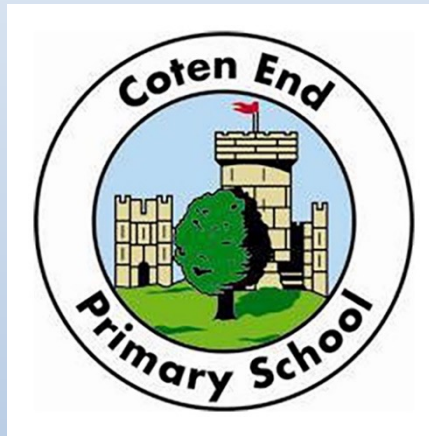


# Coten End Primary School



## Reception Reading Information

October 2023

# What is Phonics?

- Schools are required to deliver ‘synthetic phonics’
- Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest unit of sound (or ‘phonemes’)
- Children learn to associate a written letter or group of letters, known as ‘graphemes’, with each ‘phoneme’
- Sounds are then joined or ‘blended’ together into words for reading. Or conversely, whole words are broken down (‘segmented’) into their sounds for writing.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n ... (‘SATPIN’) as this allows for the most words to be made from the start e.g. *sat, tap, pin*  
*These words are known as CVC words – consonant/ vowel/consonant*

# Key Vocabulary

- **Phonemes** – smallest unit of sound e.g. a
- **Graphemes** – written representation of sound ai/ ay/a-e
- **Digraph** - two letters that make a sound e.g. sh
- **Trigraph** – three letters that make a sound e.g air
- **Segment** –breaking a word up into sounds e.g. *s/ a/ t*
- **Blend** – blending the sounds together to read the complete word e.g. *s/ a/ t → sat*
- **Pure sounds** – ‘*n*’ and not ‘*ner*’ (see video)

# What does this look like at school?

- We follow a clear progression devised by our English and Key Stage 1 Leaders. This progression spans from Early Years to Year 2, with further intervention programmes, where needed, in KS2.
- Phonics is taught every day in a rigorous manner
- Lessons follow the same structure and are split into 4 key parts:

1. Recap
2. Teach/ Learn
3. Practise
4. Apply

- To support our own progressive system, we use a well-known resource called **Jolly Phonics**
- This teaches **actions** within a song to support the reading of each sound
- See Coten End website- [Phonics Videos](#)
- 
- These actions are purely for reading the sound




# Letter Formation

- Alongside the reading action, we teach children a rhyme to support letter formation
- Letter formation is absolutely crucial to support the development of their writing skills throughout the school
- Pencil grip
- [Letter Formation](#)



# Decodable and Tricky Words

Decodable Words	Tricky Words
<p data-bbox="374 534 653 765">tin</p> <p data-bbox="282 822 730 1100">chat</p>	 <p data-bbox="1335 568 1619 743">the</p> <p data-bbox="1335 833 1702 1009">said</p>

Segment and blend  
Sound buttons

Sight read

# Books to go home

## Decodable Reading Books

- The reading books are designed to practise **decoding skills** based on the sounds your child has learned so far
- They also contain the **tricky words** we have taught
- These books are to be **read multiple times** within the week. This enables children to practise three vital skills to improve their reading: **decoding**, **fluency** and **comprehension**.
- It is proven for children to read these aloud independently, supported by an adult where necessary.

## Library Books

- Alongside your child's reading book, they will receive a **library book**
- These are high quality stories designed to **enjoy together** with a focus on new vocabulary
- Ideally, these books should be **read aloud by an adult** and discussions about the story and the pictures are encouraged
- It is essential that these books are well looked after and must be replaced if lost/ damaged (bookbags).
- These will be **issued on a Monday** and kept for one week. If the library book is not returned the following week, a new one will not be issued until the previous one is returned.

# Reading Records

- Each child will be given a reading record to track which books they have read and for parents to **make comments about how your child is progressing**
- Please include specific detail of things your child found challenging to allow us to support them at school
- Similarly, please check the reading record to see if adults in school make comments about things to practise at home.
- Please record both the reading book and the library book within the reading record.
- Children will be given stickers and house points to incentivise them to read as often as possible
- Adults in school will also record when they hear children reading (either individually or as part of a group).

Date	Book title and page number	Comments
19.10	Sid Did it	Naomi worked hard to blend sounds together. Still finds 'p' & 'i' hard to recognise

# How can parents help?

- Continue to **revise and practise** sounds the children have learnt (See Tapestry and website videos)
- Encourage reading of **tricky words and key words** (*Word lists uploaded to Tapestry*)
- Spot these sounds and tricky words in **everyday situations**
- Regular reading at home
- Oral blending practise - e.g. *“Put on your c-oa-t”*
- Addressing common misconceptions – ‘*n*’ and not ‘*ner*’

Any Questions?

