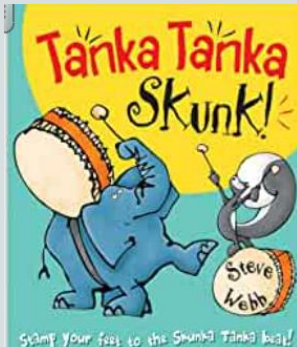
- Almost any daily activity is a chance to talk, bond and have fun with your child. They're also proven to help your child's development, from newborn to 5 years. <https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk>
- Parenting young children can be tough at the best of times and during this strange period in our history it can feel even more bewildering and stressful. Here you'll find **free online sessions and courses for parents and carers** — all delivered by professional early years experts. <https://www.familycorner.co.uk/free-online-learning-all-family-join-our-courses-parents-0-5s>
- Children's brains are made of many different strands. Three of these strands are how they learn to talk, how they feel, and how they make friends. Every time you talk to a child, or respond to them, you're helping these strands grow strong. <https://www.smallstepsbigchanges.org.uk/fun-with-little-ones/big-little-moments>
- Children take everything in. They love it when you chat, play and read with them - you can turn almost anything into a game. <https://hungrylittleminds.campaign.gov.uk/>
- Help your child develop their speech, language, communication and literacy skills with these fun activities and top tips. <https://wordsforlife.org.uk>

USEFUL WEBSITES CONTINUED

- Animations of some of the best-known traditional nursery rhymes, many sung by BBC Children's TV presenters, with music that your children will love! <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>
- This resource comprises three short films and support materials to help parents, families and carers read books conversationally and creatively to children. <https://ourfp.org/supporting-rah/book-chat-reading-with-your-child/#>
- Here you will find strong evidence of the vital importance of reading aloud to your children every day. You can explore research and find practical resources such as conversation inspiration, book lists and more. <https://www.readaloud.org/whyanationalcampaign.html>
- Enjoy story time with free online books and videos, play games, win prizes, test your knowledge in book-themed quizzes, or even learn how to draw some of your favourite characters. <https://www.booktrust.org.uk/books-and-reading/have-some-fun/>

RECOMMENDED BOOKS

- Recommended texts for children 5-8 years from the National Literacy Trust.
https://cdn.literacytrust.org.uk/media/documents/2017_07_13_free_YRP_resource_-_Recommended_booklist_for_ages_5_to_8_2014.pdf
- Explore the best new books and rediscover classics with the Book Trust. <https://www.booktrust.org.uk/books-and-reading/our-recommendations/>
- A whole host of fantastic quality stories for young children from the Centre for Literacy in Primary Education.
<https://clpe.org.uk/books/corebooks>
- More choice here across a wider range of genres and topics. <https://www.lovereadings4kids.co.uk/browse-by-age>
- Miss Taylor loves ...



SUPPORT



- Class teacher
- Message in Reading Record
- School website www.mileoakschool.co.uk/brighton-hove/primary/mileoak
- Email the office office@mileoak.brighton-hove.sch.uk
- NHS eye test information <https://www.nhs.uk/conditions/eye-tests-in-children/>



Please look after the books sent home from school and tell us if one goes missing.