

Welcome to Reception
Family Learning



What does a child need to know:



- Letters are **symbols** that **represent** sounds.
- A sound can be spelt by 1,2,3 or 4 letters.
do**g** str**e**e**t** n**i**g**h****t** d**o**u**g****h**
- The same sound can be spelt in different ways.
ra**i****n** br**e**a**k** g**a**t**e**

Skills

- **Blending** is a skill that pushes the sounds together to build a word.
- **Segmenting** is the ability to pull sounds apart.
- **Phoneme manipulation** is the ability to insert sounds into and delete the sounds out of words.

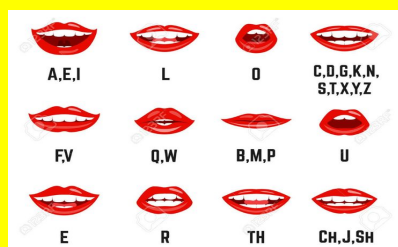
Pure Sounds

- It is **vital** that children know the pure sounds.

a b c d e f g h i j k l m n o p q r s

t u v w x y z

ng ch th qu sh



Everyday words

- Every word is decodable. In our programme we have no 'tricky' words or 'magic' letters even the ones that sound different can be sounded out.
- In the word _____ this sound is _____.
eg the

Here are some everyday words that the children will learn in reception.

is, a, the, I, for, of, are, was, all, come, some, to, there, their, these.

How do we teach phonics ?

- Symbol Search
- Sound Swap
- Word Builder

s	t	i
a	m	
p		o



What can you do at home ?

- Udemy SoundsWrite Course (free!)
<https://www.udemy.com/course/help-your-child-to-read-and-write/>

- SoundsWrite App



Reading

Talk to your child about what is on the front page.

Q: What do you think the book might be about?

Q: Who is the main character?

Q: Can you open the book to the first page.

When reading a book with your child, they need to read the words (especially
when it is a phonics book)

Make sure that your child is pointing to each word when they read.

At the end of the story check that your child knows what has happened in
the story.

Q: What happened in the story?

Q: How did they feel?

Q: What do you think the main character should have done?

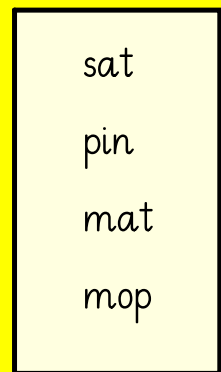
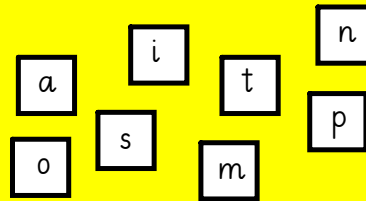
Top Tips for Reading

- Encourage your child to use their finger to track the sounds.
- Make the phrase 'Say the sounds and read the word.' your reading motto.
- If your child can say the sounds but struggles to hear the word model the blending process for them by holding and blending certain sounds. e.g. strap
- Allow time to look at the picture for clues to the words but cover the image after if the child finds it distracting.

Over to YOU!

- Activity 1:
- Word Builder - parent reads the word and your child must use the sound cards to build the word.

Remember to make your child 'say the sound and read the word' at the end.



Parent Script: I want you to build the word
 What is the first sound you can hear in the word
 What is the next sound you can hear in the word
 What is the last sound you can hear in the word
 Now say th sounds and read the word.

- Activity 2

- Read and Splat -parent to say the word and your child must find it and splat the correct one.



Simplifier

Say the word exaggerating sounds that can be extended.

Or segment the sounds like a robot.

- Activity 3:

- Everyday Word Detectives Your child must then select a book and hunt for the word.

- the for I was all
to are



- Remember, all words are decodable when you have the knowledge. At this point to children don't have the knowledge for all the sounds so some sight work is needed.