Teaching reading in Reception

Order of teaching
Tricky words
Blending and segmenting
Learning through play
Helping your child
How do we teach reading?

• We follow the ‘Letters and Sounds’ programme of teaching (DfES)
• We build on what the children have already done in Nursery/previous settings.
• We have a daily 10-20min session of direct teaching (3 ability gps, each with an adult)
• We apply this teaching through our Literacy work and other activities.
Order of teaching

- Set 1: s a t p
- Set 2: i n m d
- Set 3: g o c k
- Set 4: ck e u r
- Set 5: h b f, ff l, ll ss
- Set 6: j v w x
- Set 7: y z, zz qu

- The order in which these sounds are taught means that children are able to build up, read and write simple 2 letter words right from the very beginning.
When children are confident knowing the sounds and names of individual letters we move onto teaching digraphs/trigraphs

- ch  ar
- sh  or
- th (2 sounds) ur
- ng  ow
- ai  oi
- ee  ear
- igh air
- oa  ure
- oo (2 sounds) er

* At this point, the children learn the rules that “2 letters make 1 sound” and that “when 2 vowels go walking, the first one does the talking”
The children are also taught to read some ‘tricky words’ by sight….these are ones that don’t follow the phonic rules and can’t be ‘sounded out’

- **Phase 2:** I, to, the, no, go, into

- **Phase 3:** he, she, me, we, be, was, my, you, they, her, all, are

If children encounter these in their reading books they are encouraged to remember them and read them by sight.
Blending and segmenting

• Blending is what we call ‘sounding out’. The children say each sound of a word, then put it all together to hear the word. In the early stages of reading, it often helps to encourage them to say the first sound a little louder.

• Segmenting is what the children do to spell a word. It is the opposite of blending.
Learning through play

• We often use games and other fun activities to teach and practice phonics/reading. We have been putting some of these out in previous reading café sessions.

• www.phonicsplay.co.uk
• www.ictgames.com
• www.lettersandsounds.com
Helping your child

• In the early stages, children will need to read familiar books a number of times to be sure of the words, character names and order of events. Allowing them to do this is a really good way to develop the understanding that the words on the page always say the same thing and that there is a direct correspondence between the letters and the sounds they make.

• Always encourage your child to use their ‘jumping finger’ to track the text and to jump over the spaces. This is vital in them understanding the 1:1 match between what they are saying and the words they are pointing to.

• Help your child to sound out (blend) the words they are unsure of. They may need you to repeat the sounds back to them before they can ‘hear’ the whole word.
• If there is a ‘tricky’ word, encourage your child to remember it. If they can’t, just tell them! It may be one we haven’t taught yet.

• If your child is confidently sounding out each word and then saying it, move them onto the next step by encouraging them to do the blending silently in their head and saying the word straight out. This will help them to develop fluency and will then lead on to other strategies they can use (eg, using the ‘sense’/context of the sentence to predict or guess a word)

• All children have a reading target in the front of their diaries. It is really helpful if you could remind them of their target before they begin to read and then help them with this as they go through the book. When an adult has assessed them as having met their target 3 times they are given a new one.

• Reading should be fun! An enjoyment of books is one of the greatest gifts we can give children!!
Any questions?