Learning to Read and Write in Reception Class



Parents/Carers Workshop

Thursday 19th November 2026

Early Years Foundation Stage

Communication and Language

- Listening and Attention and Understanding
- Speaking

Literacy

- Word Reading
- Comprehension
- Writing

Physical Development

- Fine Motor

English
Literacy



Reading



- **Reading for enjoyment/pleasure**

Story time

- **Reading for information**

Research, finding things out
Books around the classroom - links

- **Reading with understanding**

Comprehension

- **Story Telling**

Narrative and vocabulary
Making up stories

Re-reading

Repetition, repetition, repetition!



Writing



- Mark Making and Writing for **enjoyment**
- Mark Making and giving **meaning** to marks made/ letters written
- Writing for a **purpose** - a card for Daddy, a shopping list, my story
- Look at writing/letters/sounds and showing **understanding**

Communication and Language

Literacy – Writing

Physical Development – Fine Motor

Library Books

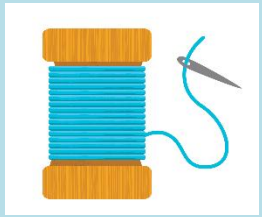
- Adult reading to child
- Picture books
- Non-fiction books – information
- Vocabulary development
- Snuggle up and enjoy a book!

Wordless Books

- Child ‘reading’ to adult
- Story telling
- Language and vocabulary skills
- Sentence construction
- Links to own experiences/prior knowledge
- Using pictures as clues
- Understanding the title – context

Supporting your child with reading at home

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a ‘good reader’ when they leave Primary School they are more likely to earn a higher salary in their 40s.





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ELS Essential Letters and Sounds

developed by Knowledge Schools Trust

Getting all children to read well, quickly.

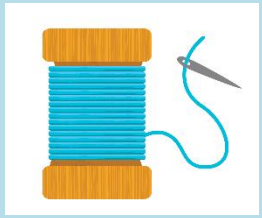


OXFORD

What is Phonics?

A method of teaching EYFS and Key Stage 1 children to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

There are 44 main sounds in the English Language. Each sound is represented by a grapheme (the written representation of a sound).

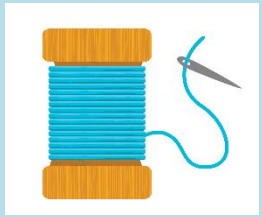




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How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have mnemonics and rhymes to support learning and recall
- We teach phonics every single day from the first days of Reception
- Continue to teach through Year 1 and Year 2 as well as introducing spelling teaching in Year 2 when the children are ready

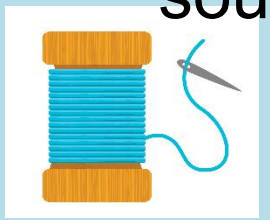




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How do we teach phonics?

- Phonics throughout the day to review new sounds & graphemes taught
- Lots of opportunities for oral blending- /c/ /oa/ /t/
- We teach the ‘code’ for reading, alongside teaching vocabulary.
- We teach alternative ways of making the same sound



ai ay a-e a



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Phase 1



- ‘Tuning in’ to sounds
- Listening for sounds
- Sounds in the environment around us
- Syllables and chunks of sounds
- Onset and rime
- Nursery rhymes and rhyming words
- Alliteration
- ‘Break up’ and ‘push sounds together’ orally



LISTENING AND ATTENTION SKILLS

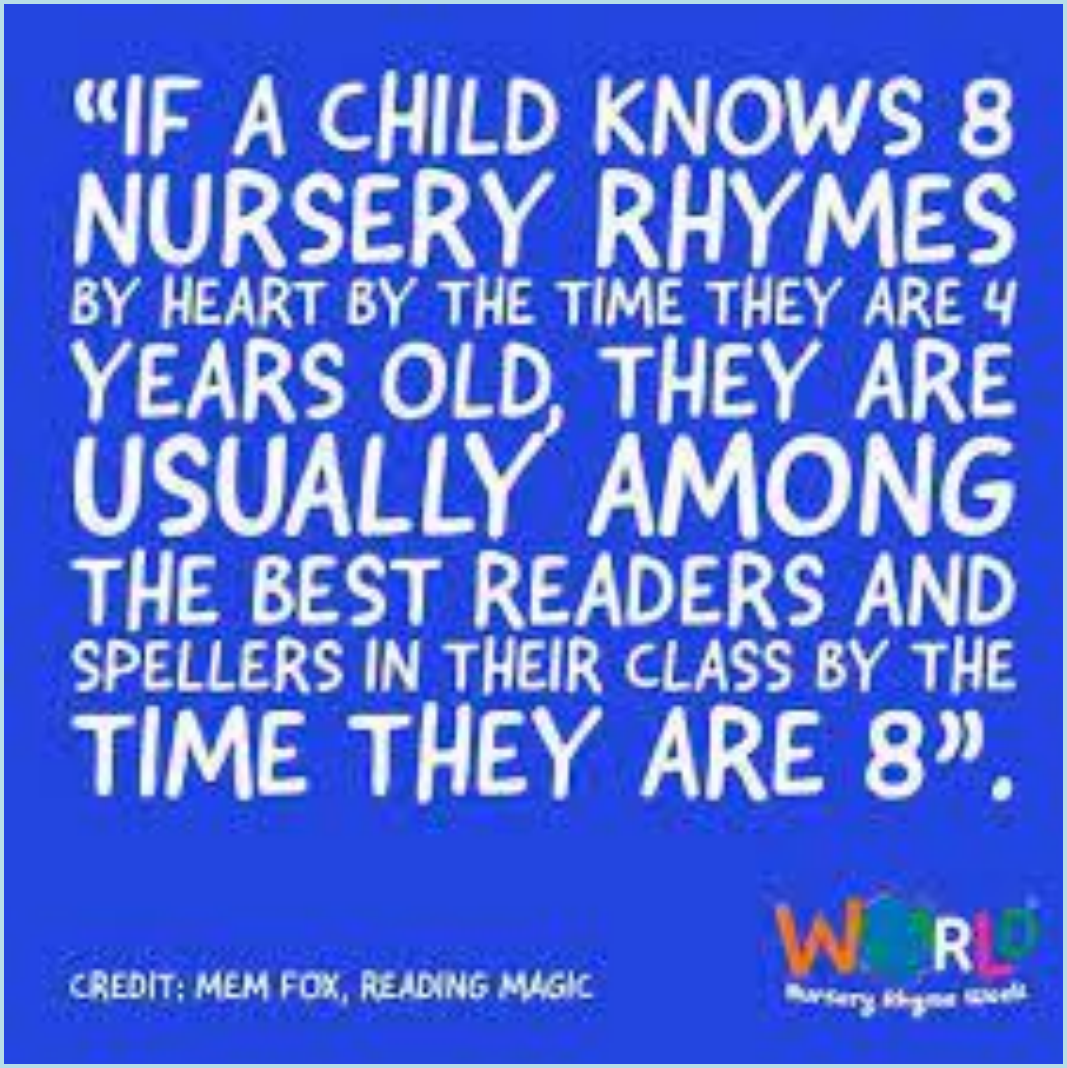


How can I help in Phase 1?



- Singing nursery rhymes and songs
- Talking to your child – making noises, changing your voice when reading
- Hearing a sound – What made that sound?
- Talking about sounds – What kind of sound is that?
- Making noises – using everyday objects/voices/body to make noise!!
- Reading daily to and with children – Share books
- Pointing out letters in the environment/ child's name
- Silly sentences and rhyming sentences

Research says…..



Phase 2

- Children learn initial sounds all taught with a picture and formation ditty/rhyme
- **SOUNDS** (not letter names!)
- Children are introduced to **Harder to Read and Spell words**– cannot be sounded out. Just learn!
- Taught to blend for reading (push sounds together) and segment for writing (break up sounds)
- Taught to form letters correctly – St John's way! Print ready to start cursive when in Year 1

No schwa-ing!

m muh c cuh

wif wiv with

Short and bouncy sounds!
"Pure" sounds

Phase 2-
https://www.youtube.com/watch?v=nBFnAcXHOUQ

Phase 3 –
https://www.youtube.com/watch?v=gDInVjBUGC0

Phase 5 –
https://www.youtube.com/watch?v=8BwWD2ZlvBY

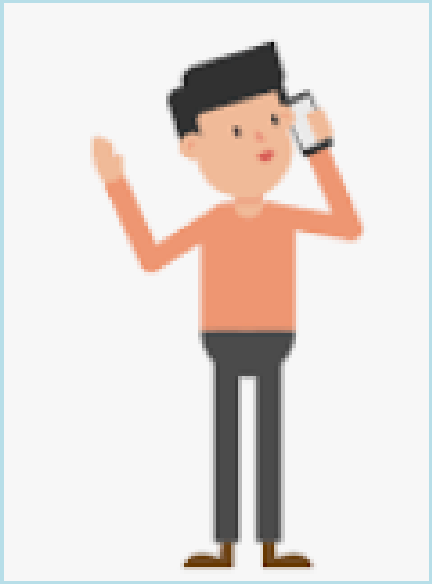
Adult	Child
ABC	abc
C-A-T	c-a-t

The name is _____ the sound is___

SOUND NOT LETTER!

Knowing the alphabet is not important at all in Reception class.

Phoneme



unit of sound
what you hear/say

Grapheme

letter shape
what you write/see



Segmenting

Breaking the word up into units of sound
(not letters, groups of sound)

Sounding out

For writing

Blending

Push the unit of sounds back together SMOOTHLY for reading

Sounds need to be blended smoothly and clearly so words are read correctly with sounds in order

Speed blending - doing this quickly without any gaps between the sounds

Reading finger

Tracking the letters/words/text

- **Child** must hold the book and be tracking – don't do it for them
- Hand-over-hand to support accurate tracking (not adult using their finger)
- **Rereading** once sounded out – go back to the beginning

Harder to Read and Spell words

CANNOT be sounded out

Breaks the rules of phonics!

Words in pencil case

the is not th-e

Said is not s-ai-d but is sed

"You just have to learn what it says! (sight reading)

Tip: Taught through mnemonics – Big Elephants Can't Add Up Sums Easily

How can I help in Phase 2?

- Reading daily at home – phonics books carefully matched to their phonics ability will be sent home (changed every Monday) READING FINGER
- Write in Reading Record every time your child is heard at home – let us know how they are getting on
- Rehearse Harder to Read and Spell words – Pencil case words
- Model sounds clearly and accurately – use the internet to help you (do not schwar!)
- Access online ebooks through Oxford Owl
- Repetition, repetition, repetition – Re read books!
- Little and often is key!

Phase 3

- Children begin to learn:

  digraphs – 2 letters that make 1 sound

  trigraphs – 3 letters that make 1 sound

- More HRS words are taught
- Confidently **blending** for reading and **segmenting** for writing (beginning, middle and end sounds)

How can I help in Phase 3?



Continue…..

- Daily reading of school reading book
- Daily practice of sounds in folder/flashcards (and return to school for updating)
- Daily practice of HRS words in pencil case
- Look for letters/digraphs/trigraphs and **talk about the sounds**
- **Speed blending** - 'Push sounds together' quickly when reading so more accurate and confident
- Spot harder to read and spell words in books/print – accurately identify them and use when writing
- READING FINGER and rereading sentence once sounded out

Phase 4

- Children consolidate all the sounds learnt in phases 2 and 3 – SPEED BLENDING
- Blends are taught – fl, gr, st, str, tch etc
- More Harder to Read and Spell Words are taught
- Practice, practice, practice

Comprehension and Understanding

PHONICS SKILLS AND UNDERSTANDING BOTH IMPORTANT -Communication and Language!

Vocabulary -reading books develops this

- Ask questions about the book/pictures/story

What happened to….?

Why did the …… ?

How can you tell it is winter?

Where in the book is the word that tells me the boy is sad?

Can you find me a capital letter?

Where is there an e grapheme?

Why is there a full stop there?



Reading is not a chore!



- Every day – little and often
- Short and sharp – set a timer!
- Positive and encouraging
- Quiet, calm space
- ‘Timetable’ it in – make sure your child knows when it will happen
- Enjoyable



Resources for you to use at home

- Book bag – Share Book, Phonics reading book
- Pencil case– Updated once taught in school and rehearsed at home (reading first then writing)
- Phonics flashcards (in pencil case)– grapheme cards to rehearse letter sounds (automatic and fluently)
- Grapheme sheets in folder – Letter formation practice once grapheme has been taught in school
- Tapestry posts – Updated to reflect when new sounds/words have been taught in school. Online resource links shared
- Name cards – Showing correct letter formation
- Oxford Owl – Online ebooks. More information later in the term

Please, please, please…..

All book bags, books, reading records, phonics flashcards, folders, pencil cases to be in school

EVERY DAY

Keep everything in the book bag at home so nothing gets lost!

Thank you for listening!

