



Welcome to
our information evening!

We look forward to sharing our
reading and writing practice with
you!



Summary of the DfE's Reading Framework 2021

- The Importance of 'talk' – Vocabulary acquisition is through high quality conversations. Adults have to model 'speaking and listening'.
- Reading is a catalyst – Reading for pleasure. Repeat the same stories and encourage children to re-read books too! Talk about the language of stories.
- Dedicate time for stories, rhymes and poems.
- Ensure access to a 'book corner'.
- Systematic Phonics instruction.
- Provision should be made for children with SEND.



READING

- Information
- **Enjoyment**
- Important in all curriculum areas



For most children reading is

hard work!



THE BASIC WAYS OF TEACHING READING

- ‘Systematic Phonic Instruction’ approach
- ‘Look and Say’ approach



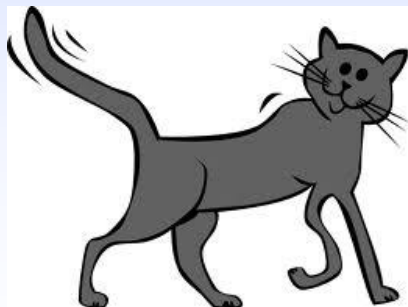
•Our approach to phonics:

- We introduce our phonics teaching through a 'synthetic' approach where the children learn the sounds of single letters and letter combinations.
- We teach this method through the Supersonic Phonic Friends programme.

The phonics way:

It combines actions, pictures and sounds which help children to remember

c – a – t



m – a – t



Supersonic Phonic Friends structure

The Basics 4

[More info](#)



The Basics 3

[More info](#)



The Basics 2

[More info](#)



Firm Foundations in Phonics 1

[More info](#)

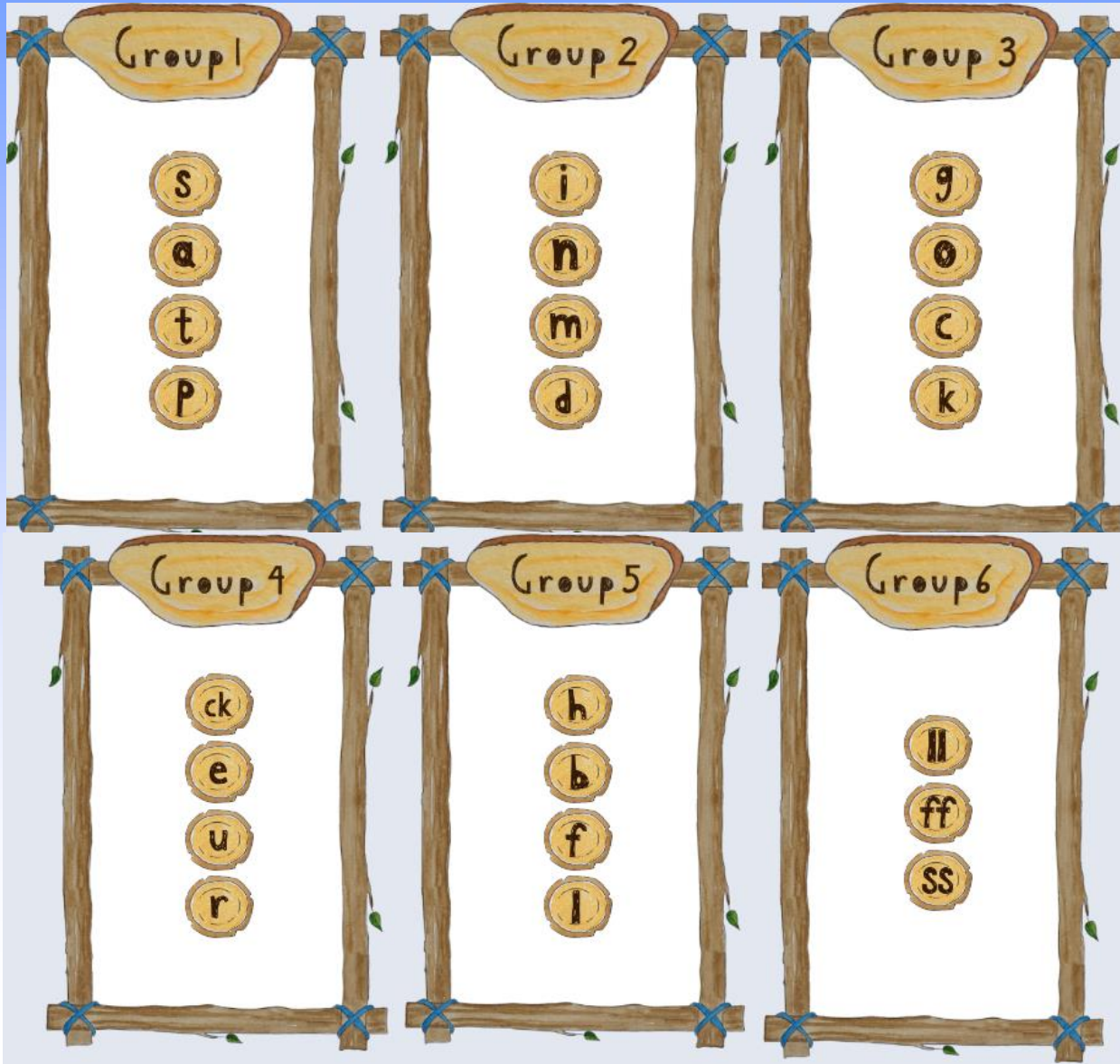
Firm Foundations to Basics 4

- **Firm Foundations:** key focus on the oral ability to hear sound patterns through rhyme and alliteration, e.g. six, sandy, snakes; bat, cat, hat, mat.
- **Basics 2:** Children learn at least one spelling for 18 of the 44 sounds in the English Language. They move to blending and segmenting with letters and should be able to read some cvc (consonant, vowel, consonant) words, e.g. cat, pin, map, top.
- **Basics 3:** Children learn the spellings for the further 26 of the 44 sounds of the English language. They also learn to read and spell some 'tricky' words.
- **Basics 4:** children learn to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 1 and 2 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word.



SSPF The basics 2

This phase is subdivided into 6 groups as follows:





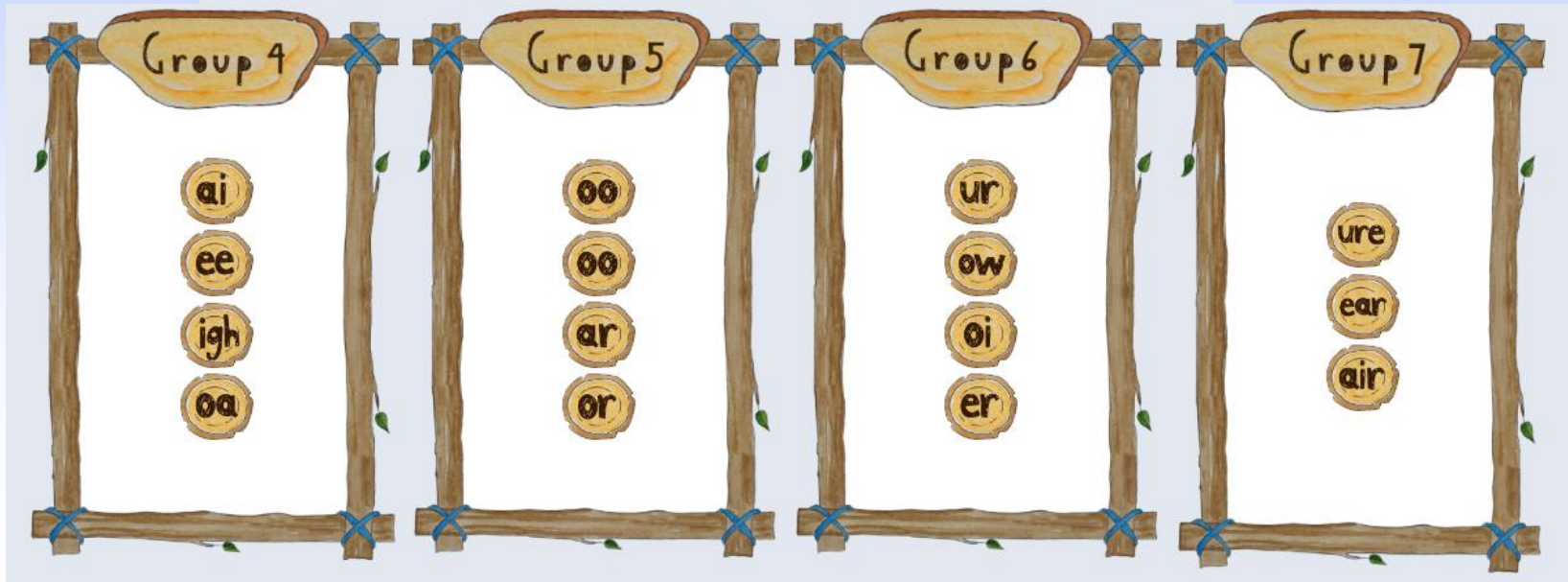
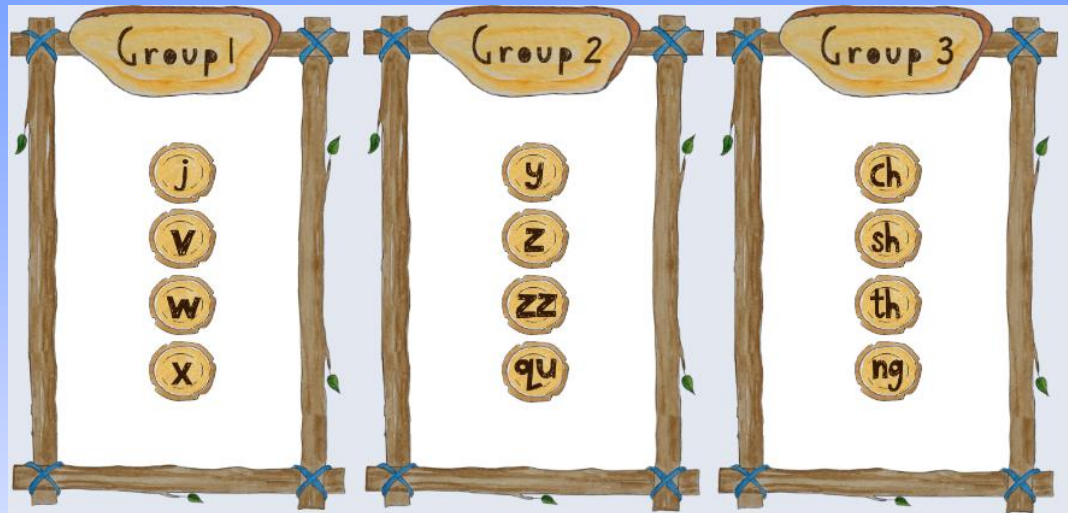
SUPERSONIC

Phonic Friends



SSPF The basics 3:

This phase is subdivided into 7 groups:





SUPERSONIC

Phonic Friends

SSPF: High Frequency Words Checklist

If you ever have an minute at home it would be super to practise these words!

Basics 2

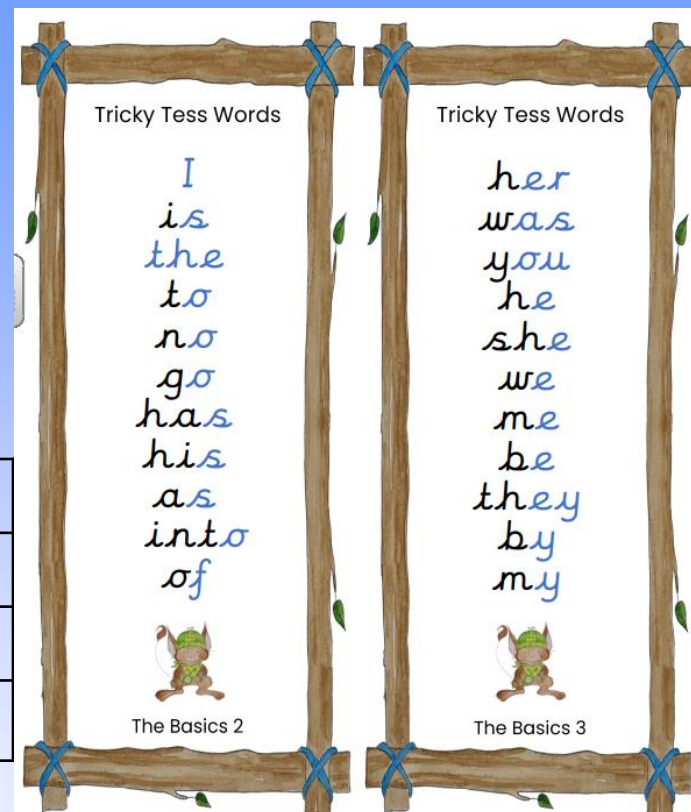
I	Is	The	To	Go	No
Has	His	As	Of	into	

Basics 3

Her	Was	You	He	She	We
Be	Me	They	My	By	Are
All	Some	Come	So	Do	Little
out					

Basics 4

Were	What	Like	Have	There	Here
Said	One	House	When	Our	Your
Love	Schoo l	Then	Them	That	this



Glossary—the words we use with your children

Brilliant Blend

The process of combining phonemes into words, e.g. c-a-t = cat

Super Segment

To break a word or part of a word into phonemes, e.g. c-a-t, ch-a-t, ch-ar-t

Digraph

Two letters representing one sound, e.g. ch , sh, th

Trigraph

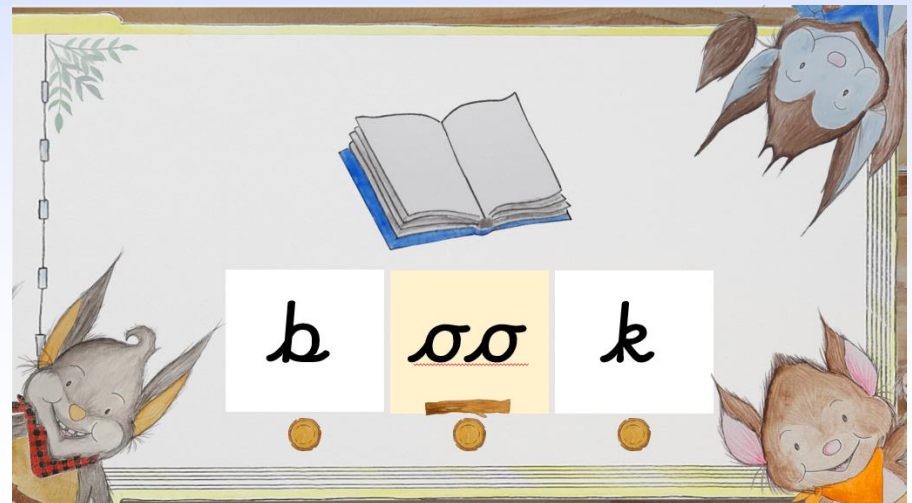
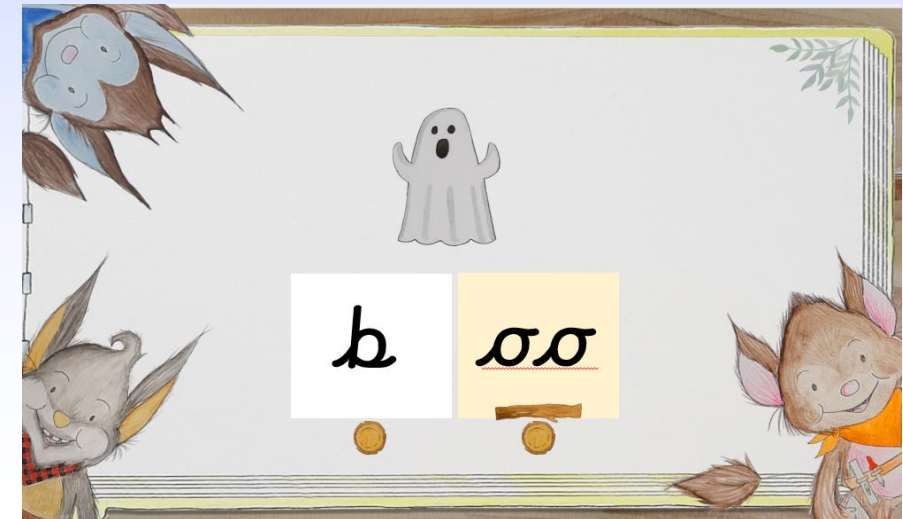
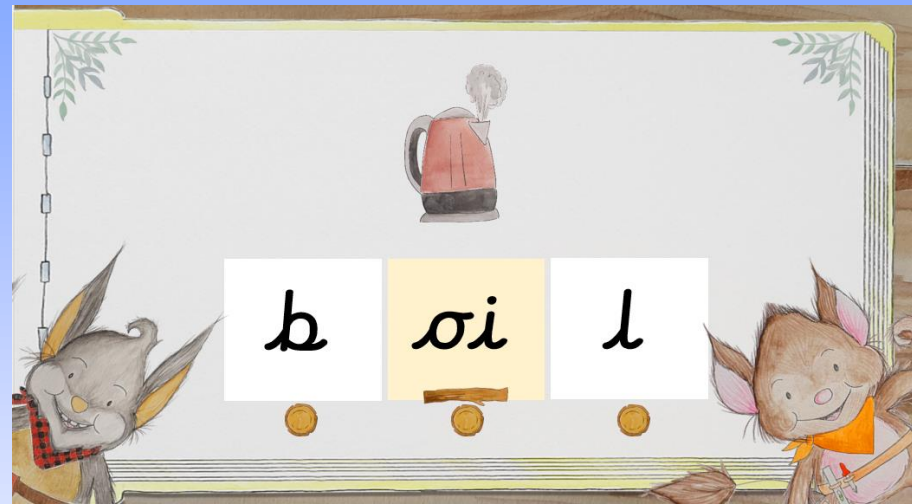
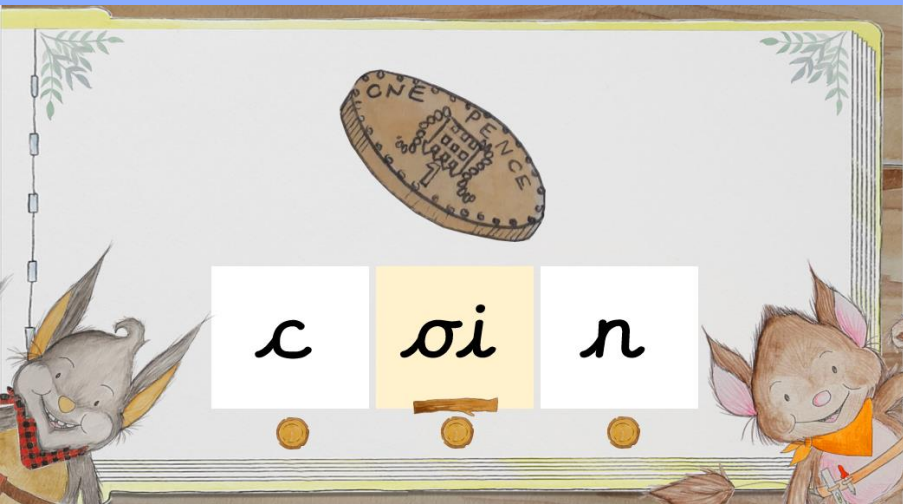
Three letters representing one sound, e.g. igh, air

Let's segment some words!

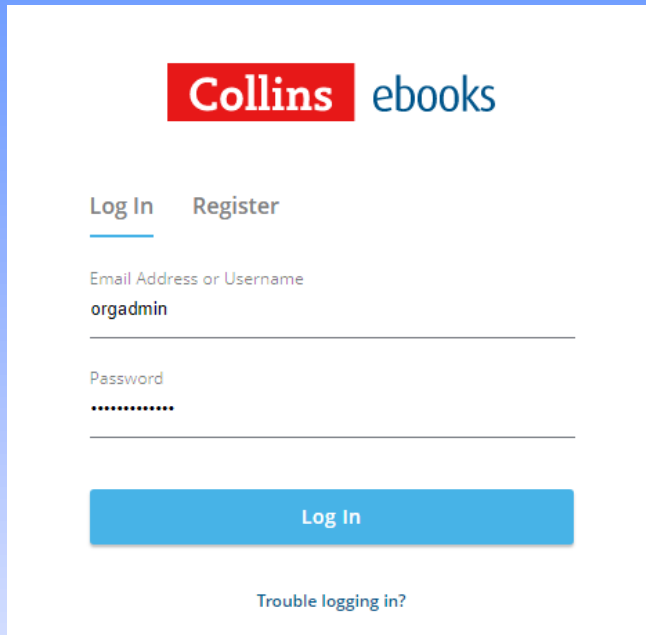
My turn, our turn, your turn...



Let's blend some words!



Collins Big Cat e-Books



Collins ebooks

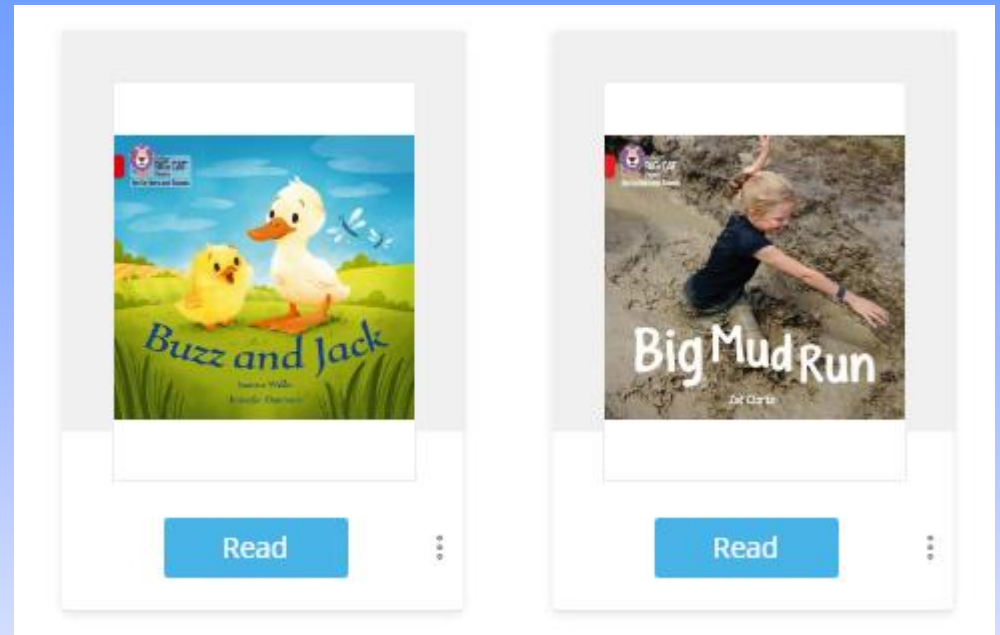
Log In Register

Email Address or Username
orgadmin

Password

Log In

[Trouble logging in?](#)



- This reading scheme consists of many fully decodable texts to give your child a running start at reading. The sets link directly to the SSPF order of sounds taught.

Media controls: Grid, Info, Download, Play/Pause, Volume, Close

Nip a man.

Sid naps.



How to record communication between home and school...

BOOKS I HAVE READ		
1	Top Place Percy	
2	Big Fat Hen and the Red Rooster	
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

Date	Book and Page Number	Remarks
		22.09.17-Sound cards Today your child has been issued with sound cards to practise at home. Please note any sounds that they begin to recognise in this book. You could also encourage your child to trace over the sound with their finger. https://www.youtube.com/watch?v=KCMysQho4ZE
25/09/17		i, p, t, s, a, i, n.
28.9.	bnw:-	i p t a s ✓ Well done! 😊
	no result:-	n
	This week can we work on the blending of these sounds.	
	s i t = sit	n ap = nap.
	p a t = pat	s at = sat.
		Good work. 😊

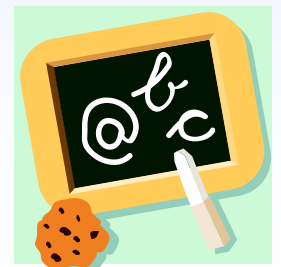
Hester

When will my child get a 'reading' book?

- **When he/she is ready.**
- It is important that we don't force children into reading – it should be a fun and positive experience from the beginning!
- We have assessed your children to determine a starting point for them which should allow them to achieve a level of success.
- Some children will have sound cards to practise and some will have a reading book.

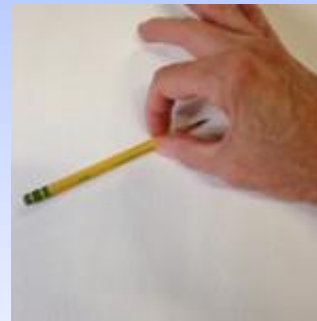
HANDWRITING

- We aim to help each child to write fluently and develop a joined and legible style of handwriting.
- The school uses a cursive script and we have implemented this from the Reception year – the advantage being that children do not learn one method and then have to change it for another method.
- A fluent and joined style of handwriting aids good spelling.



The tripod grip

The pencil should be positioned so that there is equal pressure between the thumb, the side of the middle finger and the tip of the index finger. All fingers are bent slightly.

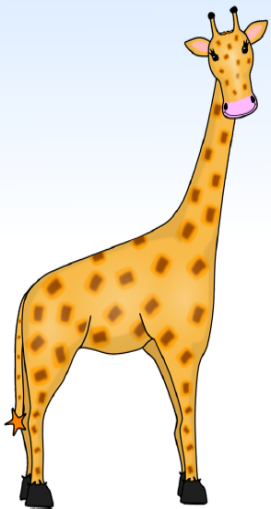


FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX
1-2 YEARS	2-3 YEARS	3-4 YEARS
 Fist grip The child holds the pencil with the whole fist. This grip is used by children aged 1-2 years.	 Digital pronate grip The child holds the pencil with the tips of the fingers. This grip is used by children aged 2-3 years.	 4-finger grip The child holds the pencil with the tips of the fingers. This grip is used by children aged 3-4 years.

Our handwriting language

- All lower case letters begin with a ‘lead-in’ stroke.
- Every lower case letter starts in the same place, i.e on the writing line.
- All final letters in a word finish with a ‘lead-out’ stroke.
- Capital letters are ‘brave’ – they like to stand alone to look after the other letters.

Giraffe Letters!



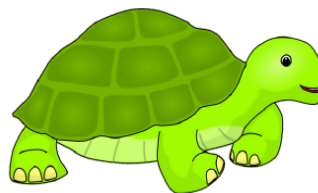
b d f h
k l t

**Giraffe Letters
reach up tall.**

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Tortoise Letters!

a c e i m n o
r s u v w x



**Tortoise Letters
stay down low.**

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Monkey Letters!

f g j
p q y



**Monkey Letters
all have tails.**

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Progress in writing:

- Most children will start writing by copying over the adult's writing using a highlighter (overwriting)
- Next, children will copy under the writing that has been given to them by the adult (underwriting)
- Finally, the children will be secure enough to attempt completely independent writing (have a go writing)
- Where necessary, the adult will scribe the child's ideas while encouraging them to write the words that they can.



I made a
castle with
my daddy.
And I painted
some bricks

bricks castle

✓ (1)
Well done
William

MAR.

12511.



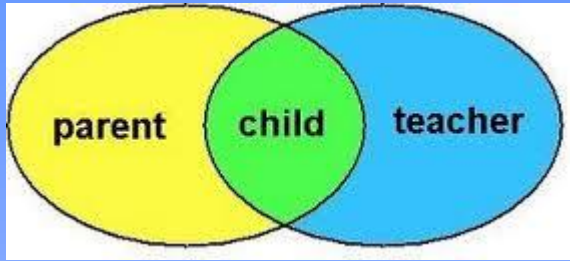
Don't worry!



- Children all develop at their own pace
- Differences between Autumn/Winter and Summer born children in Reception can be large
- Don't feel you have to force your child to read or write, this may only turn him/her off – try and make it as fun as possible
- If you are worried come in and have a chat!

Questions?





THANK YOU!

With your ongoing support we can give the children a happy, positive and productive start in school, allowing them to achieve their best – **supporting documents and letter formations sheets are in a named pack – please collect yours before leaving!**

We value your thoughts and comments and would be extremely grateful if you would complete a feedback questionnaire before leaving.

The EYFS Reception team

