



# Reading and Writing with your child



Reception Parents  
October 2022

# Reading Experiences

- Guided Reading
- Shared Reading
- Phonics
- Selecting their own choice of book
- Hearing stories read aloud
- Selecting a book from the school library
- Home/school reading





# Literacy - Reading

## Early Learning Goals



## Comprehension




- Children at the expected level of development will:
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.





## Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
  - Read words consistent with their phonic knowledge by sound-blending;
  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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# Phonics

- This is the primary way in which children are taught to read new words
- Sounding out words to read
- Children have daily phonics sessions
- Important to say the sounds correctly – ‘c’ not ‘cuh’
- Practise learning sounds



Say the sound for each letter,  
then blend the sounds and  
say the whole word.

s-u-n

d-o-g

v-a-n

n-e-t

p-i-g



Two or three letters can make  
one sound.

qu-i-ck

sh-o-p


th-i-n

r-i-ng

r-ai-n

n-igh-t








A useful site, where all the  
sounds are pronounced is

[https://home.oxfordowl.co.uk/reading/  
what-is-letters-and-sounds/](https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/)



# High Frequency Words

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- High frequency words are words that occur most frequently in written material.
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- Your child will be learning to read and write the High Frequency Words for Reception
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Name: \_\_\_\_\_

## Reception into Year 1 – Key words Phase 2-5 Letters and Sounds

Phase 2	Read	Write		Read	Write		Read	Write	Phase 5	Read	Write
a			the			they			don't		
an			to			all			old		
as			I			are			I'm		
at			no			my			by		
if			go			her			time		
in			into			Phase 4			house		
is			Phase 3			went			about		
it			will			it's			your		
of			that			from			day		
off			this			children			made		
on			then			just			came		
can			them			help			make		
dad			with			said			here		
had			see			have			saw		
back			for			like			very		
and			now			so			put		
get			down			do			oh		
big			look			some			their		
him			too			come			people		
his			he			were			Mr		
not			she			there			Mrs		
got			we			little			looked		
up			me			one			called		
mum			be			when			asked		
but			was			out			could		
put			you			what					

Phase 2 – 32 words

Phase 3 – 24 words

Phase 4 – 20 words

Phase 5 – 24 words

Total – 100 words





# Book Band Reference Sheet

Band/ colour	Reading Recovery Level	Approx Phonic Phase	Year Group Expectation
1 PINK	1,2	Phase 2	Below expected Reception
2 RED	3,4,5	Phase 3	Below expected Reception
3 YELLOW	6,7,8	Phase 3/4	Expected Reception
4 BLUE	9,10,11	Phase 4/5	Exceeding Reception
5 GREEN	12,13,14	Phase 5	Below expected Y1
6 ORANGE	15,16	Phase 5/6	Below expected Y1
7 TURQUOISE	17,18	Phase 5/6	Expected Y1
8 PURPLE	19,20	Phase 6	Below expected Y2
9 GOLD	21,22	Phase 6	Below expected Y2
10 WHITE	23,24	NA	Expected Y2
11 LIME		NA	Exceeding Y2



# An Example of a Pink 1 Book



We go to the park.



# An Example of a Yellow 6 Book



Mother Chimp  
can not see Little Chimp.  
“Come back here,  
Little Chimp!  
Come back here!”



# Introducing a New Book

- Look at the front cover and talk about the picture. Read the title.
- Look at the pictures and talk about what is happening.
- Encourage your child to point to each word as they read.



# What to do if a child is stuck on a word?

- Use sounds – look at the first letter and say the sound or sound out the whole word
- Look at the picture if this will help
- Read the rest of the sentence – this may help make sense of the unfamiliar word
- Give the word but make sure the child re-reads the sentence with the new word in it
- Don't take too long – a few seconds only





# Developing Fluency

Draw the child's attention to:

**Full stops .**





# Commas ,



Question  
marks ?



# Speech marks

“

”





# Exclamation marks

!

# Conditions for Successful Home Reading

- Cosy and comfortable
- Peace and quiet
- Your undivided attention
- Praise and enjoyment
- Regular – 10/15 minutes per day
- Must fit into your lifestyle – bedtime, before school



# Developing a love of reading

- Sing nursery rhymes and other songs
- Read to your child
- Join the library
- Tell stories – don't always have to have a book

