

Reception Reading Café 19.9.24




End of year expectations

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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;


Word Reading ELG

- 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.




may I play?

2. day, play, may, way, lay, say, tray, spray



what can you see?

2. see, three, been, green, seen, keep, need, sleep, feel



fly high

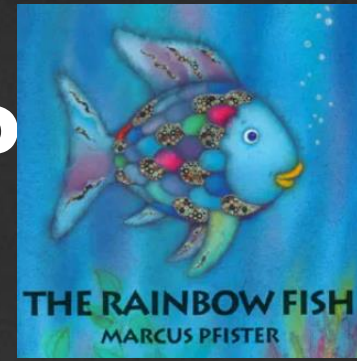
2. high, night, light, fright, bright, sight, might



blow the snow

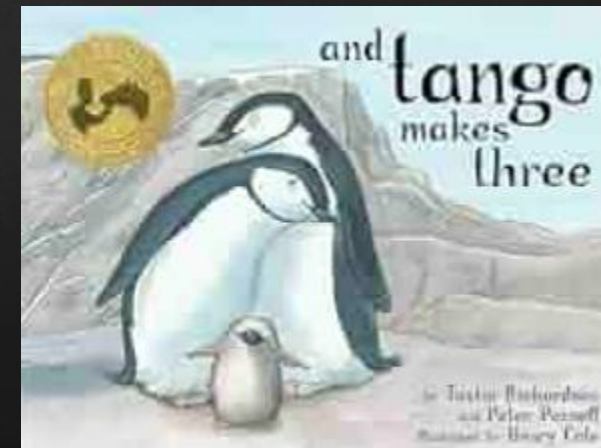
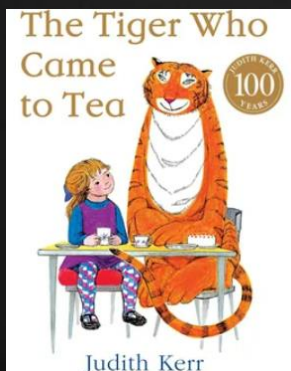
2. blow, snow, slow, show, know, flow, glow, might

How do we teach reading?



Interactive Reading

This is where we engage in considered actions within the context of shared reading (either one to one or with a group) that encourage children to become an active participant in 'reading' the book (for example, through engagement with images, text, or questions). Over time, the balance of who 'reads' or facilitates discussion about the book being read passes increasingly to the child.



Phonics (RWInc)

- Daily sessions in school, where we teach a new sound every day.
- 'Fred' talk (oral blending)
- Look for the new sounds in the environment.



Stretch: mmmountain
Handwrite: Maisie, mountain, mountain



Bounce: a-a-a-apple
Handwrite: Round the apple, down the leaf



Stretch: ssssssnake
Handwrite: Slither down the snake

Reading at Home

Share and enjoy the school library book.

Read the school reading book. (picture book)

Use Sora – an online Library



Watch the phonics videos posted on Tapestry each week.

Practise the sound cards.


Search for letter sounds in books, on packaging, in the environment etc.

Make it fun – read in different/unusual places with your child.

Let the children see you reading, book, magazine, newspaper, instructions, recipe book etc

Reading at Home

- Read every day and record in the Reading Diary.

Date	Book title and page number	Parent/Teacher/Pupil Comments
9.10.23	 Reading Record Checked	★
9.10.23	Megaboy + Sounds	Quinn read the book with her Big Brother + then they looked for the sounds in the book.
10.10.23	Megaboy + sounds	Quinn practiced her sounds + said I have a 'n' in my name. Quinn loves Megaboy!
11.10.23	Sounds + Megaboy	QUINN READ HER BOOK WITH DADDY AND PRACTISED HER SOUNDS
11.10	Sounds	Next set added g, o, c, k.
12/10/23	SOUNDS MEGABOY THE APPLE	QUINN PRACTISED HER SOUNDS AND DADDY READ MEGABOY TO HER QUINN TOLD THE STORY OF THE APPLE BOOK PRACTISED SOUNDS
13/10/23	SOUNDS MEGABOY THE APPLE	READ MEGABOY QUINN TOLD THE STORY OF THE APPLE

Date	Book title and page number	Parent/Teacher/Pupil Comments
13.10.23	Sounds	Quinn practiced her sounds. She worked hard with 'n'.
14.10.23	Sounds + The Apple	Quinn did these with her Grandma. They made words with the sounds.
15.10.23	Sounds, The Apple + The Smartest Giant.	Quinn is really enjoying learning her sounds. She keeps identifying them ^{day to} day.

Words to learn

Progress Quinn only needed a little prompting with (n) today 😊

She confidently told the story of Goldilocks, using the pictures Date: 11.10

to structure her story.