



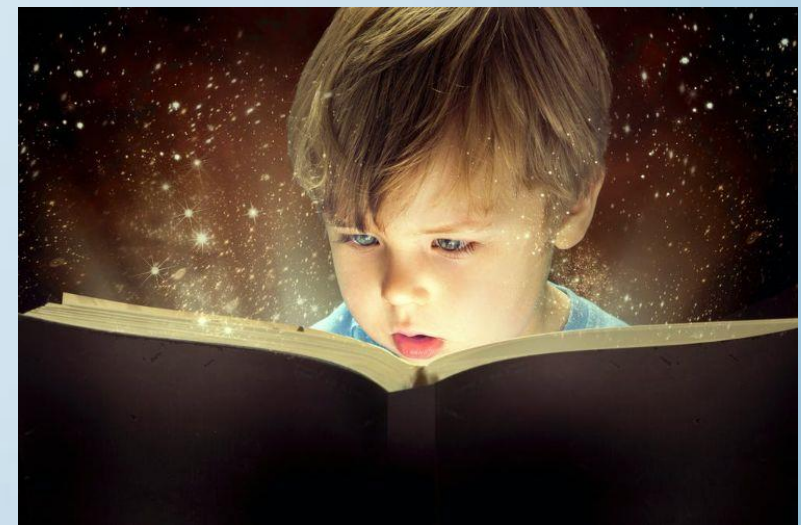
Reading in Reception

Autumn Parent Meeting 2025

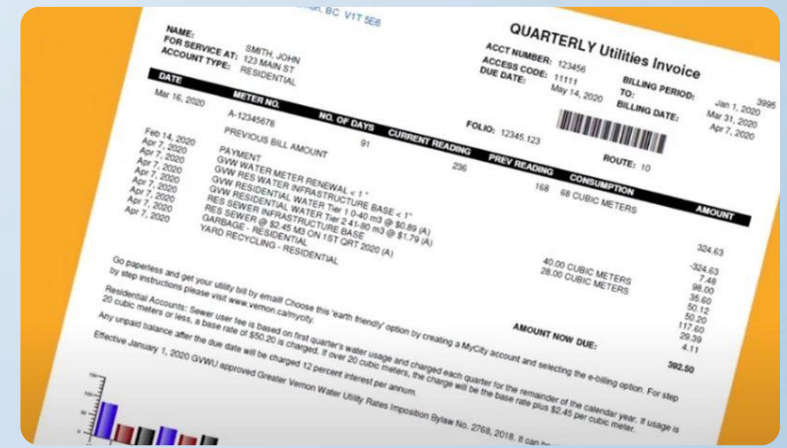
“Teach a child to read and keep that child reading (and talking) and we will change everything.

And I mean everything.”

Janette Winterson

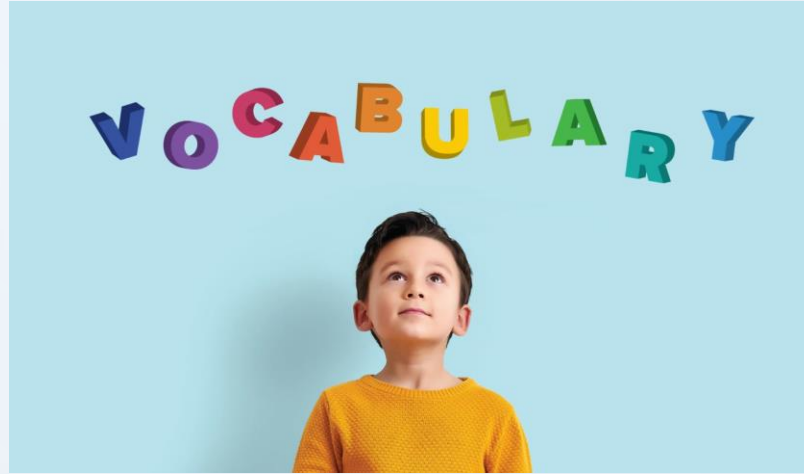


How many times have you already read today?



'I hided in the box.'
'Yes, you hid in the box.'

'I caught a bug.'
'That is a big, hairy spider.'



'Look at the car.'
'Wow, that's a fast, red car!'
'I'm gunna jump in.'
'Yes, you're going to jump in.'

Use new and ambitious vocabulary

Use open-ended questions

Give your child time

Expand your child's sentences

Model the correct language back

Phonics- What is it?

Phonics links the sounds of spoken English (phonemes) with the letter or groups of letters that represent those sounds (graphemes) to teach reading and writing skills.

Speed Sounds Mat Phase 2

S Snake	a Apple	t Tower	p Pirate	i Insect
n Nobby's net	m Maisie's mountain	d Dinosaur	g Girl	o Orange
c Caterpillar	k Kangaroo	ck Tick tock clock	e Egg	u Umbrella
r Robot	h Horse	b Boat	f ff Flower	l ll Leg
ss Hiss, hiss!				

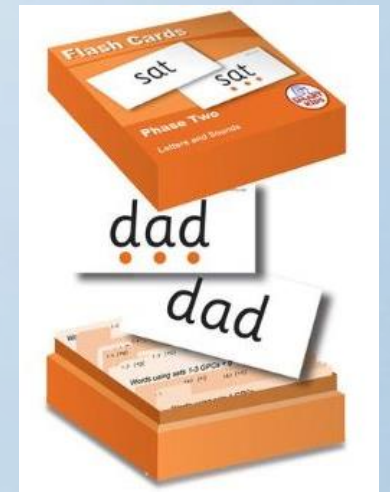
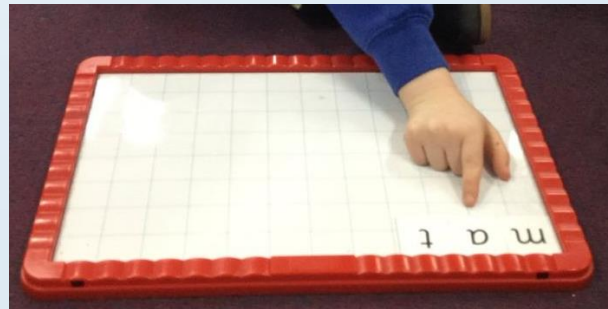
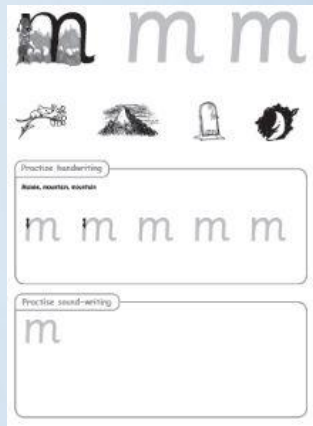
Speed Sounds Mat Phase 3

j Jack-in-a-box	v Vulture	w Worm	x Exercise	u Yak
z zz Zip	qu Queen	ch Ch, ch, choo!	sh SHH! Says the horse	th Thankyou! Says the horse
ng Thing on a string	nk I think I stink	ai Snail in the rain	ee What can you see?	igh Fly high
oa Goat in a boat	oo Poo at the zoo	oo Look at a book	ar Start the car	or Shut the door
ur Nurse with a purse	ow Brown cow	oi Spoil the boy	ear Hear with your ear	air That's not fair
ure Sure it's pure	er Better letter			

ay May I play?
ai Snail in the rain
a-e Make a cake
a Amy's apron

Phonics

- Visual, engaging resources
- Follows a very similar order daily, children enjoy repetition, no big surprises!
- Same resources in school and at home. Some of these things are in your pack so that you can use them at home!



Terminology

Phoneme



Grapheme



Digraph



Trigraph



'Special Friends'

Blend



Segment



Pure Sounds – Pronunciation



Sounds of the alphabet, NOT letter names



Oral Blending - a crucial skill which leads to reading.

1 - Hearing sounds in isolation (Ted Talk)

c-a-t

2 - Blending them together through repetition

c-a-t ... c-a-t

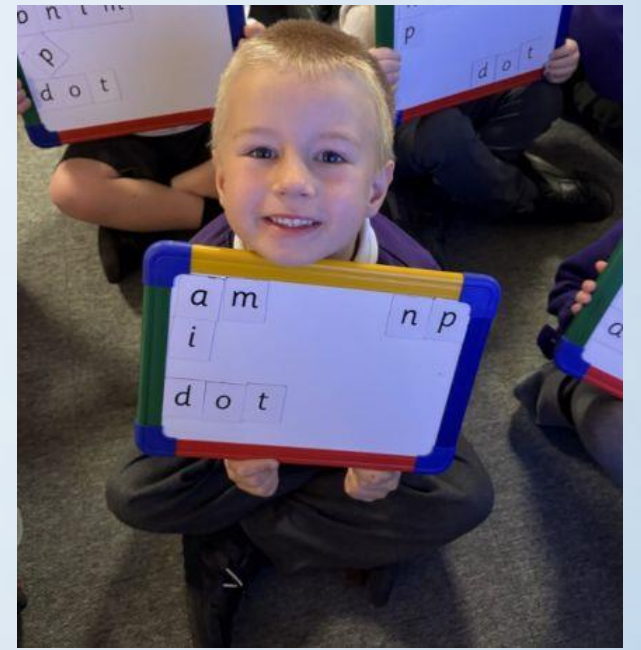
3 - Say the word

cat

When the children can recognise the sounds, they can then blend these sounds when they see them in print to read themselves. t-a-p tap.



Assisted Blending



Assisted Blending – at home

Phonics Home Learning

You will need the following cards from your pack.
Lay them out on the floor or table

a t p i n m d

Look at the picture and the clue to work out the word.
Can you make the word?

Its not a
lady it's
a ...



Wipe
your feet
on the ...

This girl is
feeling ...

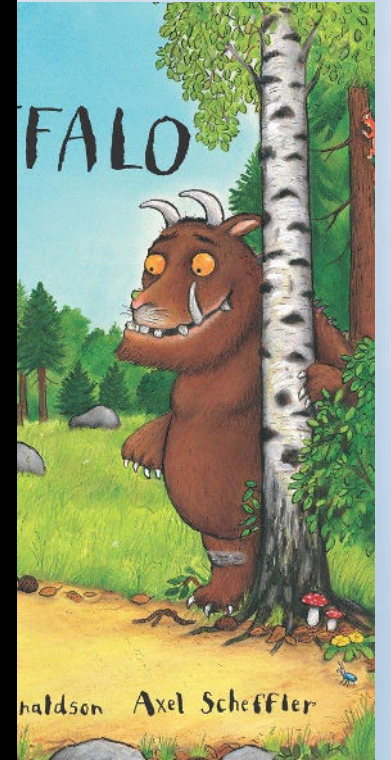
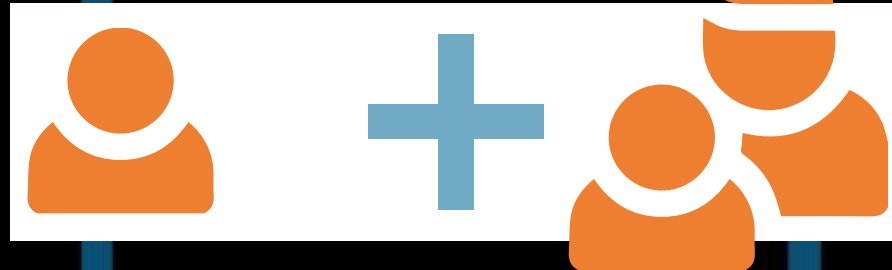
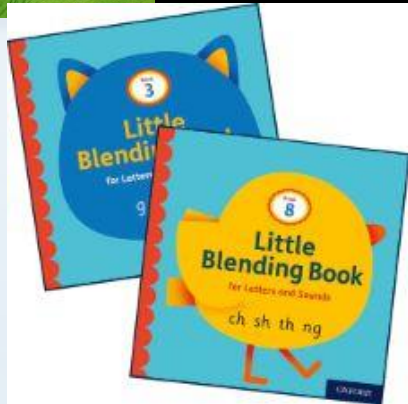


... your
crisp in
the
sauce.

Say the word
Ted talk the word
Find the cards
Make the word
Blend to read



Books Going Home



Books are matched to children's individual phonics abilities and assessed regularly.

WEDNESDAY – Library Books

FRIDAY – Reading Books

Home Reading

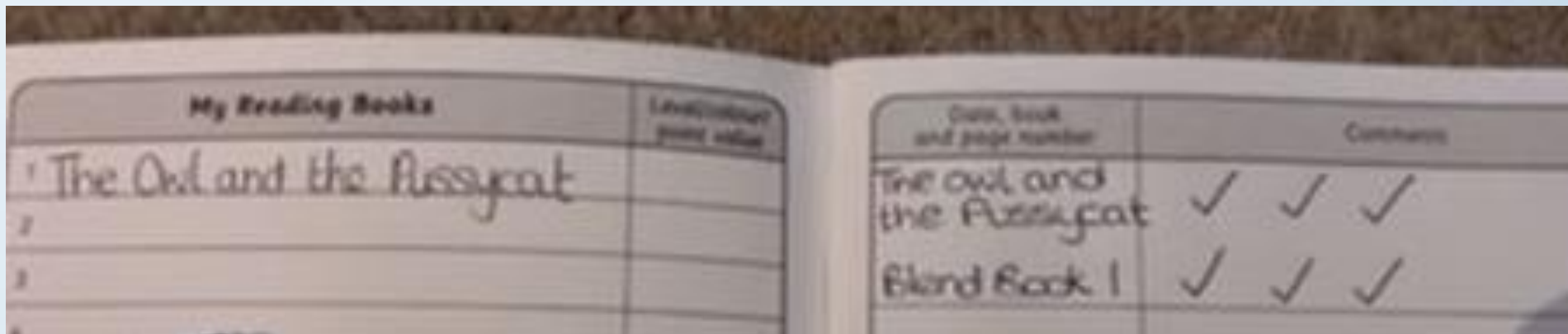
Children should read both their reading and blending books 3 times a week.

Read 1 : Decoding the text

Read 2 : Prosody – reading with meaning and intonation

Read 3 : Comprehension - to understand the text

Wordless Books – Use the 3 reads to find opportunities to orally blend (can you see the d-o-g?) and tell the story.





**One of the greatest gifts adults
can give is to read to children**

Carl Sagan

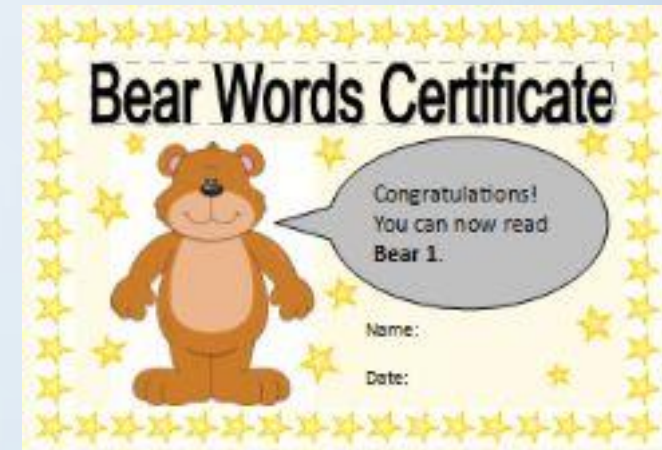


Bear Words

- Separate to our reading scheme
- Link to our phonic scheme (Letters & Sounds)
- Cannot segment the sounds
- Need to rote learn by sight

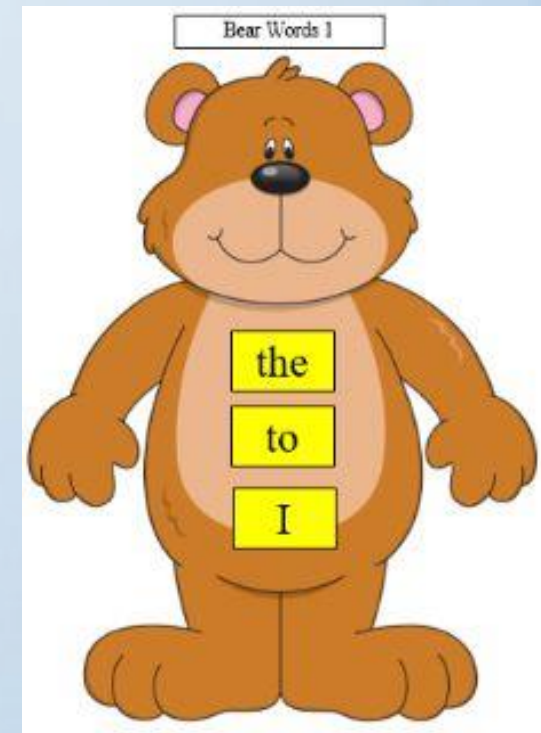
Checked in school every Monday

Sending them home ready for the holidays.



Bear 1
The bear.
To School.
I ran.
The brown bear.
I went to the shop.
The sun is bright today.

Bear Words 1
the
to
I



'Stay and Play'

- Come in to your child's classroom and learn through play
- Reading focus (all elements we have talked about this evening)
- You should have a message on Arbor with details on

Two options to suit you, either after drop off, or before pick up.

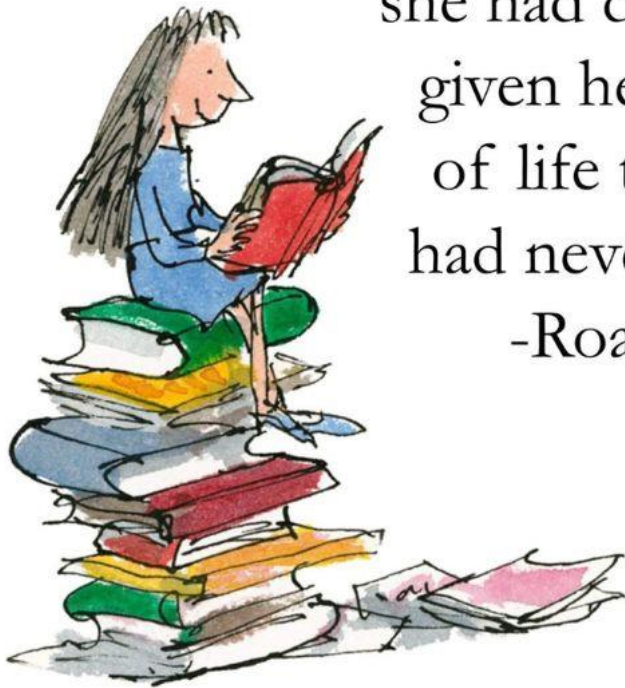
- AM - 9am to 9.45am
- PM - 2:30pm to 3.10pm

- Tuesday 14th October **Seacole class.**
- Wednesday 15th October **Nightingales class.**
- Thursday 16th October **Jenner class.**



Thank You!

Any questions?



“All the reading she had done had given her a view of life that they had never seen.”

-Roald Dahl,
Matilda

@little_bookroom

