



Sharing your child's reading  
journey in Reception

## Aims of this session

- Inform parents and carers how we teach reading in Reception at North Downs Primary School.
- Model how to develop reading at different stages.
- Share with parents, strategies to support your children at home to encourage reading for pleasure.
- Share Bug Club

## Starting the reading journey

- Hearing rhyme in nursery rhymes and rhyming strings e.g. cat, hat, mat.
- Hearing repeated rhythm e.g. Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall.
- Hearing alliteration e.g. **s**even **s**illy **s**nakes

## Wordless books

- Using picture clues.
- Looking at character's emotions.
- Making predictions.
- Retelling stories using complete sentences and extending vocabulary through using connectives.

# Bug Club



# Bug Club



Unit 3 Phoneme /g/: Lesson

Guide



Sounds

Reading

Spelling

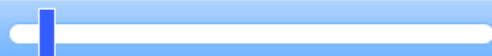
Writing

Follow-up

Select



g



BBC ACTIVE

a b c d e f g h i j k l m n o p q r s t u v w x y z

# First words

- Read together - adult first, child repeat, working towards child reading from start with support from you whenever needed.
- Applying picture and initial sound clues.
- Pointing accurately to words, reading left to right and top to bottom
- Blending phonic words e.g. p-i-n, pin
- Using tricky words that can't be sounded out e.g. 'the'

# Phase 2

Phase 2

## Sound Mat

The sound mat features a grid of phonics cards on a dark blue background. Each card has a letter or digraph at the top and a corresponding illustration below. The cards are arranged in three rows:

- Row 1: s (sun), ss (dress), a (apple), t (tap), p (pan), i (insect), n (nest), m (mat), d (dog).
- Row 2: g (goat), o (octopus), c (cat), k (key), ck (sack), e (elephant), u (umbrella), r (rat).
- Row 3: h (hat), b (bag), f (fan), ff (muffin), l (leg), ll (doll).

A large, friendly snail with purple glasses and a purple shell is positioned on the right side of the mat. The background includes stylized yellow hills and grey clouds.

Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,  
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,  
Hat, Bag, Fan, Muffin, Leg, Doll

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the	to	I	no	go
into				

# Bug Club



2 Kim got a pip.



A pip to pot.




























## Next stage of reading

- By now, children will be reading independently with more confidence.
- Phase 3 sounds are introduced through the books, as we teach them.
- New tricky words will also be threaded through these books.

# Phase 3

Phase 3

## Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure 

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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he

she

we

me

be

all

was

you

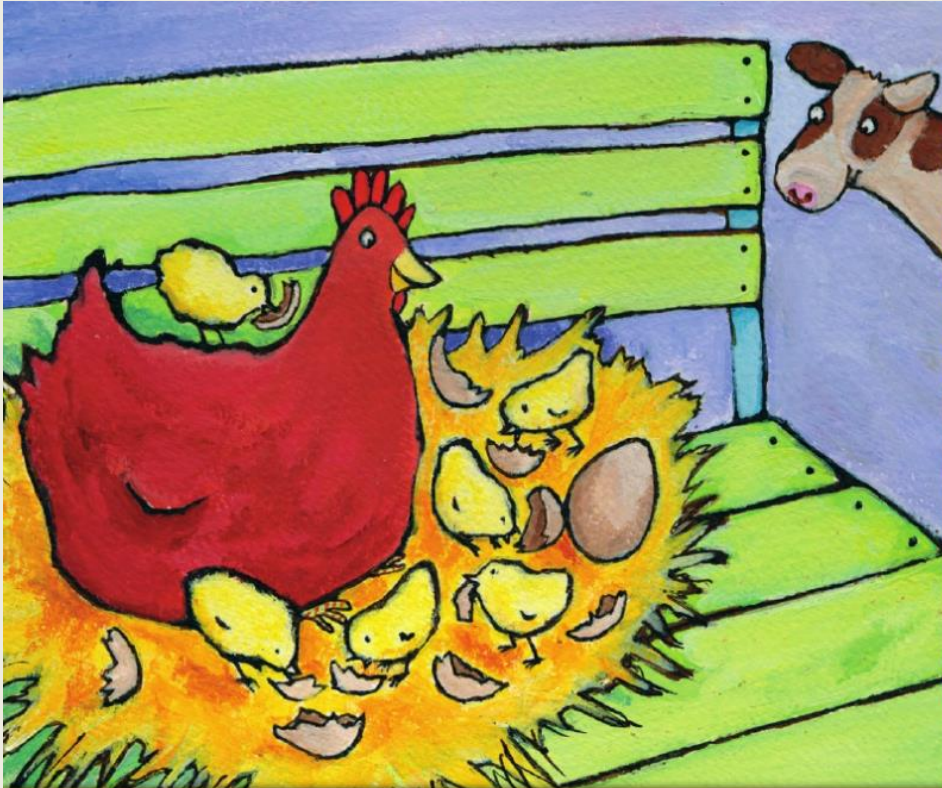
they

her

are

my

# Bug Club



Six chicks peck the shells.

4



They run from the nest.  
This egg is left.

5

## Simple sentences, leading up to a few sentences on a page

- Ask your child to read the book using pictures, initial sounds, key words and decoding skills as appropriate.
- Remember to practise the common exception/tricky words which are sent home in reading diaries and via learning letters.

## Comprehension is vital

- First, talk through the book, making sure you use key vocabulary.
- Ask your child to predict the ending before you get there.
- Ask your child to retell the story, in sequence, and answer questions about what they have read.

# Weekly Reading In School

- We listen to all children read every week, so please send in reading books and diaries every day.
- We practise all our reading skills, including:
  - Talking about the front cover and title.
  - Reading the blurb on the back to find out a little bit more about the book.
  - Discussing whether it is fiction or non - fiction.
  - Answering questions, using clues from the book, to develop comprehension, inference and deduction skills.
  - Listening to other people's ideas

## Reading books sent home

- Bug Club books are sent home to match the phonic ability of each child.
- Children will move between sets, to help them develop confidence and fluency.
- You may want to read just 1 or 2 pages a night to begin with and, as your child becomes more confident with the sounds, and their segmenting and blending skills, they may wish to read more.

## Reading books sent home

- Revisiting books is a great way to develop fluency as children are familiar with previously read text.
- Please remember, it is not a reading race! We want children to read for pleasure.
- Books will be changed on a Monday and Thursday.

Did you know.....

Research by Surrey County Council has shown 1 in 3 or 33% or 10 children in an average class NEVER hear a bedtime story.

Why might this be?

**Any Questions?**