



READING AT MILE OAK SEPTEMBER 2023: 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

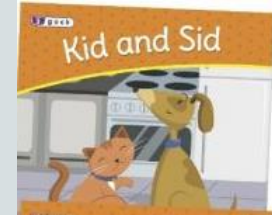


- Children learn to read words through learning grapheme-phoneme correspondence
- Children also learn Tricky Words. These are words they are not yet able to decode using their learnt sounds
- Phonics is the only route to decoding a word – this is the only strategy used
- A progressive and structured 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



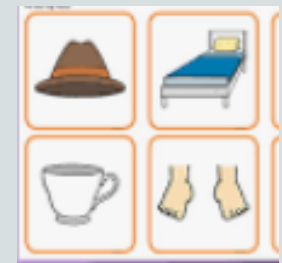
- **All children** have the opportunity for daily repeated practice. A sticker system means all adults know a child's focus phoneme and can challenge them throughout the day



- Some children have short, sharp daily boost sessions daily to develop core skills and secure retention of GPCs



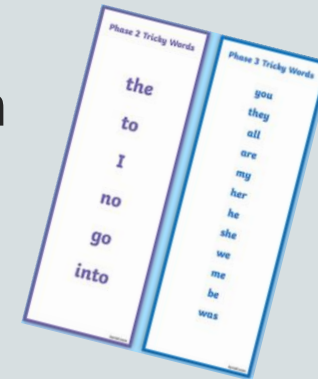
- **Those children segmenting and blending confidently** are given a decodable book - they will work with a teacher **at least** once a week



PHONICS – EXPECTATIONS FOR HOME SUPPORT



- Create a non-negotiable routine for reading at home
- Sound book, decodable books, printed resources, tricky words – look out for pings
- 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



A CURRICULUM WITH OUR CHILDREN AT ITS CORE

Look at me!

Key texts:
Starting school texts
Goldilocks and the three bears
It's my birthday
Monkey and Me

Me

Experiences, visits and visitors:
All about me Museums
Exploring the school grounds
Staff visitors
Baby visitor
Birthday cake making
Car washing
PACA library trip
Booknic with Year 6 buddies

My family

Core texts:
Our favourite stories
Tanka Tanka Skunk
Dear Zoo
Ten little fingers
Hello friend
I am angry
The Snatchabook

My school

Key artists:
Picasso
Angélica Dass

History focus:
Family timelines

Geography focus:
My home and my school

Science Focus:
Growing and changing

RE Focus:
Special people and special places

My favourite things (food)

My favourite things (toys)

Role plays:
Home
The 3 bears cottage
Baby clinic
Car wash and fuelling station
Restaurant
School

My favourite things (stories)



It's getting darker

Key texts:
Mrs Black Hat
Seasons (non-fiction)
The woods
The story of Rama and Sita
The gingerbread man
Stickman
The Christmas story

Celebrations

Experiences, visits and visitors:
Firefighter visitor
Forest School
Living Classroom
Cloud gazing
Star gazing
Shadow puppet theatre
Gingerbread making
Church of the Good Shepard visit
Paddock Court carolling
Nativity show
Stickman cinema

Into the woods

Core texts:
The witch's kitchen
The dark, dark tale
The cat and the rat and the hat
Would you like a banana?
Rosie's walk
I'm not a stick
Christmas stories

Camping

Key artists:
Jessica Cooté
Walter Mason

History focus:
Celebrations

Geography focus:
My home and my school

Science Focus:
Forest and nature

RE Focus:
Special people and special places

Diwali

The Gingerbread Man

Role plays:
Haunted house
Fire Sation
Camp site
Post office
Toy shop
Christmas grotto

Stickman

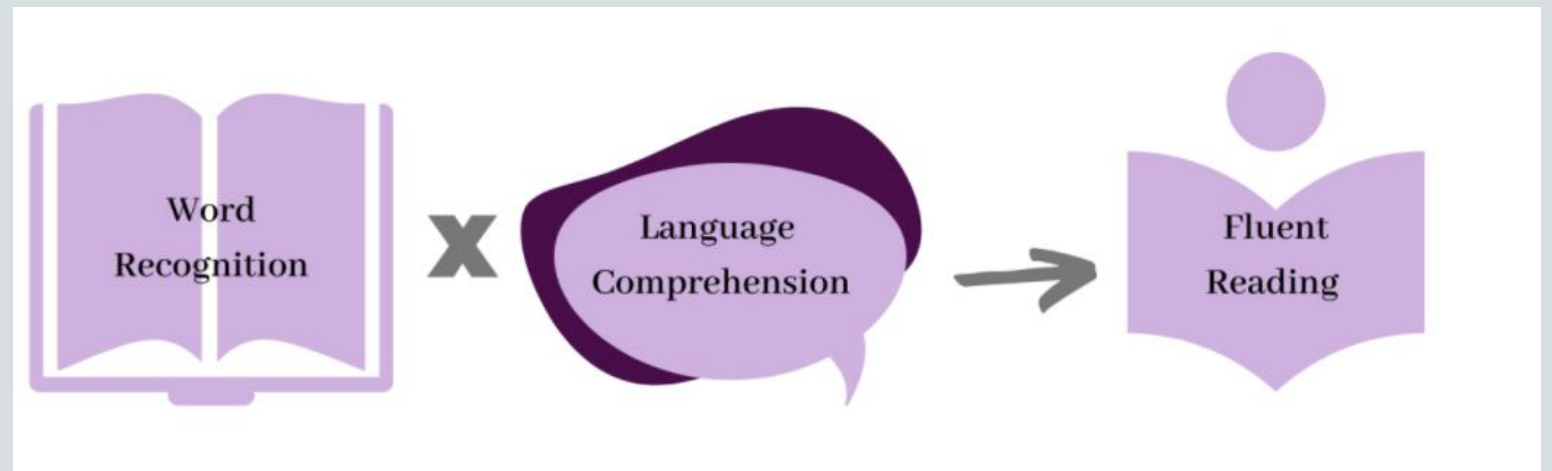
Christmas

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

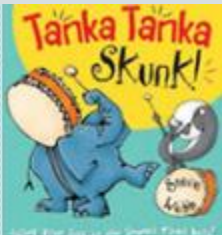
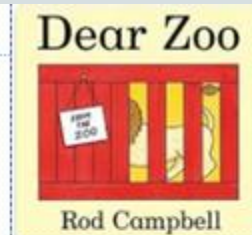
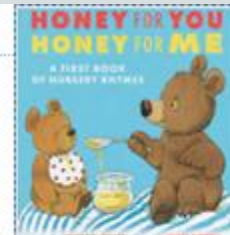
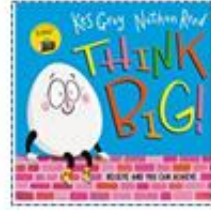
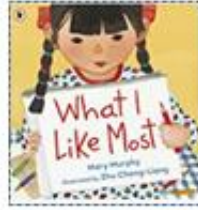
LANGUAGE COMPREHENSION- STORIES

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

5 CURRANT BUNS



**MILE OAK
RECEPTION KEY
TEXTS AUTUMN
2021**



**ROW ROW ROW YOUR
BOAT**

INCY WINCY SPIDER



Vocabulary



Infer

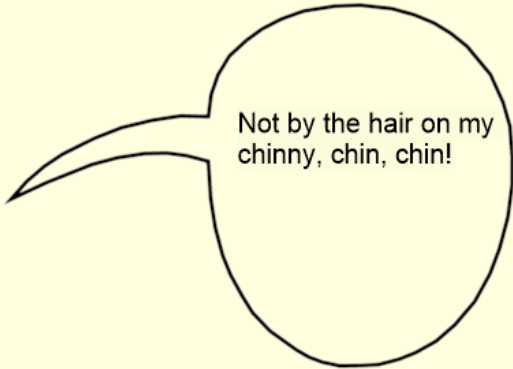


Let's echo read. Only start when you have been tapped on the head and remember to say the lines over and over again until we have all joined in!

Group 1



Group 2



How is Sophie feeling?

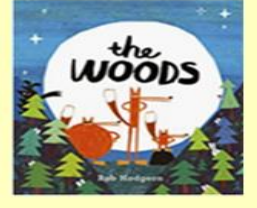
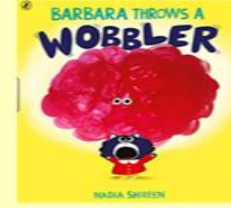
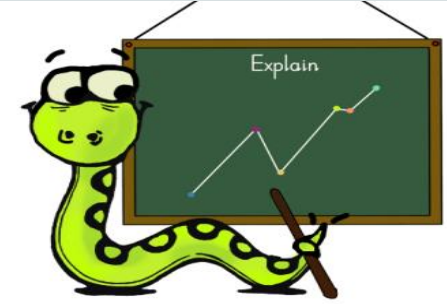
How do we know?

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.

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

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

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

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

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

I wonder if...why... what...who...

Book Chat
Developing a Love of Reading

I wonder what's going to happen?

Oh no, I hope she's not going to...

I wonder why he did that?

I think he's feeling...

We love sausages too, don't we!

That reminds me of when...

Ahh, that word means...

What can we see there?

That looks like our park, but...

LANGUAGE COMPREHENSION- EXPECTATIONS FOR HOME SUPPORT



Get in the habit of asking questions – reading isn't passive.

When you are out and about on the road, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Notice the moving world around you – talking about transportation can lead your discussion in new directions.



Here are some sample questions to help build your children's interests:




- 1 What color is that car?
- 2 How many tires are on that truck?
- 3 Why are tires important?
- 4 What do you think is on that train?
- 5 How does an engine work?

Get in the habit of asking questions – reading isn't passive.

When you are out and about, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Look up at the sky, the clouds are above and have so much to teach.

Here are some sample questions to help build your children's interests:

- 1 What's in the sky?

- 2 What does that cloud look like to you?

- 3 What kind of cloud is that?
Learn the names of the major types of clouds:
 - Cirrus — thin and wispy.
 - Cumulus — puffy and cotton-like.
 - Stratus — high blanket clouds that signal the likely coming of rain.
 - Nimbus — dark gray clouds that bring rain and booming thunderstorms.
- 4 What makes up the clouds?


Get in the habit of asking questions – reading isn't passive.

When you are out and about, even without a book, learn to ask your kids questions. It's important to engage those growing brains!

Study the trees. It's autumn, and in many places the trees are changing and putting on colorful displays.



Here are some sample questions to help build your children's interests:

- 1 What colors do you see?
- 2 What do leaves feel like?
- 3 Why do some trees lose leaves and others don't?
- 4 Why is a leaf important?



Share attention



Respond



Expand



Conversation

USEFUL WEBSITES

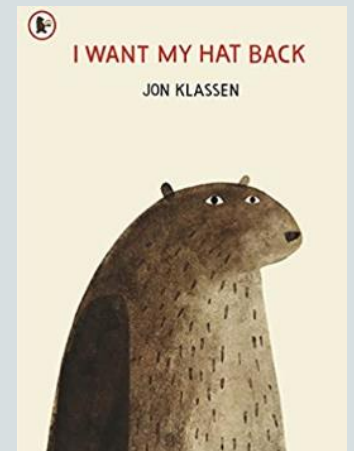
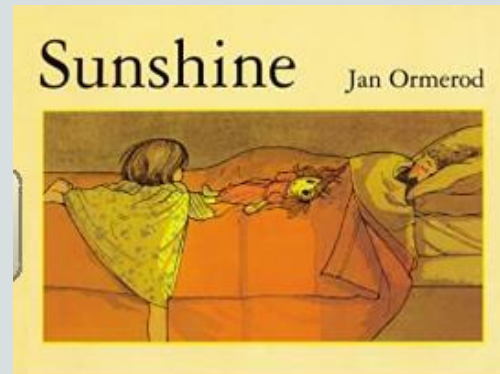
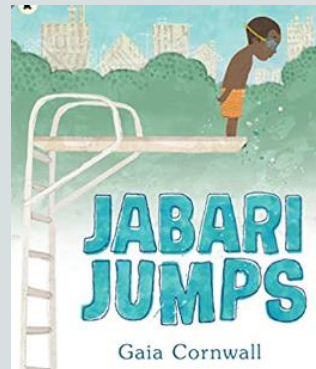
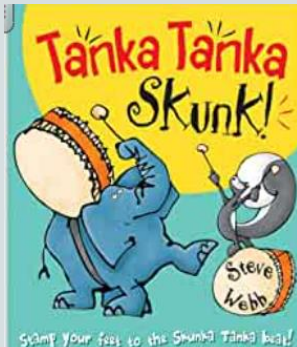
- Almost any daily activity is a chance to talk, bond and have fun with your child. They're also proven to help your child's development, from newborn to 5 years. <https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk>
- Parenting young children can be tough at the best of times and during this 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.