



# Reading in Reception



Reading, along with writing, makes up literacy, one of the four specific areas of the new Early Years Foundation stage. Literacy in the Early Years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading.

To be ready to start reading, children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination.

Reading has two parts – word reading and comprehension. To be a successful reader, children need to have both decoding skills (the ability to ‘read’ the words on the page) and comprehension skills (the ability to ‘understand’ what is on the page)

Reading is fundamental to the development of every child and countless research projects show the links between developing good reading skills from an early age and future success in life. At Green Lane our aims are:

- to teach every child to become a fluent and confident reader
- to give children the reading skills necessary to enable their learning in all subjects
- that each child grows to enjoy reading in order that they become lifelong readers.

## The Systematic Teaching of Phonics

Phonics is the process of connecting the sounds of spoken English with letters or groups of letters and then blending those sounds together to read and write words. We begin the teaching of reading with phonics because research indicates that when phonic knowledge is taught in a structured way it is a very effective way of teaching young children to read.

At Green Lane children are taught phonics using the ‘Sounds Write’ programme. This is a phonics programme, divided into 9 units across the Reception year, known as ‘the initial code’. It is designed to help children develop fluent word reading skills, and have a good foundation in spelling and writing.

More information can be found at: [www.sounds-write.co.uk](http://www.sounds-write.co.uk). The class teacher can give you information about which unit your child is currently working on.

## Reading for Meaning and Enjoyment

Children need a range of approaches to become successful readers, therefore, alongside the teaching of phonics we also use ‘Sounds Write’ and ‘Dandelion’ reading books as our main structured reading scheme. To assist their learning, your child will bring home their current reading book for further practise. This book will be changed regularly. The discussion of and the re-reading of the text is vital to help embed the total range of skills required to become a fluent reader - learning to read is a much more complex process than a race through a reading scheme.

Your child will also bring home a Reading Record Book in which you can record when you have shared the reading of their scheme book with him/her. However, whilst Reading Scheme books are valuable, it is also important that children read a wide variety of books and other materials. Therefore, in addition to the scheme books, other reading material/activities can be entered in their Reading Record Book - for example:

- reading material chosen from home or from the local library
- occasional comics
- instructions for making a model or playing a game
- Phonics tasks sent home by the teacher
- Phonics games

In order to encourage reading for pleasure, and assist their progress, each time the Reading Record has twenty-five entries in it your child will receive a certificate in our Celebration Assembly.

Children will also choose a book to bring home that they may not be able to read fluently by themselves. This could be a non-fiction book on a subject which interests them, or a favourite story. Reading to your child and supporting children to enjoy these books, is just as important a part of helping children to learn to read as is hearing them read books they can read themselves. Bedtime stories are often the perfect opportunity for this. The role of parents in supporting these processes is vital.