



Welcome to Reception's Reading Inspire Workshop



Aims



- To share how phonics and early reading is taught at Windy Arbor
- To help you to support your child's reading development at home



Our School Vision

"To equip and empower everyone so that they can make a positive contribution to society and be the best version of themselves."

We believe working in partnership with you, will achieve the very best outcomes for your children.

DREAM, BELIEVE, ACHIEVE.



SMART Rules & Behaviour Expectations



Children are encouraged to care for each other, their belongings, and the learning environment, instilling responsibility and respect. When challenging behaviour occurs, staff address it directly, explaining consequences and guiding children towards positive choices.

At Windy Arbor, we embed our smart rules to:

- maintain levels of good behaviour.
- provide a consistent approach in rewarding good behaviour.
- provide a consistent approach in responding to unacceptable behaviour.
- ensure that behaviour does not prevent learning or affect a pupil's potential.

Be Windy SMART!



Uniform

All Children are expected to wear full school uniform, including our school P.E kit.

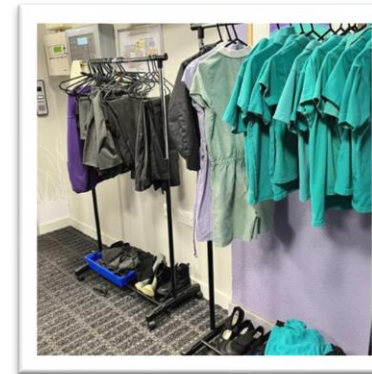
School Uniform

- Purple cardigan/sweatshirt
- Turquoise polo shirt
- Grey skirt, pinafore, shorts, or trousers
- Black shoes or **ALL** black trainers



PBS
PB SPORTS
www.pbsports.co.uk
1989

Second-hand Uniform



A selection of second-hand uniform is available in the school foyer. If you need anything specific, please ask at the office.



Please label all clothing to prevent loss. ←

Jewellery should not be worn, except for small stud earrings. ←

Long hair should be tied back for safety. ←

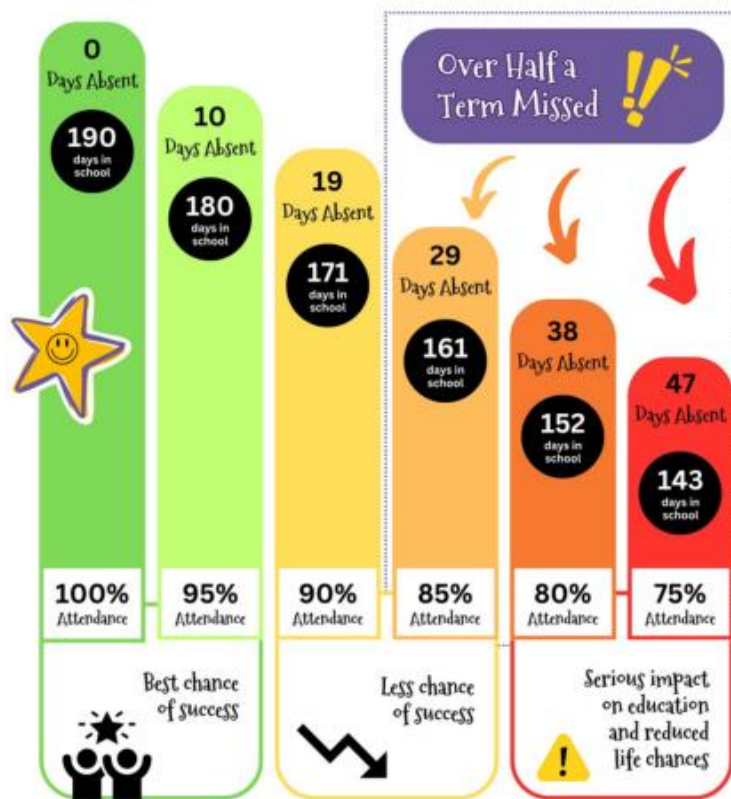


Attendance

We aim for
all children
to achieve
attendance
of at least
96%



At Windy Arbor, we expect all our children to have excellent attendance and punctuality.



Every Minute Counts



Lateness = Lost Learning

5 minutes late each day	3 days lost
10 minutes late each day	6.5 days lost
15 minutes late each day	10 days lost
20 minutes late each day	13 days lost
25 minutes late each day	19 days lost



Attendance

Our Approach: Breaking Down Barriers to Learning

Educational Success

Regular attendance ensures that children do not miss out on important lessons and activities.

Building Life Skills

Developing good habits of punctuality and attendance supports success in later life.

Social Benefits

Regular attendance helps children build friendships and develop essential social skills.



We reward good attendance!

- *Daily Dojo* 
- *Certificates*
- *Class Rewards*
- *Book Vending Machine* 
- *Termly Attendance Event*



Best chance of success



Getting your child to school every day really matters. Did you know...

If your child's attendance during the school year is...	Your child would have lost approximately...	Or they would have missed approximately...
95%	9 days	50 lessons
90%	19 days	100 lessons
85%	29 days	150 lessons
80%	38 days	200 lessons
75%	48 days	250 lessons
70%	 Good Attendance = Best chance of success 	



Phonics Programme

Our school has chosen
Little Wandle Letters and Sounds Revised as our
systematic, synthetic phonics (SSP) programme to
teach early reading and spelling.





Skill For Life

How many times have you already read today?



(It really is a vital life skill)

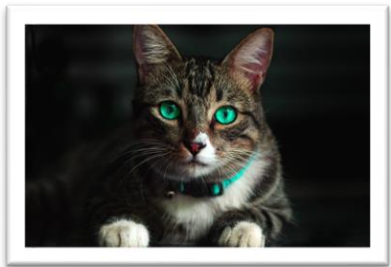


Daily Phonics in Reception

Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.

We break the word down into the smallest units of sound. So, for example the word “cat” has 3 sounds c/a/t.



c

a

t



Terminology

- **Mnemonic** a picture alongside a letter and is used as a 'hook' to help children remember a particular GPC when they first learn it.
- **Grapheme** A letter or group of letters used to represent a particular phoneme when writing.
- **Phoneme** The smallest unit of sound that can be identified in words.
- **Digraph** A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'.
- **Trigraph** A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'.
- **Tricky words** Are words that cannot be decoded by using the GPCs they have been taught up to that point. Many tricky words cease to be tricky in the later stages of our programme, as more GPCs are learned.



Blending to Read Words

Some children learn to blend really quickly, and others take a little longer. Our hope is that every child will be able to blend by Christmas!

Autumn 1				
m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	peck

If your child is finding it difficult, we will provide extra, daily 'Keep Up' sessions to support your child to blend confidently.

Some words are tricky – We call these 'Tricky Words'

E.g.

hasz

The grapheme 's' makes the sound **z**.

Children have only learned the sound **s** as in 'sit' at this stage.



Teaching Order

We teach four new sounds a week and have a review lesson on a Friday. You will get a list of the sounds that we are learning to have at home. This will help you with formation and pronunciation.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending -s /z/ (his) and with -s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with -s /z/ in the middle - words with -es /z/ at the end - words with -s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCVCV CCVCV - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work



Spelling

- Say the word
- Segment the sounds
- Count the sounds
- My turn – Your turn
- Write them down

Grapheme mat				
 s	 t	 p	 n	 m
 a	 e	 i	 o	 u

DREAM

BELIEVE

ACHIEVE



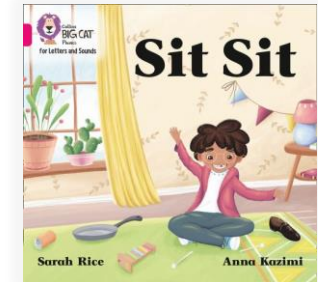
Reading Practice

Reading practice sessions are:

- timetabled three times a week
- delivered by a trained teacher/teaching assistant
- delivered in small groups.

The first set of reading books are wordless.

Word books will be sent home and will be closely matched to the children's phonic knowledge.





Introduction to Reading Practice Sessions

s

a

t

p

At the beginning of each session, children practise saying the phonemes for each grapheme card.

Digraphs 2 letters 1 sound

ck

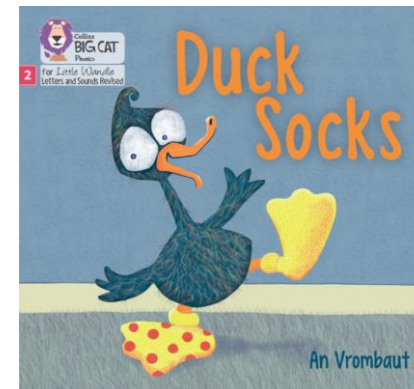
Trigraphs 3 letters 1 sound

igh

Practise segmenting and blending to read words that will appear in the book.

s a d

d u ck





Session 1 – Decoding

The children will segment and blend individual phonemes (sounds) to read words.

They will follow the text from left to right, using their finger.

They will practice reading the text fluently.

Hop is a sad duck.





Session 2 – Prosody

Prosody is the rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

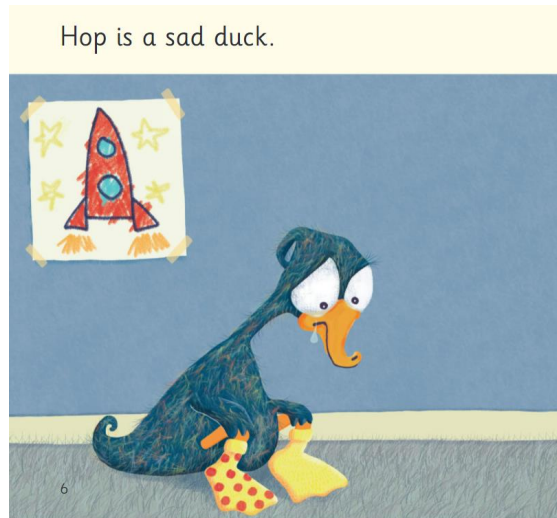
Hop is a sad duck.





Session 3 – Comprehension

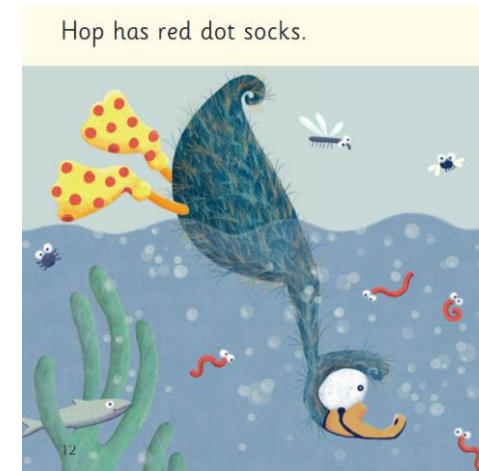
Supporting language and understanding.



Why is Hop sad?



How did Hip help Hop?

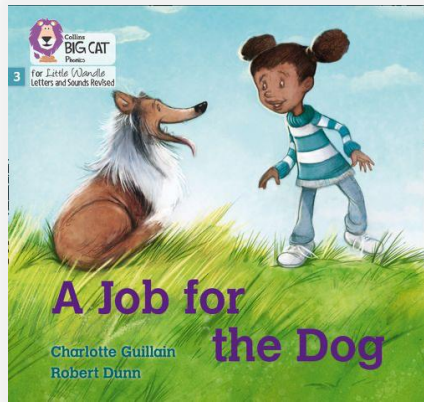


Is Hop sad at the end of the story?

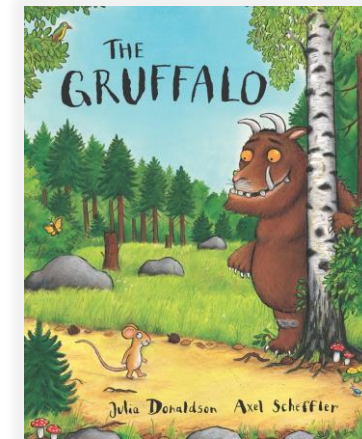
Why?



Books Going Home



Phonics Book



Shared Book



Reading at Home

The most important thing you can do is read with your child.

Reading a book and chatting had a positive impact a year later on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Parental involvement in the development of children's reading skills: A five-year longitudinal study - Senechal, M. and Lefvre, J



Reading Rewards

Rainbow Readers

Record your child's reading experiences at home in their reading diaries.

Your child will receive (one read) for each day they read at home. Every time they reach each mile stone, they will be given a 'reading challenge' to complete, before receiving the coloured badge.





Time to Join Your Children
In Their Classrooms!

