

Early Reading Meeting

Reception Cohort - January 2022

What do we want for our early readers at Lime Tree?

- ▶ To promote and encourage a lifelong love of reading
- ▶ To develop an interest in and love of books, encouraging children to become attentive listeners and independent and reflective readers
- ▶ To be able to read a variety of different words using their phonetic knowledge and feel confident to have a go

Systematic Synthetic Phonics

- ▶ Phonics is one method of teaching children how to read and write.
- ▶ Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.
- ▶ Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.
- ▶ Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.
- ▶ Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Blending and segmenting

Blending

- ▶ Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word - used when reading. E.g. 'c-a-t' is blended to 'cat'

Segmenting

- ▶ This is the opposite of blending (see above). Splitting a word up into individual sounds - used when spelling and writing. E.g. cat is c-a-t
- ▶ These processes are the reverse of one another. Children need to be able to do both in order to read

Learning these skills at Lime Tree

- ▶ Bug Club Phonics is the reading programme that Lime Tree uses to help teach your child to read
- ▶ Children access Phonics sessions every day to increase their reading and writing ability
- ▶ During Phonics sessions, children are introduced to new sounds (phonemes) and the way to write these (graphemes)
- ▶ Children also receive a weekly language session which helps children with tricky words

What are tricky words?

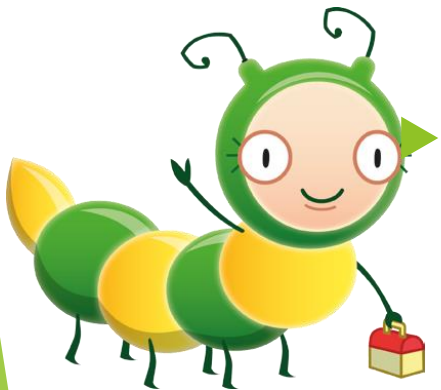
- ▶ Tricky words are those words that are partially decodable but sound different to how they look

e.g. he, she, said, the, of, I, go, was

- ▶ Not all the word is tricky, just part of it.

Bug Club Books

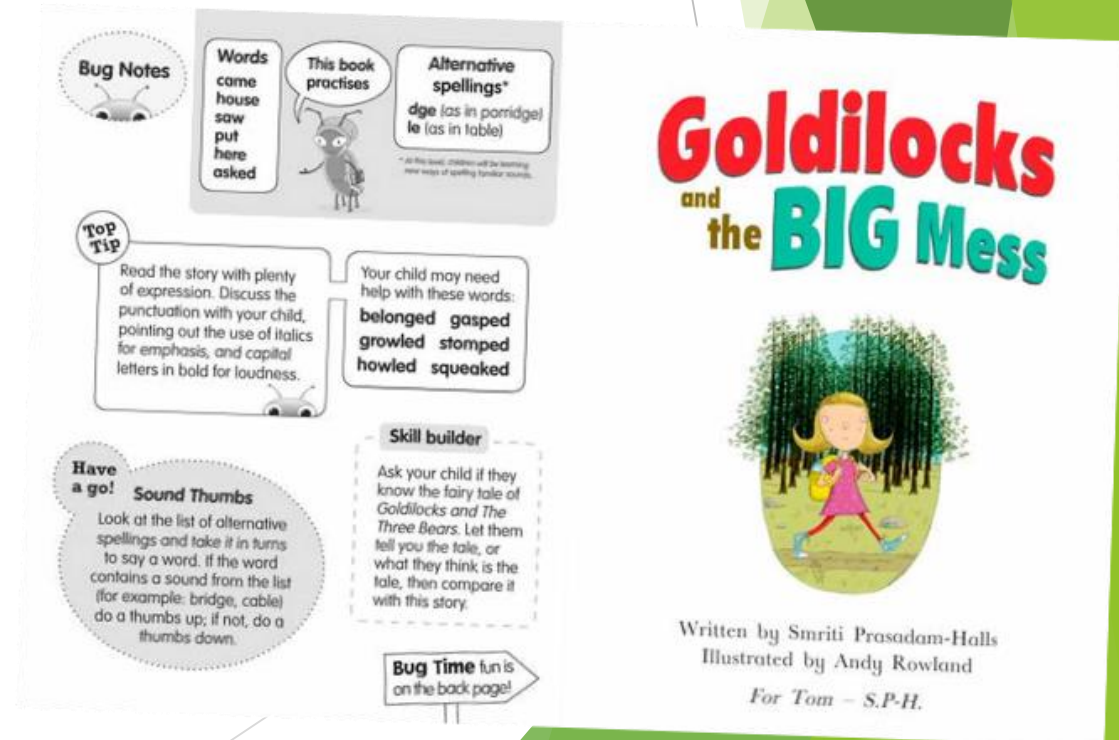
- ▶ Every grapheme taught in a Phonics session has book/s with that grapheme in, to allow children to practise applying reading that grapheme
- ▶ They also contain the tricky words your child has learned in Language Sessions
- ▶ These are allocated to your child on ActiveLearn (the BugClub website) at the end of the week, allowing them to practise the graphemes they have learned that week in the context of a book



There are also fun reading and spelling games for each grapheme that will be allocated weekly. Please encourage your child to play these as well as reading the book/s they have been allocated

Reading with your child

- ▶ Notes for parents on the inside front covers
- ▶ Practise high-frequency words and sounds that appear in the book with your child
- ▶ Don't worry if your child struggles on the tricky words
- ▶ You can use the games and questions for discussion with your child



Using the Bug Club eBooks

- ▶ After reading:
- ▶ Children's activities on inside back covers
- ▶ Play the games to encourage your child to read back through the book
- ▶ There are ideas for making or drawing things



"It's not," I agreed. "Not if you follow the guide."

Tara looked confused. "I'll show you later," I said. "It's not quite finished yet."

I would show her, but right now Mum had the frying pan out and my stomach was telling me that it had missed breakfast. One fried egg sandwich later, I went upstairs to add my final tip to my guide before showing it to Tara.

HUG YOUR STEPSISTER **LOTS**
HUGS ARE A THOUSAND TIMES BETTER
THAN WORDS — UNLESS YOU'VE BROKEN
HER PHONE.



Find it!
What happened when Lily bit into a cherry tomato? Have you ever had a snack attack?

Share it!

Freaky pictures!

Look at the illustrations in the book. Many of these are funny drawings of Lily's thoughts during a day with her family, e.g. Mum's eyes bulging like a tree frog, or the fireworks of anger fizzing around Tara.

Write about a day when lots of things happened to you and your family or friends. Add drawings to show how you were feeling or what you were thinking at the time. Make your drawings as weird, funny or as freaky as you like, and then share them with someone who was there on the day. Do they recognise some of the events in your story?

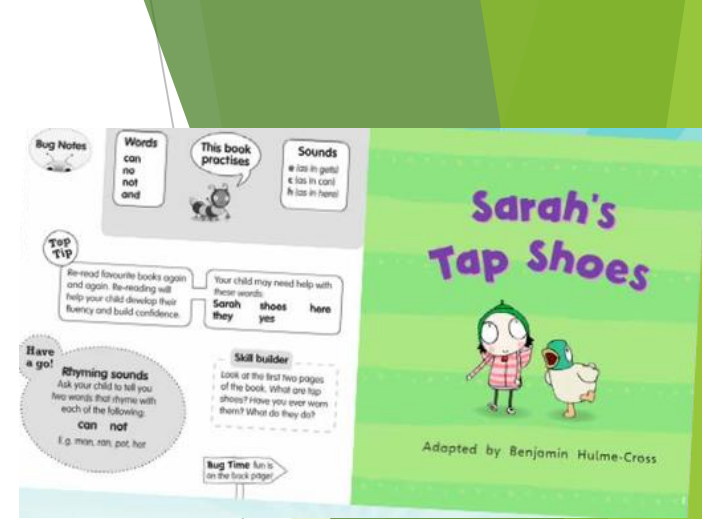


Want to know more?

How many other books can you find that include a diary written by one of the characters?

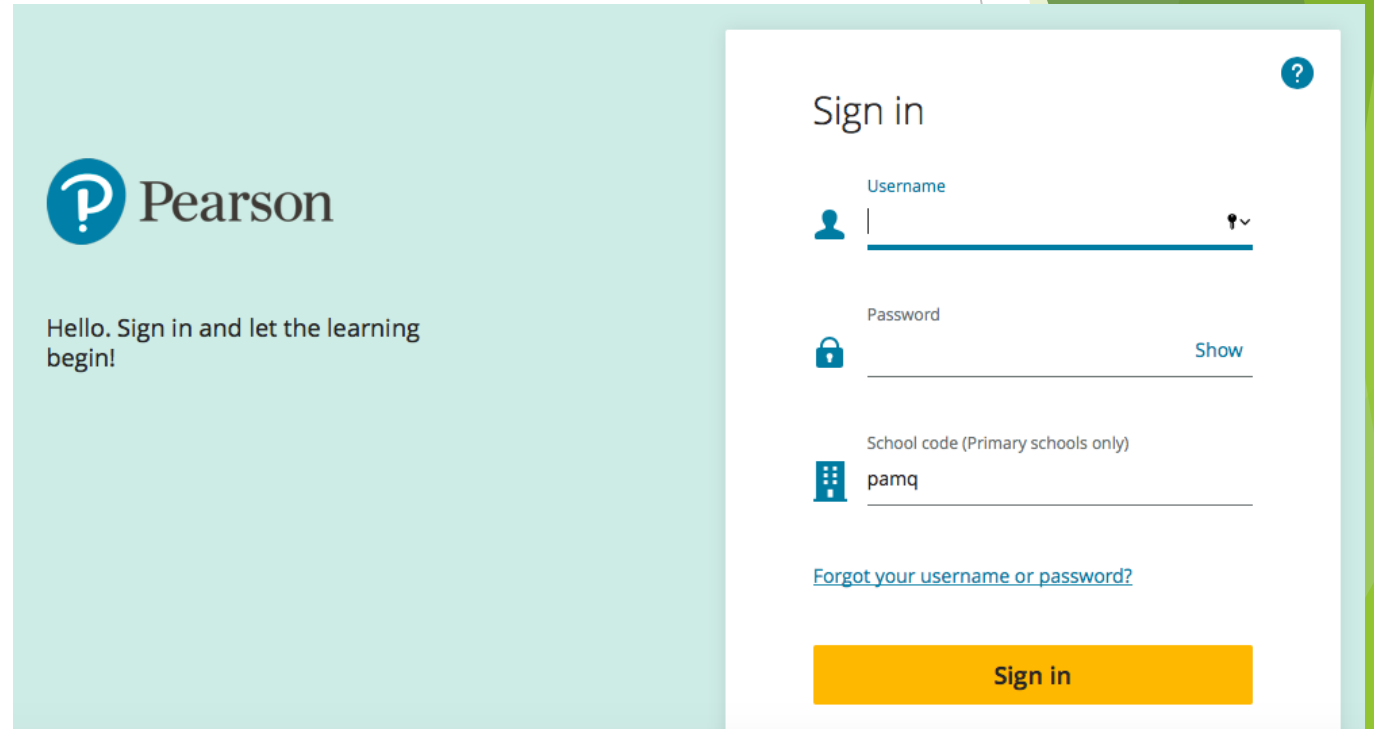
Why are we using eBooks?

- ▶ Your child can enjoy reading books on screen and completing fun quiz questions found in the eBooks
 - ▶ Click on the bug's face to access these!
- ▶ The quiz questions will help the children practise their reading skills, such as blending a grapheme or retrieving information
- ▶ The EYFS and KS1 eBooks are also audio-books, so children can enjoy hearing an expressive reading of the story



Accessing the eBooks

- ▶ Each child has their own login details to the ActiveLearn Platform which hosts Bug Club. They can read their eBooks here



The screenshot shows the Pearson ActiveLearn sign-in interface. On the left, the Pearson logo is displayed above the text "Hello. Sign in and let the learning begin!". On the right, a white sign-in box contains the following elements: a "Sign in" title with a help icon, a "Username" field with a person icon and a dropdown arrow, a "Password" field with a lock icon and a "Show" link, a "School code (Primary schools only)" field with a grid icon and the text "pamq", a link for "Forgot your username or password?", and a prominent orange "Sign in" button.

A child's homepage

- ▶ Your child will see their eBooks and games in “My Stuff”
- ▶ We will allocate eBooks according to your child's reading level
- ▶ Your child can have multiple eBooks in My Stuff at any one time



Reading an eBook

- ▶ Look at the inside front cover notes and activities with your child
- ▶ Read the book and, where they appear, click on the bug icons to open the quiz questions
- ▶ Your child can come back to their books at any time to finish the quiz questions



Before and during reading

1 Say the sounds and look at the new spellings

/w/	wh	/f/	ph
-----	----	-----	----

2 Blend the sounds

wham	when
whist	whizz
whee	whack
dolphin	alphabet

3 Read the tricky word

oh

Point out that the 'oh' sounds /oʊ/.

Story comprehension

Ask children to look at the cover.

- Ask children what they think this story is going to be about.
- Flick through and ask children if they have played any of the games in the book.
- Why do they think the book is called 'What a winner'?

Vocabulary check

Check that children understand the meaning of the following words: chess, contest. Explain that whist is a game you play with a pack of cards.

Reading the story

- Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- When you get to page 8, check that children understand that the black king is a piece on a chess board.
- Model reading words like 'whee', 'whizz' and 'wham!' with lots of expression. Encourage children to do the same.

More than one syllable? Blend one syllable at a time, e.g. dol/phin, al/pha/bet.

What a Winner!

Written by Teresa Heapy
Illustrated by Jess Mikhail

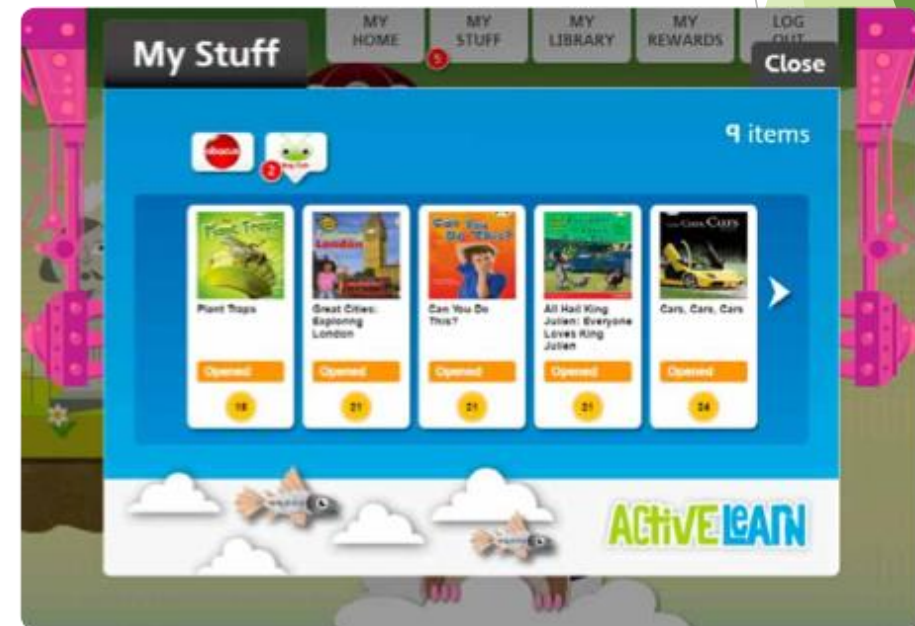
Rewards

- ▶ When your child has finished all of the quiz questions in an eBook, they will gain some coins
- ▶ When they have read a few eBooks, they will have enough coins to gain a reward
- ▶ They can spend their coins in one of the multiple ActiveLearn reward worlds on games, items for their treehouse etc.



My Library

- ▶ When your child has finished an eBook, the eBook will move to My Library where they can read it again, if they want to
- ▶ We recommend that each book is read three times
- ▶ They can choose a new eBook from 'My Stuff'



Getting the most out of the eBooks

- ▶ Encourage your child to attempt all quizzes
- ▶ Your child's teacher can track their progress and help them with types of quiz questions they struggle with by building these into lessons
- ▶ Allow your child to read a favourite eBook again to build their confidence and stamina - this will lead to a 'storyteller' voice

Effects of parents and schools

- ▶ The younger a child is, the stronger the impact of reading with a parent. At age 5 it has 5 times the impact of school! At 11 it is about the same strength as school.
- ▶ Research shows that parental engagement has a significant impact on children's ability - the more you read with your child, the better they get

Fluency

- ▶ Fluent decoding allows us to understand what we read. This is because a fluent reader is more accurate and speedy in their reading. They can read many words ‘at a glance’. This is only achieved through re-reading texts and practice
- ▶ As children gain fluency, their motivation increases, they start to enjoy reading more and are willing to do more of it
- ▶ In Year 1, children are considered fluent if they can accurately read an age appropriate text at 60 words per minute
- ▶ In Year 3, this rises to 90 words per minute

Going forward...

- ▶ In June, Reception children are assessed according to the Early Learning Goals. They will be assessed according to 7 areas of learning. Reading, writing and comprehension are all assessed within this.
- ▶ This is all to ensure that children are prepared for Year 1 and the National Curriculum.

▶ LITERACY

▶ ELG: 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.

▶ ELG: 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.

ELG: Writing

▶ Children at the expected level of development will:

- ▶ Write recognisable letters, most of which are correctly formed;
- ▶ Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- ▶ Write simple phrases and sentences that can be read by others.

Expectations for Home Reading

- ▶ Please read with your child **at least three times a week**
- ▶ Log this in their yellow Reading Record
- ▶ Encourage them to read widely! BugClub eBooks are their ‘bread and butter’ and we want them to experience a wide range of text types and authors, so favourite books, comics etc that you share together are great too.
- ▶ Encourage your child to read each Bug Club eBook **three times** to develop confidence, fluency and their ‘storyteller voice’
- ▶ If you have no access to a device, please let your child’s teacher know and they will make alternative arrangements for you



Any questions?

The following are questions from the session

Which browser to use

Safari doesn't support the programme as much as Chrome. Try and use Chrome if possible

How do we know what has been read at school with the teacher?

Allocated books will have been read in phonics lessons in school. They then have the opportunity to practise again at home. Remember don't just read a book once; keep reading them over and over. We recommend reading each book 3 times.

Is just reading at the weekend enough?

As long as it's 3 times a week, yes! E.g. Friday night, Saturday & Sunday. If child is getting upset and crying at night, stop. We want children to love reading and enjoy it. Try reading when your child is less tired. Please don't forget to log it in yellow reading record.

What do we record in yellow record?

What children enjoyed, what they struggled with.

Is phonics and guided reading using the same books?

We use physical books in guided reading, these are different to the E books.

Are there going to be physical books?

We have some physical books in school, but not enough. We are pushing E books so children have a wide range. If struggling to access E books, please see class teacher.

Can we supplement with other books at home?

Yes, please make sure it is at your child's level.

Why have some books from my child's allocations disappeared?

We have currently changed our phonics teaching to whole class. We are now specifically targeting books from each grapheme learnt in class that week.

Some of the E books are too easy/hard

Please see class teacher

E Book says "opened" rather than "complete"

Don't forget to click on the bugs (the yellow one and the end quiz). If you need further help please see class teacher

Why have you gone back to whole class phonics?

There is a huge amount of research to show whole class phonics works. We have looked at inclusion and well being, we have found it benefits all children. E.g for confident children the best way to master their learning is to teach and model to others whereas the chn who are struggling, they are feeling included. Even though its whole class, it is differentiated.