



Hamsey Green  
Primary School

# EYFS

## Phonics & Reading

November 2020





THERE ARE MANY LITTLE WAYS TO  
ENLARGE YOUR CHILD'S WORLD.

LOVE OF BOOKS  
IS THE BEST OF ALL.

- JACQUELINE KENNEDY

We read every day in Reception;

- ✓ sharing stories
- ✓ re-telling familiar books
- ✓ reading signs and labels
- ✓ de-coding words and captions

At least once a week children also have a 1:1 individual reading teaching session with an adult. This is tailored to each child's needs, concentrating on the specific skills they need to develop.

# Key elements of teaching reading:

- Phonics
- Sight vocabulary
- Comprehension

# Phonics

We teach phonics daily, following a structured programme which teaches children letters and the sounds (phonemes) they make.

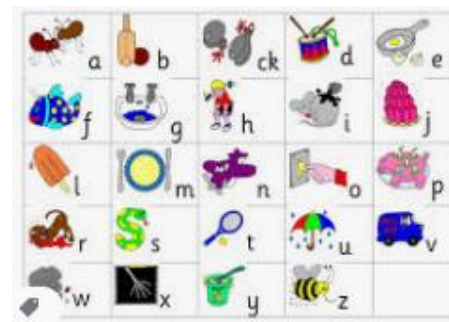
The children learn each new sound with an action, a song and story (all taken from the Jolly Phonics scheme). Having an action and song help the children to learn the sounds quickly.

As the children learn the new sounds, we also practise **blending** (putting the sounds together to read words) and **segmenting** (splitting the words up to spell them). Children can then see the purpose of learning sounds.

The order that the sounds are taught mean that they can immediately be **blended** for reading simple CVC words (consonant, vowel, consonant) e.g. s-a-t, p-i-n.

Children are also shown early on how the sounds make words, and the words make sentences.

To build confidence and fluency with blending we practise reading phonics based captions, which are also sent home for further practise.



# Sight vocabulary

Alongside the Phonics, children need to learn to read words by sight (from memory), as many cannot be sounded out, for example “the”.

We teach the children a range of “high frequency words” (common words) using flashcards which we practise as part of our daily “Letters & Sounds” sessions, as well as sending them home for parents to practise with their child at home. In addition to learning to say each word when shown, we also practise making and reading sentences with the words.

There are 4 sets of coloured flashcards (green, blue, orange and red) which the children work through at their own rate. We practise the words as part of our individual reading sessions each week.

I

like

to

play

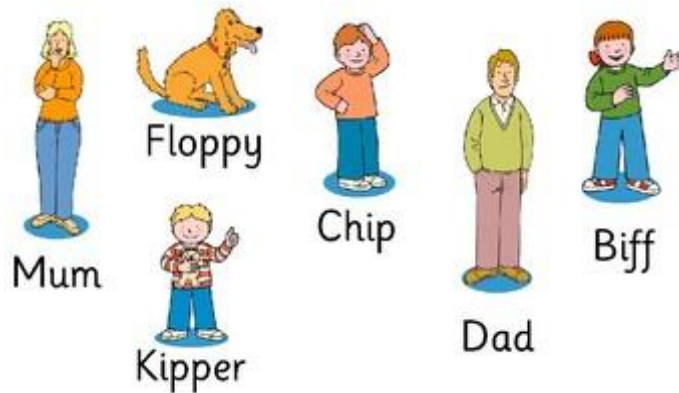


# Oxford Reading Tree

One of our main reading schemes is the Oxford Reading Tree.

The children learn about the main characters, their names and their background stories.

The Oxford Reading stories are great for talking about and developing comprehension skills.



# Comprehension

Comprehension is an important skill which we work on daily through our story times and shared reading sessions.

We ask children two different types of question; **literal** and **inferential**.

Literal questions ask the children to look at the pictures and/or remember what they have read, whereas the inferential questions ask the children to think how or why things happened and to explain their answers. The inferential questions are obviously more difficult as the answers are not necessarily immediately obvious and will need more thought and explaining.

It is always important to check that your child understands what has been read, including new vocabulary. It is so important that you read stories to your child so that they can be exposed to language and ideas above the level they are able to read for themselves.







**“If you want  
your children to  
be intelligent,  
read them fairy  
tales.”**

**~Albert Einstein**

## How Can You Help Your Child At Home?

- Read as much as possible to and with your child.
- If the word is decodeable and can be sounded out encourage your child to have a go, helping them to blend the sounds together.
- If it is a new unfamiliar word, encourage your child to have a guess, either based on the context i.e what makes sense or by using the picture clues.
- Use the prompts in the front of your child's reading record book for ideas of things to do and ask your child.
- If your child is struggling with a text, read it together, taking it in turns.
- Encourage your child to point to each word as they read (rather than doing it for them) as this helps to focus their attention on the text and helps them to match their spoken words to the print.
- Discuss the meaning of any words your child may not know.
- Ask your child questions about what they have read.
  
- Enjoy reading and praise all your child's efforts.



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.

