Reading and Phonics in Reception

Family workshop

ONLINE SAFETY FOR UNDER 5s

10 Top Tips for Parents and Carers

According to Ofcom's most recent research, a significant proportion of children are already online by the time they start school, with 17% of 5-year-olds owning their own mobile phone and 50% using messaging platforms. As becoming familiar with technology is generally encouraged in younger children – and has been essential for education during the pandemic – it is crucial that trusted adults recognise both the benefits and the risks of infants and toddlers using digital devices. We've compiled our top tips to help the under-5s start their online safety journey.

1 USE DEVICES TOGETHER

This lets you monitor and control what your child is using the device for. It also provides the interaction that supports children's understanding of what they're seeing – allowing them to ask you questions, and so on.

2 ACTIVATE PARENTAL CONTROLS

Most digital devices have built-in parental controls that can limit the type of content children have access to. If your little one uses any device (even borrowing yours), it's a good idea to explore what controls the device has and enable them whenever they have access to it.

3 MANAGE SCREEN TIME

This can be tricky, especially if your child is interested in a certain video, app or game. Try to agree on some ground rules and get your child into a routine which includes certain times of the day when they go without devices.

4 TALK ABOUT BEING SAFE ONLINE

Just like we teach children about being safe in the real world, we need to educate them about how to stay safe online. Use age-appropriate language to help them understand, and plenty of hand gestures can reinforce what you're telling them.

5 SET A GOOD EXAMPLE

Children often learn by watching and copying those around them, and using digital devices is no exception. When you're around your child, try to follow the same rules that you've set for *them*. Let them see you balancing your time online with interacting with people in real life, too.

PARENT CODE: ******

6 BLOCK IN-APP PURCHASES

If your child uses a device that's linked to a payment method (such as a bank card), use the parental controls to block buys from app stores, as well as in-app purchases. That will prevent your child from accidentally spending money while on your device.

7 CHOOSE SAFE APPS AND SITES

There are some fantastic apps and platforms that are specifically designed to be safer for children. Always check the PEGI age rating before downloading an app, and test it yourself before allowing your child to use it.

8 INVOLVE THE FAMILY

If your toddler has older siblings, it's likely that *their* rules for device use will be different – and that they'll access content that isn't appropriate for younger ones (a particular worry if they share devices). Encourage the whole family to be good role models and help little ones stay safe online.

9 IF IN DOUBT, ASK

The easiest way to find out what your child is doing online is usually just to talk about it with them. Developing an open dialogue at an early age helps them grow up feeling able to talk to you about their digital life – providing opportunities to intervene if you're concerned.

10 SUPPORT CREATIVE & ACTIVE PLAY

Physical and creative activities are important for a child's wellbeing, and there are plenty of ways to incorporate technology into that. For example, you could encourage games that require physical movement; dance and sing along to songs your child loves; and follow step-by-step crafting videos.

Meet Our Expert

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Source: https://www.ofcom.org.uk/__data/assets/pdf_file/0034/234609/childrens-media-use-and-attitudes-report-2022.pdf

National Online Safety®

#WakeUpWednesday

Ready to read

- Children learn about how language works and develop their vocabulary by **talking** with their parents.
- They learn about stories and books when people read to them.
- Children's first reading experiences will often consist of joining in with nursery rhymes and the repetitive phrases in well known stories.

Starting to read

To cope with reading unfamiliar stories, children must also learn:

- The sounds that match each letter shape

- It is important that we use pure sounds ‘l’ ‘m’ not ‘lu’ ‘mu’

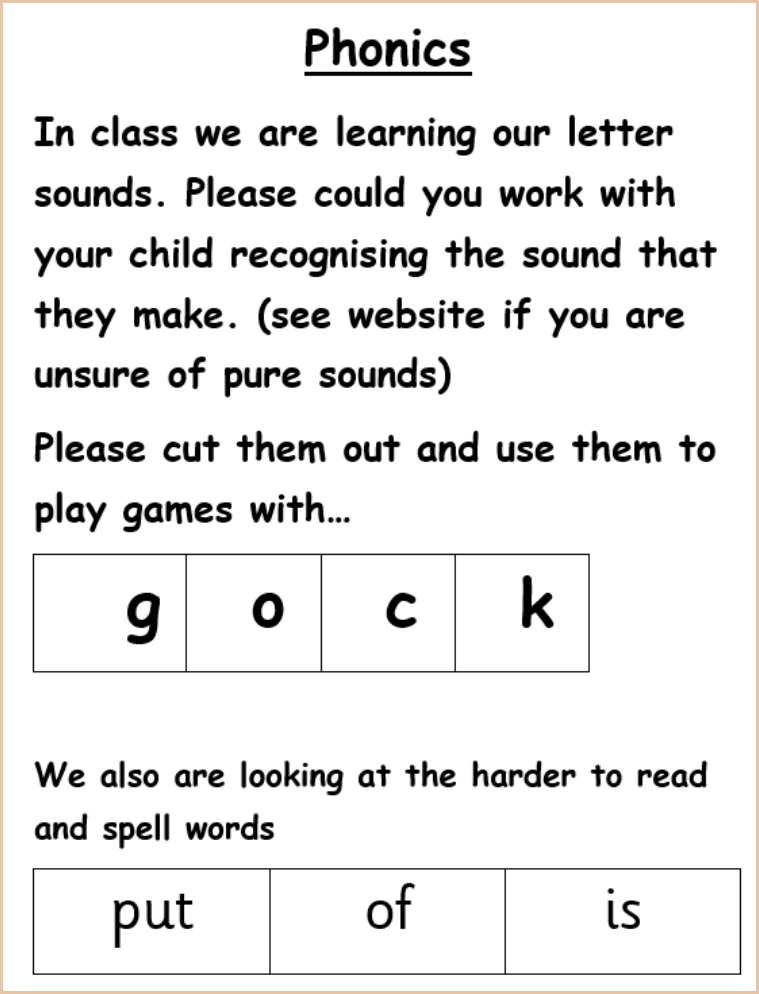
  (https://www.blossomfield.solihull.sch.uk/reception/)

- Sounds made by common combinations of letters, e.g. sh, ch, th, qu (we call these digraphs)

- The scheme that we use to teach phonics is ELS (Essential Letters and Sounds). The teaching of phonics enables children to learn to read.

Phonics at home

- Newsletter – phonics for the following week.
- Build up your own set for regular practice.
- The sooner children know their sounds the easier they will find reading.
- Practise little and often



Phonics

In class we are learning our letter sounds. Please could you work with your child recognising the sound that they make. (see website if you are unsure of pure sounds)

Please cut them out and use them to play games with…

g	o	c	k

We also are looking at the harder to read and spell words

put	of	is

When phonics does not work!

Some words cannot be sounded out.
We call these words 'harder to read and spell words'
For example:
said
was
the
to
we
These words just have to be learnt!

Reading

- Tell the story through the pictures before you even attempt to decode.
- Ask open and closed questions to aid comprehension e.g. why do you think Floppy did that? How do you think Ant is feeling now?
- Link reading to the real world
- Each week your child will be allocated an online book on the Oxford Owl website and will have a real book too! The online books are closely matched to the sounds that they have been taught in school.
- The login for your child is stuck to the front cover of their reading diary
- Reading for 10 minutes each day is more productive than 4 hours at the weekend! With our phonics scheme the expectation is that you read with your child at least 4 times a week.

Oxford Owl

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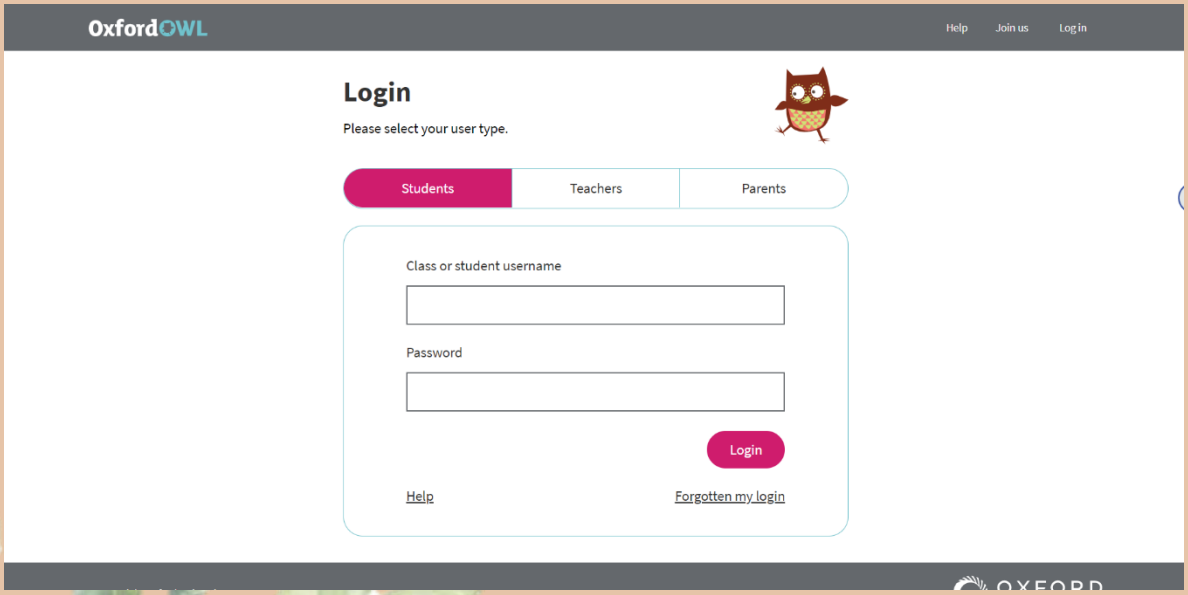
- The login for your child's Oxford Owl account is stuck to the front cover of their reading diary



How can I help?

- Enjoy reading to and with your child.
- Let your child see you reading.
- Take your child to the library and choose books for both of you.
- Good readers are children who are read to, even if only for a few minutes at bedtime.
- Vary your child's reading material, don't just read school books – comics, newspapers, magazines, cookery books etc.
- EAL – English as an additional language.

End of Year Expectations

Early Learning Goals

Comprehension

- 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.

Word Reading

- 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.

And remember...

- This is just the beginning of a long journey.
- Learning to read is not a race and each child will learn at their own pace.
- If you feel stressed when reading with your child they will sense it and it will make them tense. This is not conducive to good learning. If there is nobody else available to take over, put it away, take a break and come back to it later.
- Reading should be fun!

Mnemonics and Rhymes to Support ELS

RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

Plus: words with /s/ at the end (sits, fits, cats, bats)

RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3

j – jellyfish – **swoop down the tentacles and dot the body**

v – viper – **down the tongue, up the tongue**

w – wallaby – **hop to the top, land and hop, land and hop**

x – x x x – **criss-cross the kiss**

y – yacht – **under the hull and down to the anchor**

z – zigzag – **zig and zag**

zz – two zigzags – **a zigzag duet**

qu – quill – **around the feather and down the pen**

ch	chew the chunky chips
sh	the shabby ship shook
th	they were thirsty
ng	ping pong
nk	oooh! a pink sink

ai	wait for the train
ee	bee on my knee
igh	light up the night
oa	float on the moat

Plus: words with /z/ at the end (dogs, beds, bees, zigzags)
Words ending in s and –es

Todays task

- Practise name writing first. Remember to use a capital letter at the start of their name and lower case for the rest.
- See how many 2 and 3 letter words you can make from the magnetic letters.
- Make a list of the words.
- Remember to use phonics and lowercase letters.
- Big name writing (adults too!)

Useful websites

www.oxfordowl.co.uk
www.phonicsplay.co.uk
www.cbeebies.co.uk~ alphablocks.

Apps:
Pocket phonics
Reading eggs
Teach your monster to read