

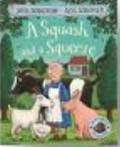
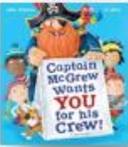
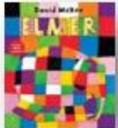
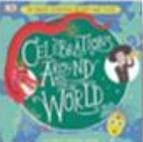
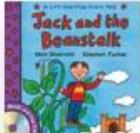
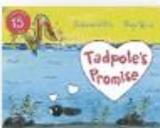
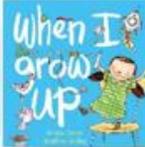
Reception  
Reading and Writing  
Parent/Carer Workshop



# Reading

- What is phonics and how can I support with learning new sounds?
- How is reading taught at school?
- What do the colour bands mean?
- How can I support with reading at home?
- What should my child be able to do by the end of Reception?

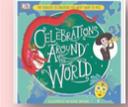
# Reception Bucket List Books

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| Shark in the Park by Nick Sharratt  | Paper Dolls by Julia Donaldson  | A Squish and a Squeeze by Julia Donaldson   | Aliens Love Underpants by Claire Freedman   | Captain McGrew Wants You for his Crew   | Paddington's post By Michael Bond   | Handa's Surprise by Eileen Browne   | Bumpus Jumpus Dinosaurumpus by Tony Mitton  |
|    |    |    |    |    |    |    |    |
| Room on the Broom by Julia Donaldson  | Charlie Cooks Favourite Book by Julia Donaldson                                     | Elmer by David McKee  | Little Cloud By Anne Booth  | Can't You Sleep Little Bear by Nick Sharratt  | Starting School by Janet and Allan Ahlberg  | Commotion in the Ocean by Giles Andreae   | Goldilocks and the Three Bears  |
|    |    |    |    |    |    |    |    |
| The Crunching Munching Caterpillar by Sheridan Cain                                 | People Who Help Us by John Wood   | Celebrations around the World by Katy Halford                                       | Welcome to our World by Moira Butterfield   | Sharing a Shell by Julia Donaldson  | Jack and the Beanstalk  | Tadpole's Promise by Jeanne Willis  | When I Grow Up by John Hales  |
|   |   |   |   |   |   |   |   |
| Ruby's Worry by Tom Percival  | Tiger Who Came for Tea by Judith Kerr   | Superpotato by Sue Hendra and Paul Linnet   | My Pet star by Corrinne Averiss   | Ravi's Roar by Tom Percival   | The Day the Crayons Quit by Oliver Jeffers  | The Skin You Live in by Michael Tyler   | The Shape Trilogy by Jon Klassen  |
|  |  |  |  |  |  |  |  |

The bucket lists are featured on our website.

<https://www.kingathelstan.kingston.sch.uk/curriculum/literacy/reading-bucket-listnew-content-page/>

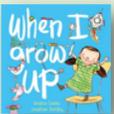
## Reception Autumn Term

|  | Unit 1<br>We've Got The Whole World In Our Hands   | Unit 2<br>Let's Celebrate!  |
|--|--|---|
| Core Texts   |    |     |
| Planned writing and mark making opportunities: writing area, role play, outdoor LE, creative table | <ul style="list-style-type: none"> <li>Role play area ideas: Aeroplane, home corner</li> <li>Using a map and globes to look at where children come from</li> <li>Children to draw their own face and talk about features using a mirror</li> <li>Listen to different types of music from around the world</li> <li>Learn to say hello in different languages</li> <li>Make and try traditional food from different countries</li> <li>Flag making</li> <li>Children to draw a map of how they get to school</li> <li>Talk about who you live with and to draw them in your home</li> <li>Children to choose countries they would like to learn about</li> <li>For example Greece - children can make Greek clay pots, learn traditional Greek dancing, make a Greek plate, eat traditional Greek food, learn about Greek gods</li> </ul> | <ul style="list-style-type: none"> <li>Role play area ideas: Sari Shop, Chinese restaurant, Santa's Grotto, Spooky Cave</li> <li>Learn about different celebrations such as Diwali, birthday, Chinese new year, Christmas and Bonfire night</li> <li>Write a poster about how to stay safe during bonfire night</li> <li>Write an invitation and birthday card</li> <li>Draw Rangoli patterns with chalk and powder paint outside</li> <li>Draw around their hand and design henna, then use paint to paint it on their own hand</li> <li>Try traditional food</li> <li>Write a letter to Santa and a Christmas card</li> <li>Paint a picture of a worry they have and put it in the worry monster</li> <li>Talk about Zones of regulation--children to use the display to put their picture on a colour depending on their emotion</li> <li>Circle time to talk about strategies to support children feeling different types of emotion</li> </ul> |

### Additional Texts:



## Reception Spring Term

|  | Unit 1<br>People Who Help us   | Unit 2<br>Let it Grow  |
|--|--|--|
| Core Texts   |    |    |
| Planned writing and mark making opportunities: writing area, role play, outdoor LE, creative table | <ul style="list-style-type: none"> <li>Role play area ideas: Police station, vets, doctor's surgery, post office</li> <li>Draw what they want to be when they grow up</li> <li>Label parts of animals you would find at the vets</li> <li>As police officers, write a wanted poster and investigate the classroom to find out what happened to Humpty Dumpty</li> <li>Draw and label a healthy and unhealthy lunchbox</li> <li>Using toothbrushes to clean pretend teeth</li> <li>Children to make an obstacle course outside linked to exercise, use stopwatches to record the time it takes to complete</li> <li>Use the wooden blocks and loose parts to build a fire engine</li> <li>Draw and label parts of the mouth</li> <li>As a builder, draw a plan of what you would build and write the tools you would need to build it.</li> <li>Children to build their plan using different materials</li> </ul> | <ul style="list-style-type: none"> <li>Role play area ideas: garden centre, baby clinic, mini-beast investigation lab</li> <li>Draw the life cycle of a caterpillar</li> <li>Write names of the class caterpillars</li> <li>Welcome to our classroom posters for the caterpillars</li> <li>Make a height of all the children in the class-who is growing?</li> <li>Grow their own bean in a bag and write a bean diary about the changes that happen</li> <li>Experiment with planting seeds in different locations, which area grows the seed the best?</li> <li>Draw and label different parts of a flower, plant or tree</li> <li>Write a list of instructions on how to plant a seed</li> <li>Learning and singing songs linked to growing</li> <li>Visit the Wetlands centre to look at different mini-beasts and animals that grow</li> <li>Read and listen to the Easter story</li> <li>Children to draw what they know and what they have learnt about Easter</li> </ul> |

### Additional Texts:



We have two core texts that we read many times with the children during each topic.

We have additional stories which support wider reading linked to our topics.

## Reception Summer Term

|  | Unit 1<br>Fairy Tales  | Unit 2<br>Under the Sea  |
|--|--|--|
| Core Texts   |     |    |
| Planned writing and mark making opportunities: writing area, role play, outdoor LE, creative table | <ul style="list-style-type: none"> <li>Giants castle, Three bears house, enchanted forest,</li> <li>Children can dress up in different costumes such as dragon, prince, queen and act out stories</li> <li>Helicopter stories-adult scribes children's made up stories and then as class or group act them out</li> <li>Children start to attempt to write their own stories</li> <li>Children write a shopping list of ingredients to add to their porridge</li> <li>Children taste different bowls of porridge and try to describe them</li> <li>Children to write instructions of how to make their own porridge - then make it &amp; taste it</li> <li>Write a sorry letter to the bears from Goldilocks</li> <li>Giants foot print on the floor, children write a wanted poster to find the giant</li> <li>Circle time about wishes - if they could have three wishes what would they be? Aladdin.</li> <li>Write an invitation to the ball- Cinderella.</li> </ul> | <ul style="list-style-type: none"> <li>Role play area ideas, ice cream shop, seaside shop</li> <li>Children to write their own deep sea diver log book, drawing and write facts about different sea creatures</li> <li>Designing a shell, labelling what materials they would use</li> <li>Make your own pirate boat - will it float? Write a prediction then test it out.</li> <li>Draw your own pirate, what features will it have?</li> <li>Make a pirate ship outside using loose materials and wooden blocks</li> <li>Children to create their own rainbow fish, using CDs</li> <li>Write a list of qualities - what makes a good friend- Rainbow Fish</li> <li>If you were put on a dessert island -what three things would you take with you? Draw and write your reason for bringing them</li> <li>What would you take to the beach? Write a list of things that you would bring.</li> <li>Make your own under the sea world using a shoe box and other materials</li> </ul> |

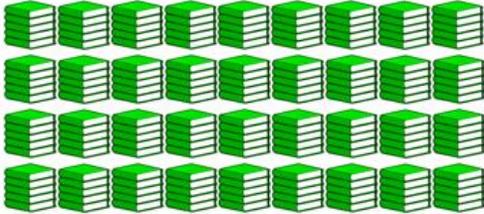
### Additional Texts:



# Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.



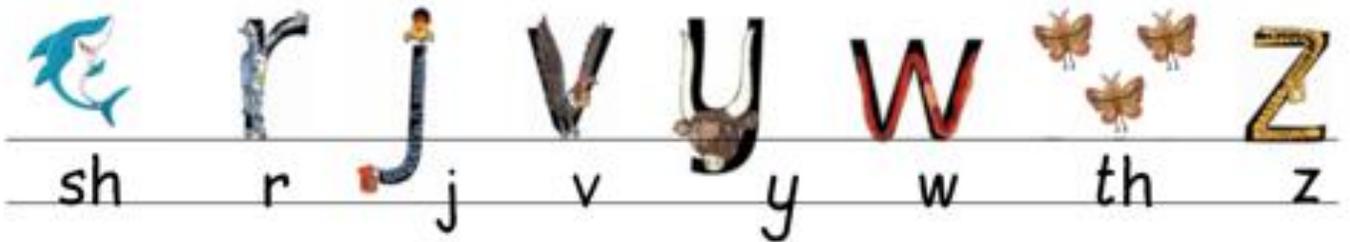
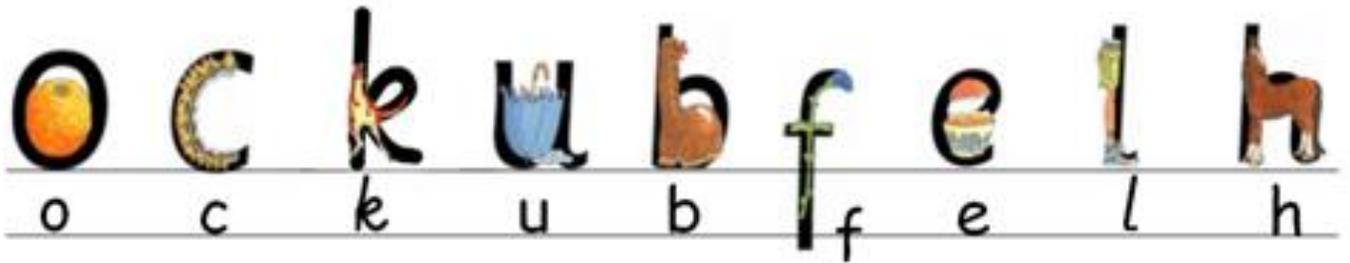
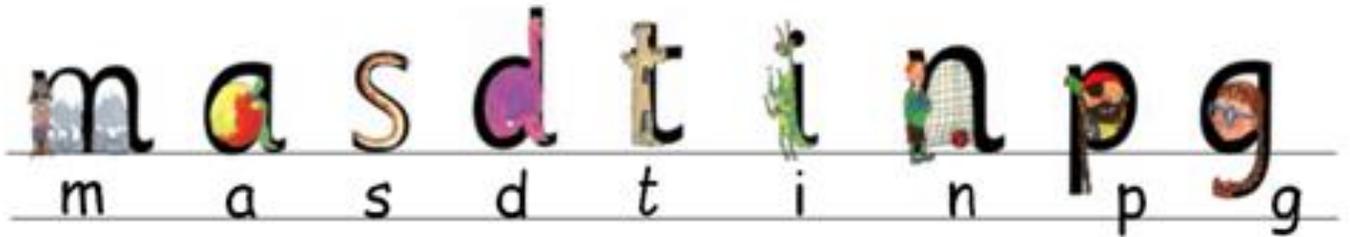
|   |  |
|---|--|
| Child A reads for <b>20</b> minutes per night, 5 times a week                    | Child B reads for <b>4</b> minutes per night...or not at all                    |
| In one week:<br><b>100</b> minutes of reading                                    | In one week:<br><b>20</b> minutes of reading                                    |
| In one month:<br><b>400</b> minutes of reading                                   | In one month:<br><b>80</b> minutes of reading                                   |
| In one school year (9 months):<br><b>3,600</b> minutes of reading                | In one school year (9 months):<br><b>720</b> minutes of reading                 |
| By the end of year 6:<br><b>28,800</b> minutes of reading<br>(80 school days)  | By the end of year 6:<br><b>5,760</b> minutes of reading<br>(16 school days)  |



“mmmmmm”

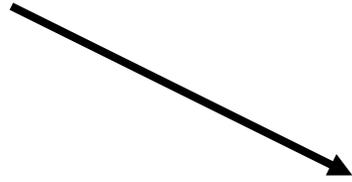
“Down the mountain  
and over the  
mountain.”

Set 1 sound mat!





ay



Set 2 Sound Mat

|    |    |     |    |    |    |
|----|----|-----|----|----|----|
|    |    |     |    |    |    |
| ch | qu | x   | ng | nk |    |
|    |    |     |    |    |    |
| ff | ll | zz  | ss | ck | er |
|    |    |     |    |    |    |
| ay | ee | igh | ow | oo | oo |
|    |    |     |    |    |    |
| ar | or | air | ir | ou | oy |

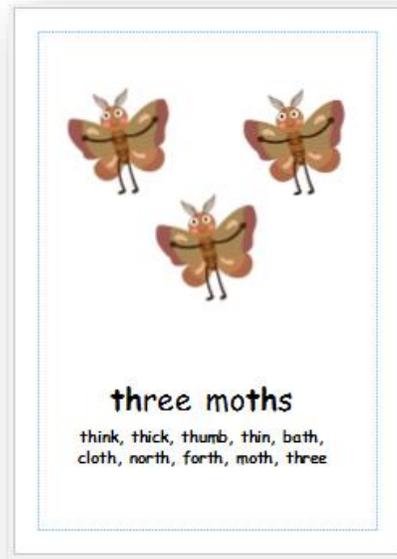
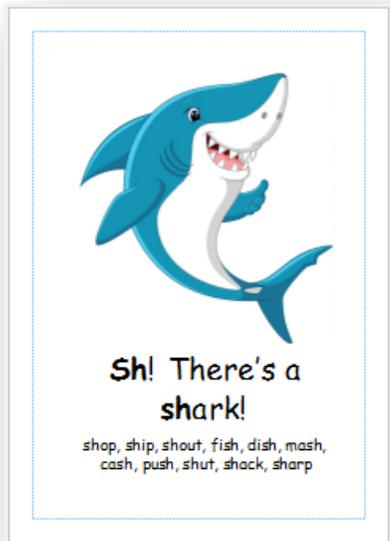


We use Makaton in both Reception and Nursery to support everyday language.

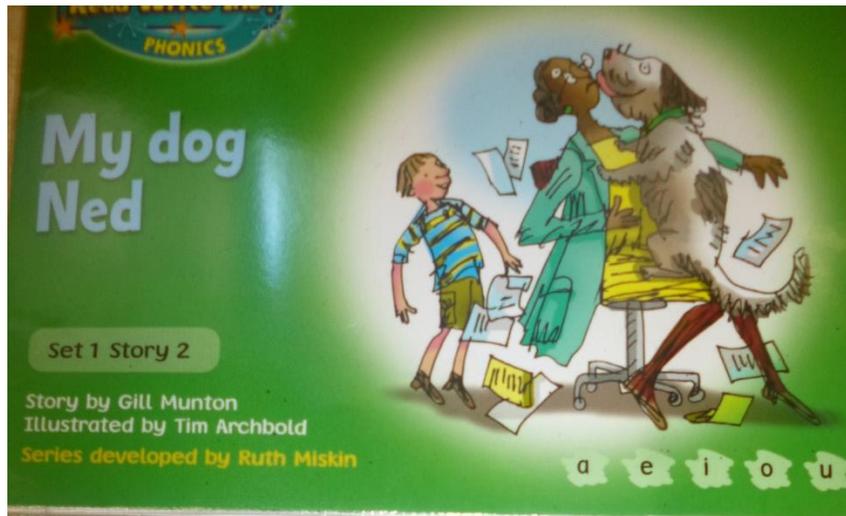
We have started to use Makaton to support children in phonics to make it accessible to everyone.

We have adapted the programme Read Write Inc (RWI) to link clearly to the sound by changing the picture card and action.

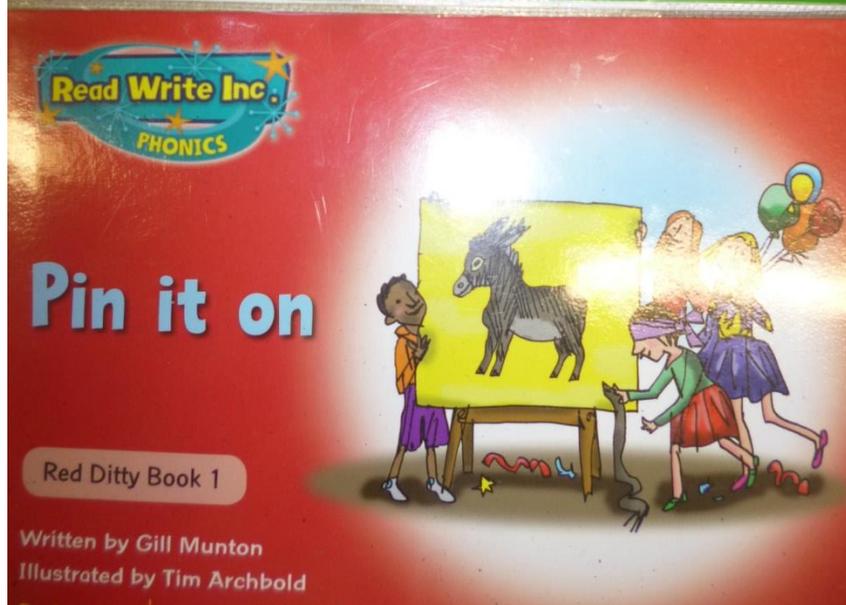
Here are some of the changed picture cards.



# RWI Reading books



We will be sending RWI books home for children to read at home during the week.



They are a great tool to help your child blend and segment words.



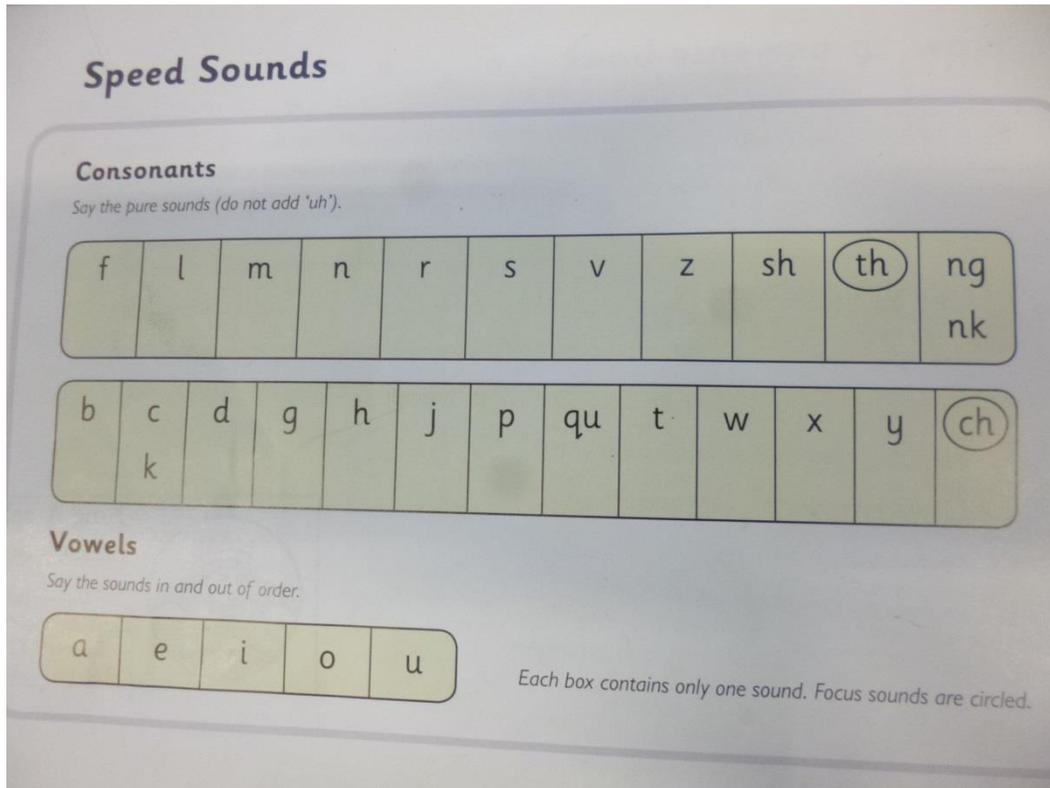


# RWI Reading books

Ask your child to say each speed sound every time you read the book.

See if they can remember the action to go with it.

Make sure you do the vowels at the bottom!





# RWI Reading books

Ditty 1 Pin it on

## Green words

*Read in Fred Talk (pure sounds).*

tum pin yes not leg it  
on its chin

*Read the root word first and then with the ending.*

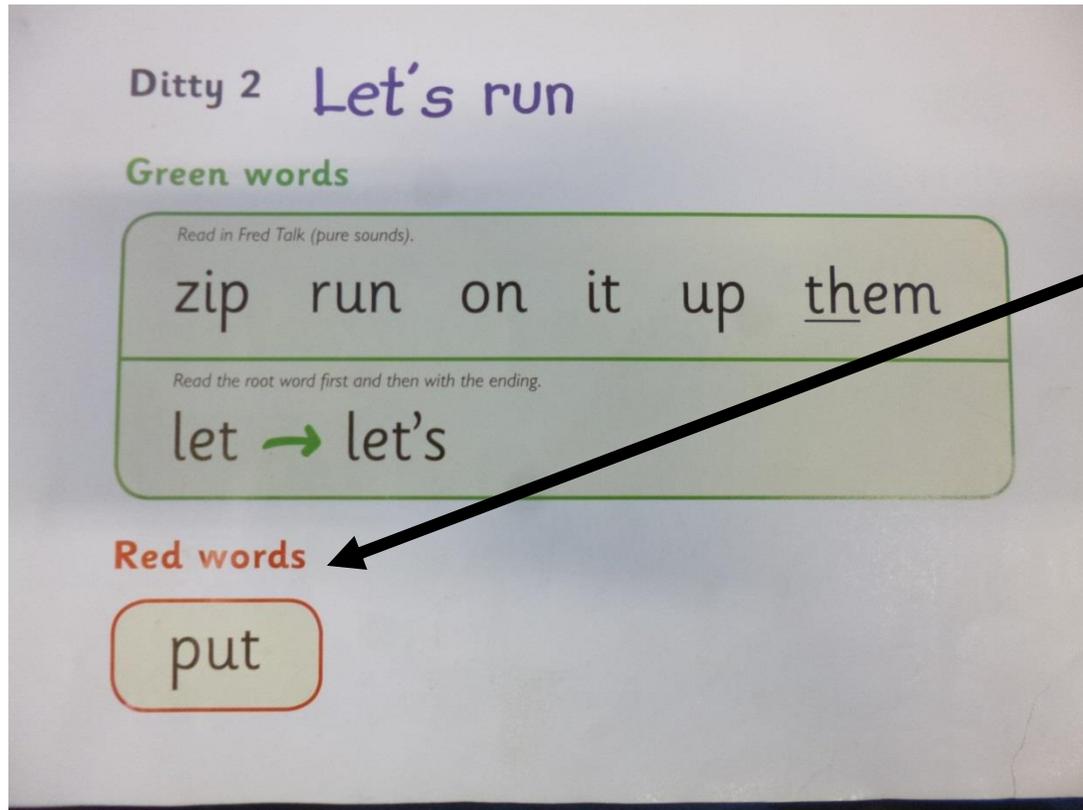
that → that's

Ask your child to try and sound out the green words before starting the story.

This is pre-teaching your child the keywords that will appear in the text.



# RWI Reading books



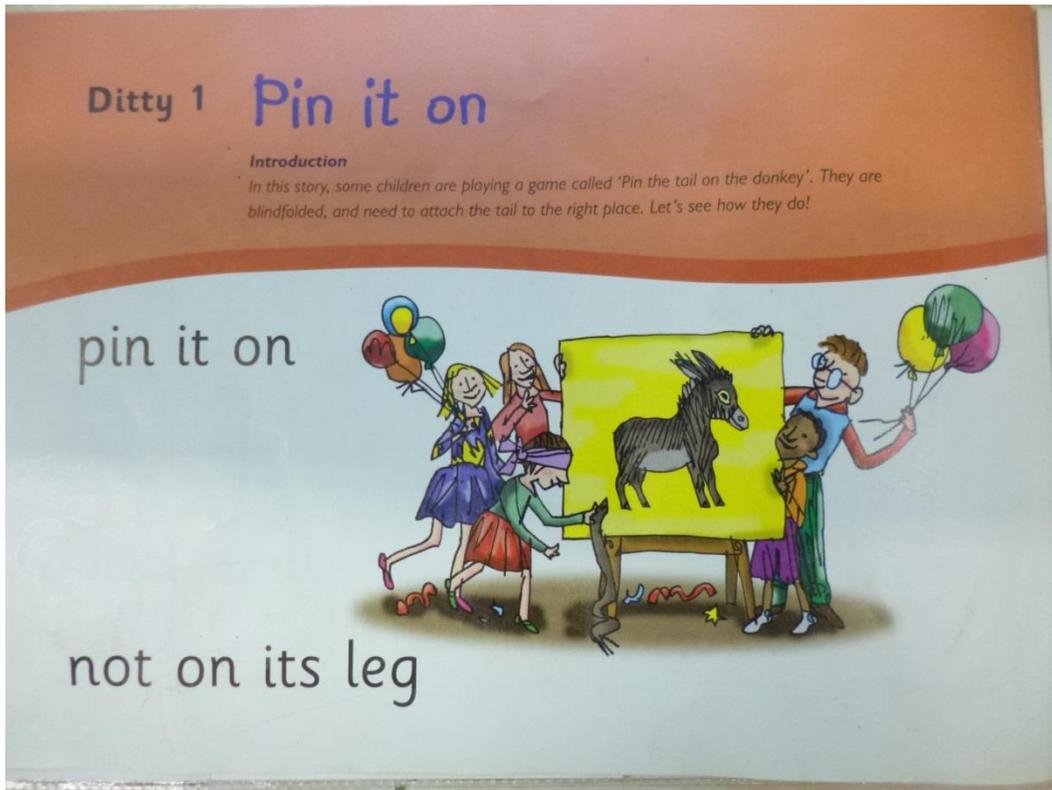
Some of these stories have red words in them.

These are words you can't sound out.

Get your child to spot the red words in the story and use your book mark to recap them.



# RWI Reading books



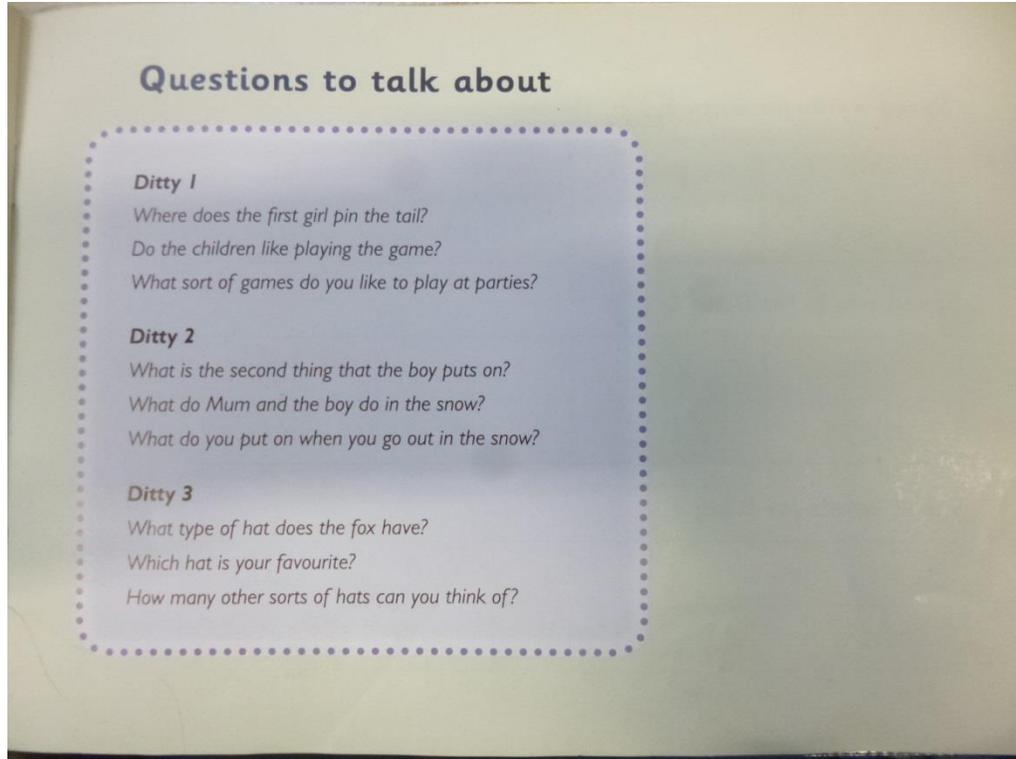
Make sure your child sounds out the title of the story before beginning.

You can read the introduction to them to start the story.

Please allow your child to sound out the words rather than you reading the story to them.



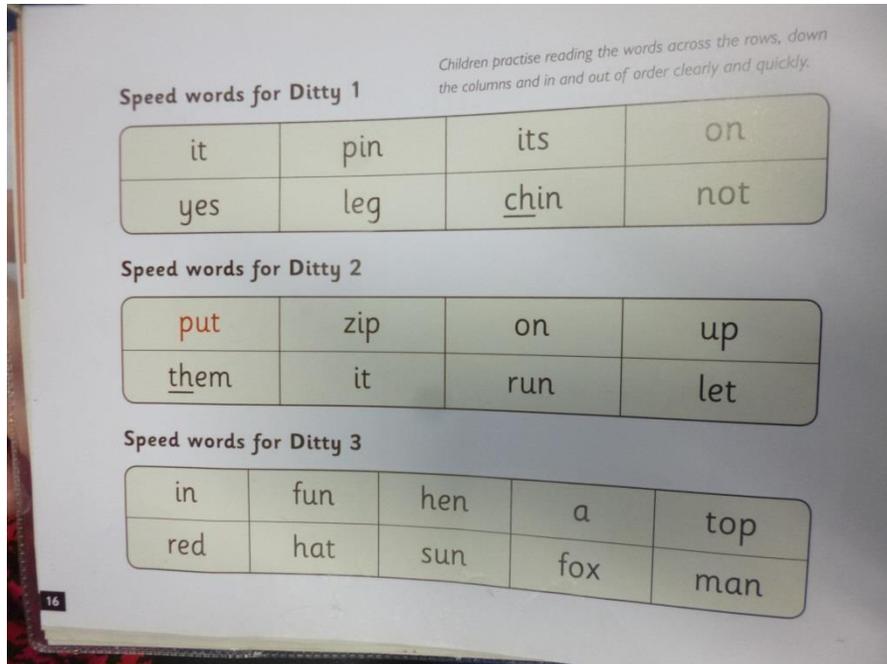
# RWI Reading books



Once you have finished the story, please refer to the question page where you will find comprehension questions to ask your child about the story.



# RWI Reading books



This page allows you to recap the key words present in the whole book.

You can go through all of these with your child once you have finished the book.

# Key Words



# Read Write Inc - My Reading and Writing Kits

Pack 1 - Introduces children to phonics and supports their first steps in learning to read and write.

Pack 2 - Helps children to blend sounds into words and practise writing simple words.

Pack 3 - Helps children to read longer sentences and stories and practise writing a growing range of words.



# Pocket Rocket Phonics

Each week, your child will take home a reading leaflet to practise specific sounds taught that week at school. These are to read alongside the RWI books and home readers. Please keep these in the plastic wallet provided.

It would be great if these were kept safe and handed back to school at the end of the week, however we appreciate that they may get damaged as they are made from paper.





# Reading at Home

Monday: You will be given a RWI book and the home reader book will be collected.

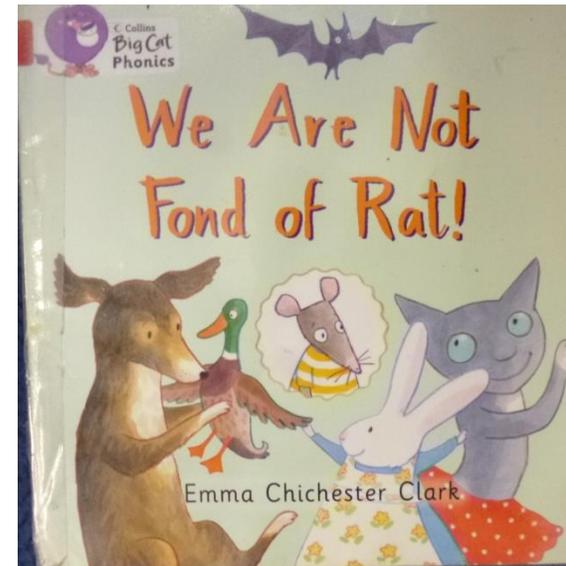
**RWI books during the week and home readers for weekend**

Friday: RWI books collected as above and home reading book is given for the weekend.

Please keep your child's book and reading record in their book bags every day even if you haven't read the book.



RWI book weekdays



Home reader book weekends



## King Athelstan Reading Scheme

At King Athelstan our aim is to foster a love of reading as children start on their reading journey, therefore our reading scheme reflects a diverse range of publishers, and in turn, a variety of characters, real and illustrated images and genres for our children to enjoy.

To provide our children with this broad range of texts we have carefully matched each scheme (including Big Cat, Songbirds, Oxford, Rigby Star and Phonics Books) to our own criteria, which is inextricably linked to our phonics scheme progression. *Pocket Rocket Readers* are also used alongside Read Write Inc. and reading scheme books in reception to ensure sounds taught in school are being practised at home.

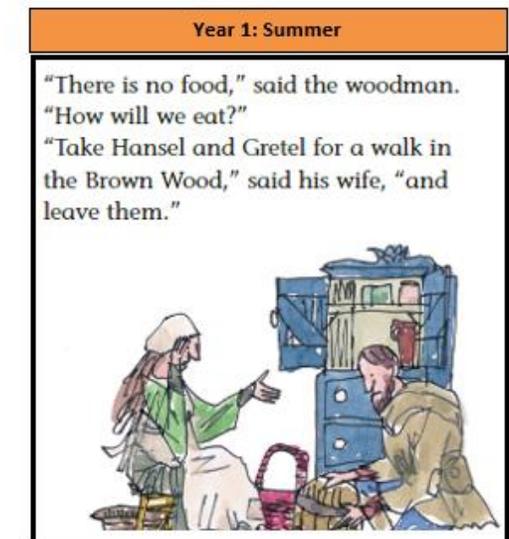
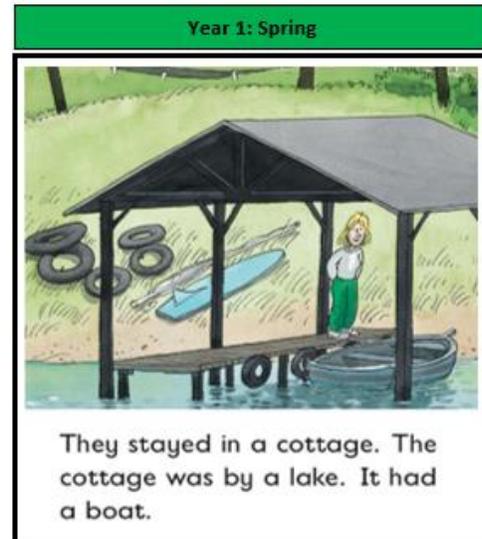
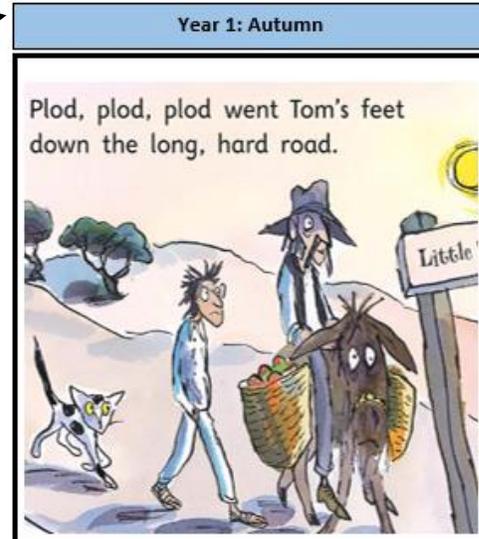
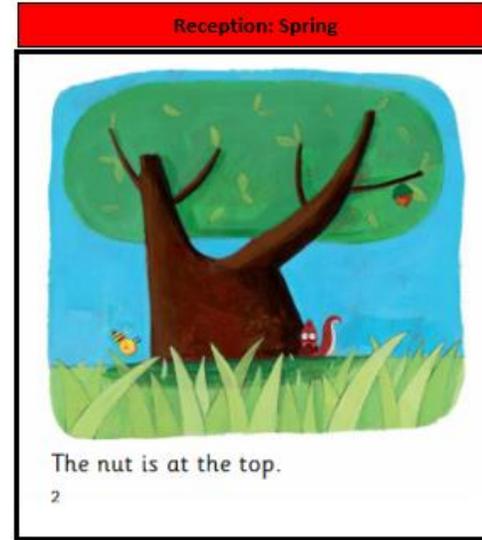
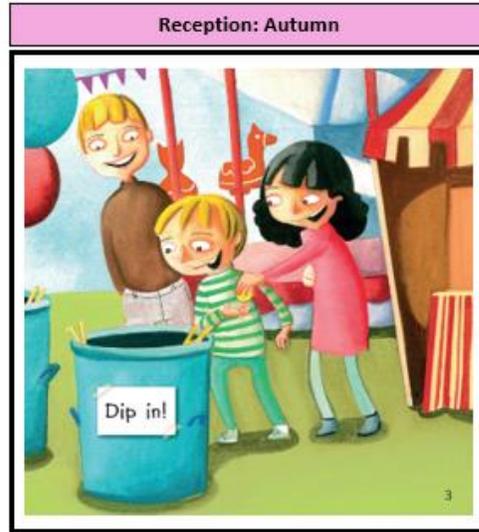
### **Reading Scheme Criteria:**

*\*Reading Age and Target Tracker Band are a guide for assessment - teacher assessment of comprehension should be used alongside these guides.*

# What do the colour bands mean for home readers?

Pink  
Red  
Yellow  
are books for reception children

Blue  
Green  
Orange  
are books for Year 1 children



## Lilac



## Nursery/ Reception

Lilac books are wordless books that tell stories or give information through pictures and are designed to develop understanding about how stories and information books work.

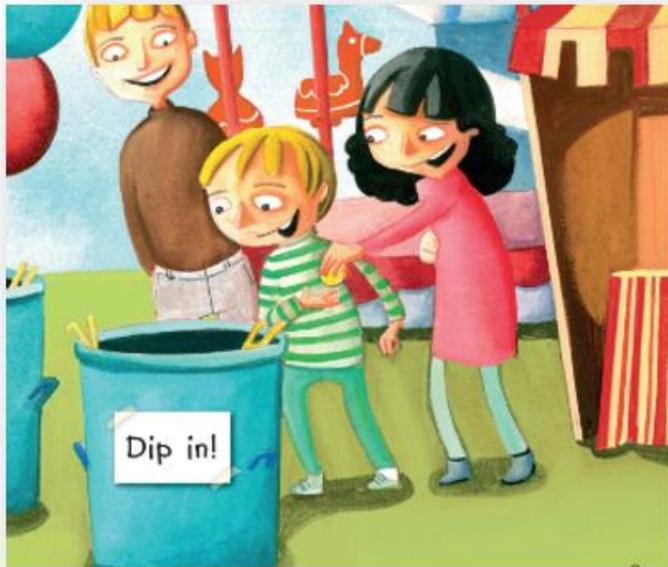
Reading Age\*

3-4

Target Tracker Band\*

30 - 50s

## Pink



## Reception - Autumn

Pink books offer emergent readers very simple text supported by illustrations. They use CVC words (with no digraphs).

Pink/Grey books offer emergent readers simple, predictable text with familiar objects and actions - these can be words with sounds not taught yet. Children should not try to 'sound out' these words and should use picture cues to support reading.

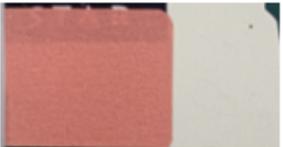
Reading Age\*

3-5

Target Tracker Band\*

40 - 60b

## New 'Grey' Reading Bands Explained

| Colour Band  | Criteria  | Example of text                                       |
|--|---|---|
| <p>Pink</p>  A photograph of a pink reading band, which is a rectangular strip of paper with a pink top half and a white bottom half.           | <p>Pink on its own is fully decodable with initial alphabet sounds, 3 letter CVC only.</p>  | <p>Sid sat.<br/>or<br/>Sid is sad.</p>                |
| <p>Pink/Grey</p>  A photograph of a Pink/Grey reading band, which is a rectangular strip of paper with a pink top half and a grey bottom half. | <p>Pink/Grey = very basic, repetitive sentences, but some words use Y1 graphemes such as split digraphs, like the examples below. There are also some books with labels and pictures to prompt reading.</p> | <p>I like the big dog.<br/>or<br/>The skateboard.</p> |

**Red**

The nut is at the top.

**Reception - Spring**

Red books offer predictable text with familiar objects and actions, combined with simple story development. They use CVC words including some consonant digraphs and high frequency (tricky/red) words.

Red/ Grey books are as above, including words with sounds not yet taught. Children should not try to 'sound out' these words and should use picture cues to support reading.

Reading Age\*

4-5

Target Tracker Band\*

40 - 60w

**Yellow**

Chicken Licken and Hen Len ran to the farmyard.

**Reception - Summer**

Yellow books offer varied sentence structure and natural language. They introduce compound words, multi syllabic words, high frequency (tricky/red) words and include vowel digraphs taught in reception.

Yellow/ Grey books are simple in their sentence structure, often repetitive and include some digraphs not taught in reception e.g. split digraphs and ai, oa, ow.

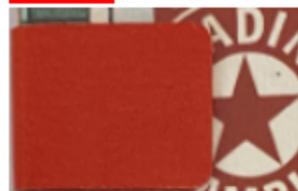
Reading Age\*

4-5

Target Tracker Band\*

40 - 60s

Red



Red on its own is fully decodable with initial alphabet sounds, CVC words and some consonant digraphs learnt in reception: ch, sh, th, ck, ff, ss, ll, zz,

The duck went to the pond.

Red/Grey



Red/Grey = repetitive sentences, but some words use reception vowel digraphs and Y1 graphemes.

"Oh no!" said everyone.

Yellow



Yellow on its own is fully decodable with adjacent consonants and graphemes taught in reception.

The pig was in the farmyard.

Yellow/Grey



Yellow/Grey = repetitive sentences, but some words use Y1 graphemes.

"Come on dad!" said Olly. "We want to get to the top!"

# Yellow and Blue books

**Set 2 Sound Mat**

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  |  |  |  |  |   |
| ch  | qu  | x   | ng  | nk  |   |
|  |  |  |  |  |  |
| ff  | ll  | zz  | ss  | ck  | er  |
|  |  |  |  |  |  |
| ay  | ee  | igh   | ow  | oo  | oo  |
|  |  |  |  |  |  |
| ar  | or  | air   | ir  | ou  | oy  |

**Set 3 Sound Mat**

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|    |    |    |    |    |   |
| ea  | oi  | a-e   | i-e   | o-e   | u-e  |
|   |   |   |   |   |  |
| aw  | are   | ur  | er  | ow  | ai   |
|  |  |  |  |  |  |
| oa  | ew  | ire   | ear   | ure   |  |

Dad put the toad down.



# Writing

- How can I support with handwriting at home?
- What are fine motor skills and how can I support with developing my child's pencil grip?
- What should my child be able to do by the end of Reception?
- How is writing taught at school?
- How can reading support my child's writing?

# What are Fine Motor skills?



- Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego or duplo, doing up buttons and opening lunch boxes.
- Efficient fine motor skills require a number of independent skills to work together to appropriately handle the object or perform the task.



# Fine Motor Skills



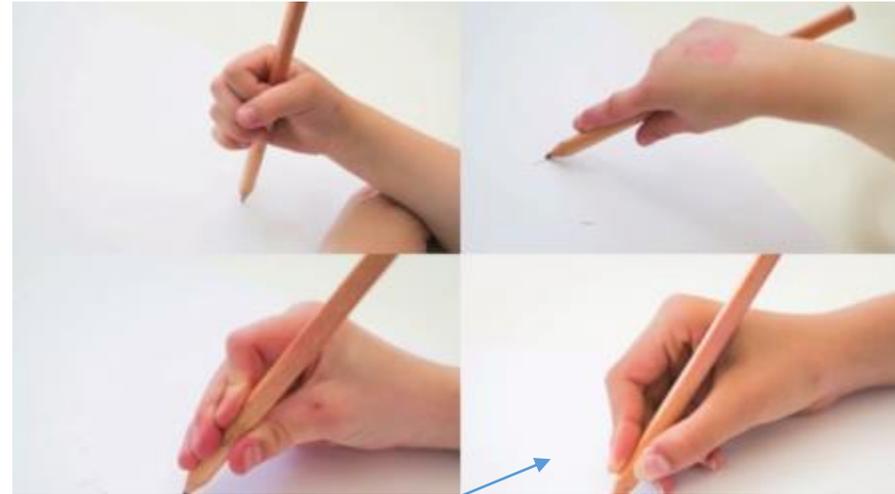
# Pencil Grip

How a child holds a pencil is also dependent on their age and the stage of their development.

We use language like: "Use your birdy fingers."



Expectation at the end of Reception



o e d g q

a

Caterpillar

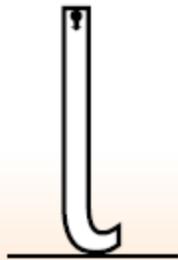
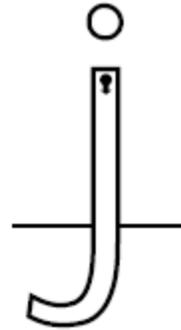
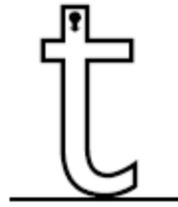
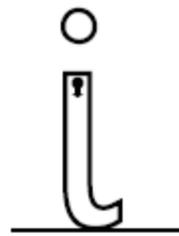
s

c

Letters

f

a c o d g q e s f



# Ladder Letters



l i t u j y

r

n

m

h

One-Armed

k



Robot

b

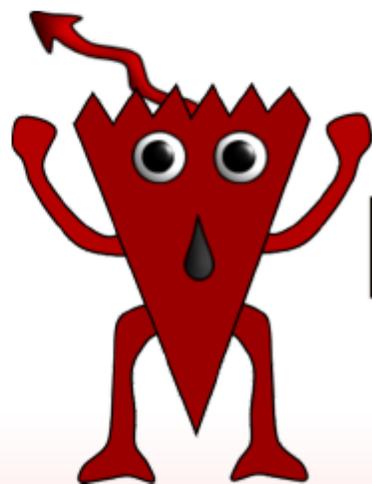
Letters

p



X

W



# Zigzag Monster Letters

V

Z



# Sounding out words to write...

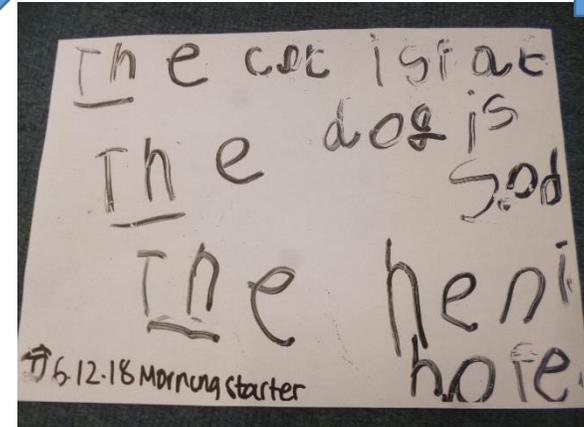
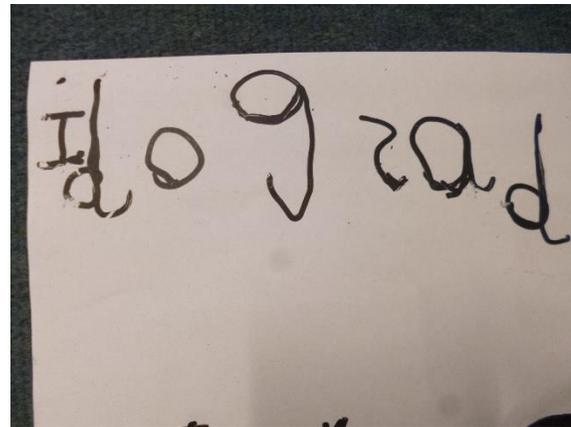
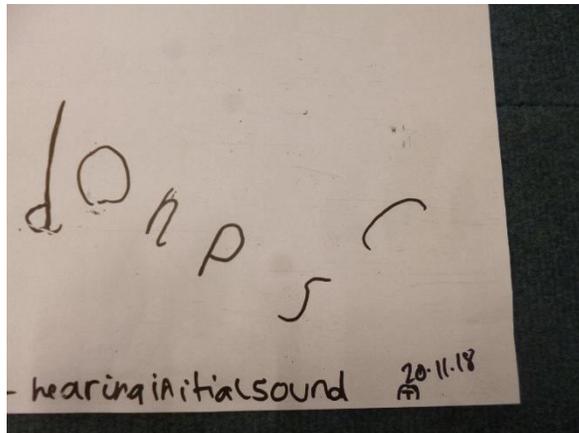
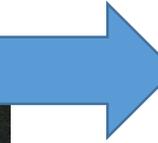
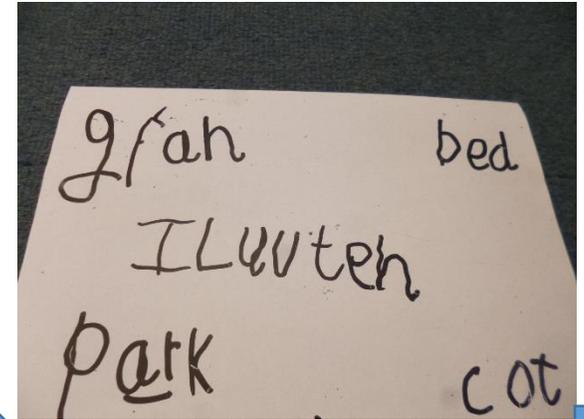
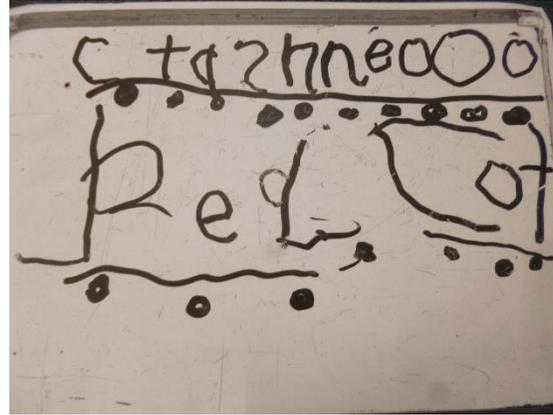
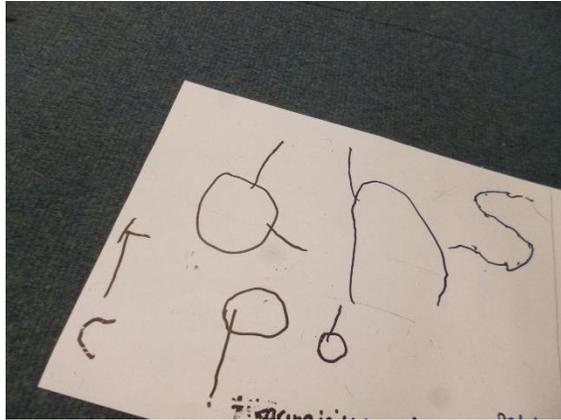
## Fred fingers

We learn to write words using Fred fingers. When we do Fred fingers we think about how many sounds are in a word, put that many sounds on one hand, palms facing the person reading and a pointing finger on the other. Then we press those sounds onto our fingers, like this. Then we Fred talk as we write the word.

## Writing



# Progression throughout the year



Hearing and writing initial sounds  
-including writing their name

Blending CVC words and attempting to write CVC words and high frequency words independently

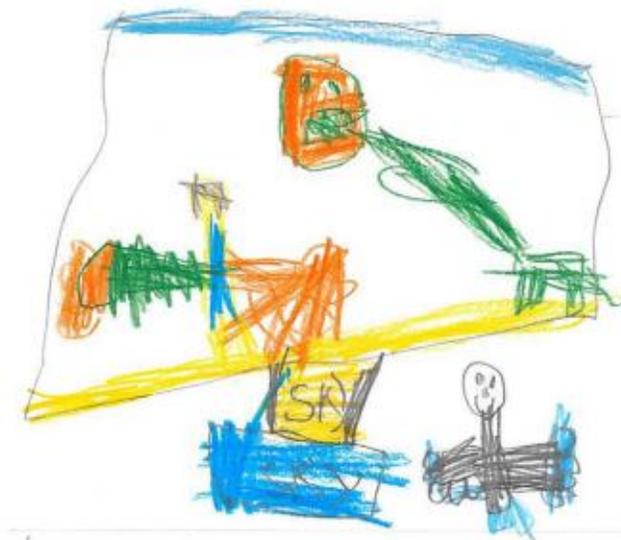
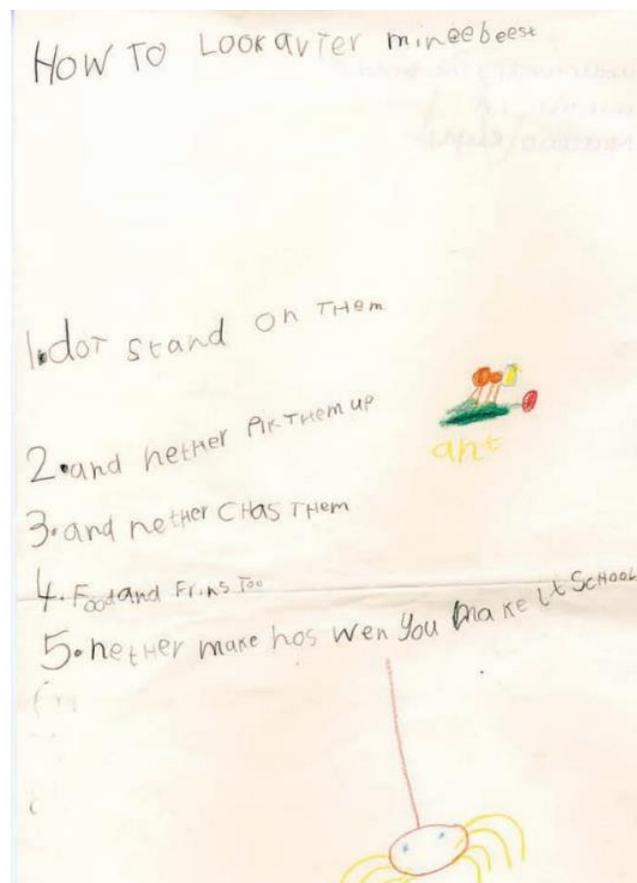
Attempting to write CVC words and high frequency words to form sentences

# Expected Standard



pleze doant  
BRAK the  
case

EYFS profile exemplification for the level of learning and development expected at the end of Reception in writing.

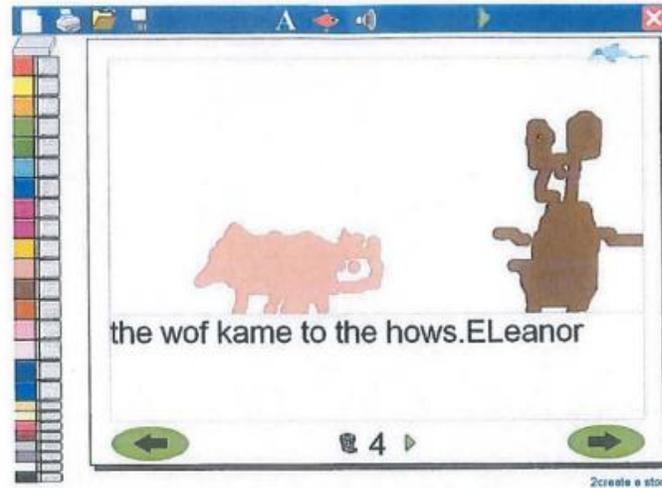


I Watched a  
dinuSON MOVEE  
it was sooper  
exsiting

# Expected Standard



goldilocks ate all the porrig. she oso sat on the  
chair. she went up <sup>also</sup> sters and she went to  
sleep. daniel. <sub>stairs</sub>



We do expect a range of writing including the use of ICT.



catapillars et  
lets. They  
hav lots  
of legs. He  
mays a cacook.  
mya

When I go into  
 space I saw a  
 shooting star out  
 of my window  
 in a hour  
 later I got  
 to the moon  
 and I was  
 the first person  
 to stand on the  
 moon finally <sup>err</sup>  
 I went to

- Key Features of narrative that goes beyond a simple recount.
- Breadth and richness of vocabulary
- Many irregular but high frequency words
- Phonically regular words of more than one syllable

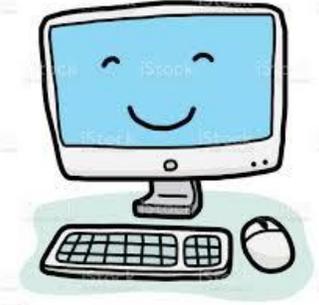
## Exceeding Standard

Once er pun time ①  
 the pigs left  
 their house the  
 fast pig made  
 a house out  
 of straw. the  
 second little  
 pig made  
 his house out  
 of wood.  
 The third little  
 pig made his  
 house out of bricks



one day their  
 lived three little  
 pigs they decided  
 to build three  
 other houses  
 one was made  
 out of straw one  
 was made out  
 of wood and the  
 last house was  
 made out of  
 brick, one day  
 a big bad wolf

# Online Learning Reminders



Thank you all for the amazing work that has been happening at home, it is lovely to see all the work that has been uploaded.

A couple of points to remember....

- Please let your child sound out the words themselves and write it how they can hear it. You can then talk it through after and show the correct way to spell the word. If they copy words, they aren't practising the skill of segmenting.
- When reading a story during the Google meets, you might want to change the layout view so that its is just the teacher reading the story.
- Where possible, children to use a pencil rather than a pen for their work, particularly writing, in order to support their letter formation. We use pencils only in Reception classrooms.