Reception Reading Workshop Autumn 2026

Reading

- EYFS Statutory Educational Programme: **It is crucial for children to develop a life-long love of reading.** Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Word reading- Phonics

Please remember:

- Every child works at their own pace, some children pick phonics up very quickly but for other children it takes more time and practise.
- You do not need to read the whole book at a time, we recommend little and often.
- We want learning to read to be an enjoyable experience!

Word reading- Phonics

- Phonics is a way of teaching children how to read and write. It helps children to hear, identify and use different sounds.
- Phonics involves matching sounds with individual letters or a group of letters.
- Different schools adopt different phonics schemes and the scheme that we use is called supersonic phonic friends.

Supersonic Phonic Friends- The Characters



The Six Phases

Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Phase 1

- The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension).
- It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound

Phase 1- The Six Aspects

- 1- Environmental Sounds
- 2- Instrumental Sounds
- 3- Body Percussion
- 4- Rhythm and Rhyme
- 5- Alliteration
- 6- Voice Sounds
- 7- Oral blending and segmenting

Phase 1- How can I help at home?

- Read lots of stories with your child which contain alliteration, rhyme and repetition.
- Sing lots of songs with your child and encourage them to clap along or use other parts of their body for percussion.
- Talk about sounds that you can hear in the environment.
- Talk about what you have read with your child.
- When your child is ready, begin to break words down orally so they can blend them together. For example “here is your c-u-p, cup!”

Phase 2- Sounds

In Phase 2 the children are introduced to the following sounds:

Set 1: s, a, t, p
Set 2: i, n, m, d
Set 3: g, o, c, k
Set 4: ck, e, u, r
Set 5: h, b, f, l
Set 6: ll,ff, ss

If you are unsure of how to say the sounds when you are supporting your child at home, I have uploaded a document to our Reception class page where you can scan the QR code which will say the sounds through songs.

Phase 2- Tricky Words

As well as initial sounds, the children will be introduced to tricky words. These are words which cannot be sounded out with phonics, the children must learn how to sight read and spell them.

- I
- go
- to
- the
- no
- into

Phase 2- What are children expected to do?

As soon as each set of letters are introduced, the children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to read the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Children will then learn to read and write simple words and phrases such as “a cat on a mat”.

Phase 2- How can I help at home?

- Practice recognising the Phase 2 sounds and tricky words.
- Practice writing the Phase 2 sounds and tricky words.
- Encourage your child to read and write simple words and phrases independently.
- Point out sounds and words in the environment.
- Play phonics games
- Don’t use letter names when practicing phonics, this can be very confusing.
- Read lots of stories together!

Reading books

- Reading books are changed every week on a Monday or Tuesday.
- We ask that the children pack their reading books and reading records every day, as we try to read with the children as much as possible.
- Every child will be read with at least 2-3 times a week.
- At least one of those reading sessions will be a phonics group read where the children focus on 'book talk' (discussing the front cover, the title, key vocabulary, illustrations and discussing the book as a group). The other sessions will focus on reading the text and using and applying their phonics skills.
- Please sign their reading record weekly with a little comment on how they are getting on at home- what are they enjoying? Is there anything they need more support with at school?

Phonetically Plausible

When your child begins to write, please encourage their use of sounds. Their spelling does not need to be correct, so long as it is “phonetically plausible.”

For example- if a child writes ‘sed’ for ‘said’ or ‘boi’ for ‘boy’ then we would be delighted with this as it matches their phonics level.

However, we do correct spelling if we think that the child knows the sound that they need.

Phase 3- Sounds

- By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.
- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 3- Tricky Words

- **During Phase 3, the following tricky words are introduced:**
- he
- she
- we
- me
- be
- was
- you
- they
- all
- are
- my
- her

Phase 3 What are children expected to do?

By learning more sounds and tricky words, the children will develop the complexity of the words and sentences which they are reading and writing.

The children should be able to recognise the digraphs and trigraphs in words.

fish

catch

chair

The children should also be able to read sentences to answer simple yes/no questions-

Is a cow on the moon?

Can a dog go in the mud?

Phase 3- How can I help at home?

- Practice recognising the Phase 3 sounds and tricky words.
- Practice writing the Phase 3 sounds and tricky words.
- Encourage your child to read and write words and phrases independently.
- Correct your child if you think that they know how to spell or read a particular word of phrase.
- Point out sounds and words in the environment.
- Play phonics games.
- Don’t use letter names when practicing phonics, this can be very confusing.
- Read lots of stories together!

Phase 4- Sounds

There are no new taught sounds during this phase. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Phase 4- Tricky Words

During Phase 4, the following tricky words are introduced:

- said
- have
- like
- so
- do
- some
- come
- were
- there
- little
- one
- when
- out
- what

Phase 4 What are children expected to do?

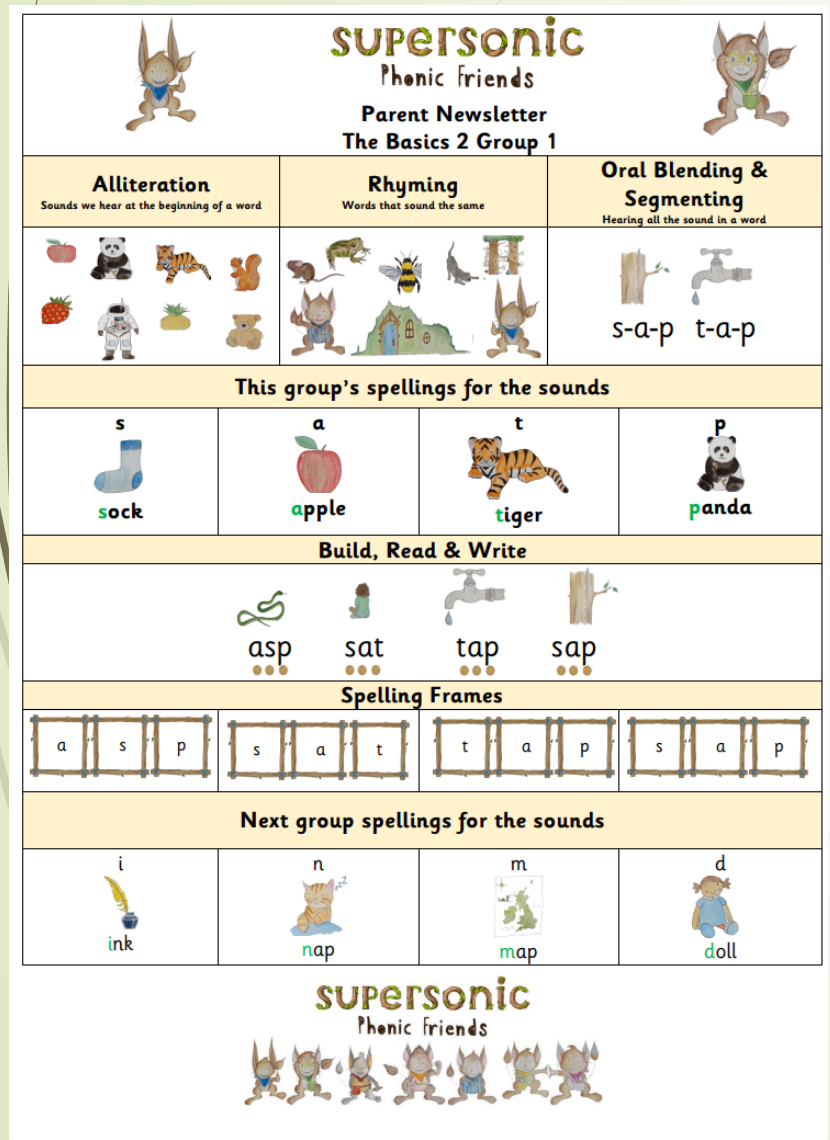
Children who are working within Phase 4 will know all of the taught sounds and be able to read and write them within words and sentences.

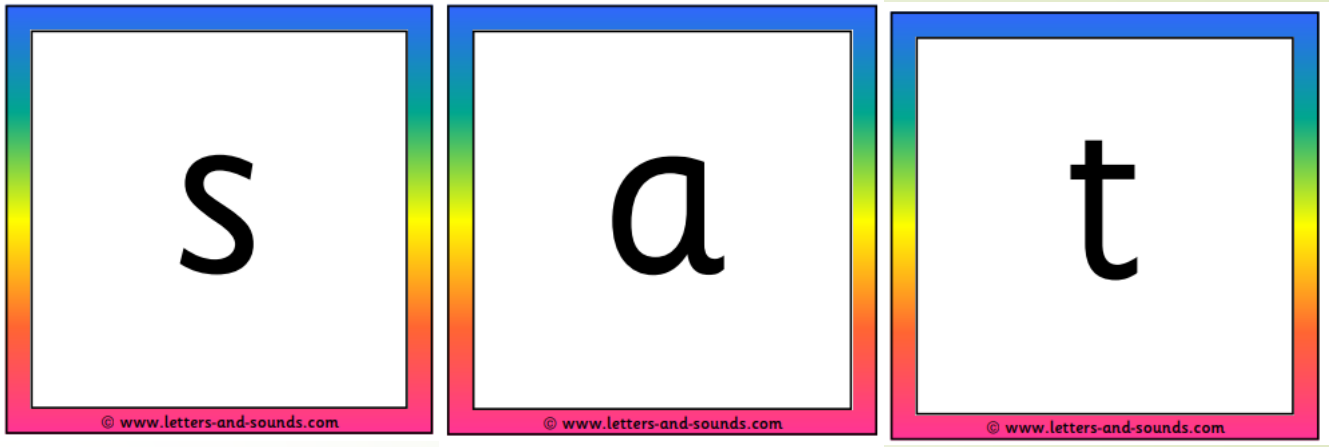
Similar to Phase 3, the children should be developing the complexity of what they are reading and writing.

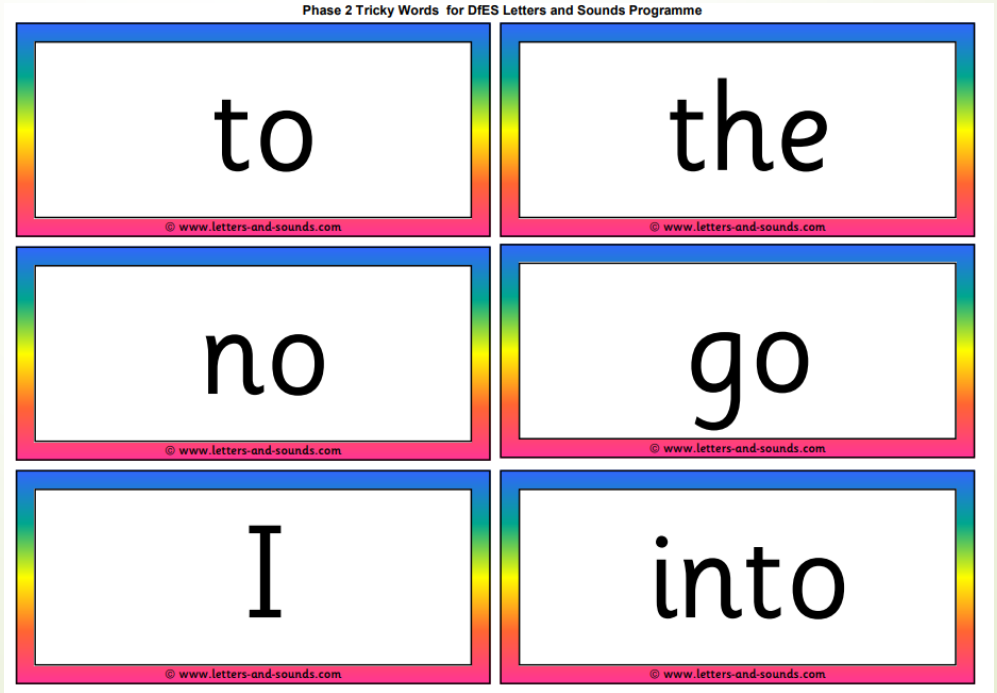
Phase 4- How can I help at home?

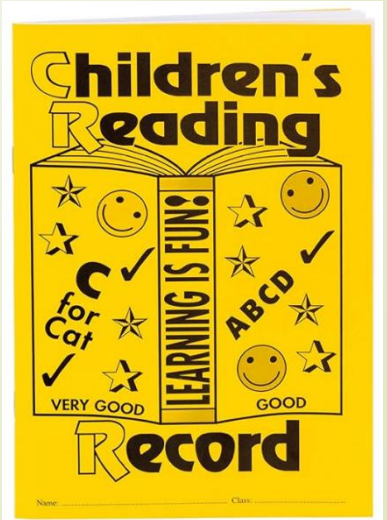
- Practice recognising the all of the taught sounds and tricky words.
- Practice writing all of the taught sounds and tricky words.
- Encourage your child to read and write words and phrases independently.
- Correct your child if you think that they know how to spell or read a particular word of phrase.
- Encourage your child to read and write for a variety of purposes.
- Play phonics games.
- Don’t use letter names when practicing phonics, this can be very confusing.

Please continue to check our class dojo page as I will continue to post the phonics parent newsletter, so you know which sounds we are covering in class.









Comprehension

Oral language development is key to children's development. Language development can be enhanced by the amount of spoken language a child hears and joins in with. Language comprehension is an important pre-requisite to children being able to understand what they read for themselves, when the teaching of phonics begins in reception. It's also important to later support their writing composition.

Language development links closely to listening and understanding. Introducing children to a wide range of words they would rarely hear or use increases their knowledge of vocabulary and concepts to help them understand the world around them. Hearing and talking about these words in context helps children to understand.

How can you help at home?

- When reading with your child talk about the meaning of words
- Listen to a variety of stories to introduce your child to words they would not often hear in everyday speech
- Ask your child why they have chosen a particular book (following their interests) and share your thoughts on the book "I like this book because the cat always makes me laugh"
- Look out for rhyming words (for example in stories like 'Shark in the Park')
- Point out the colours, pictures and characters
- Discuss the book title, or author
- Take the time to talk and ask questions about the characters and main events in the story, can they predict what they think is going to happen next in the story?
- Re-read stories to build up familiarity, fluency and support their understanding of language and language development (Favourite Five, The Power of Reading).

Reception Class Favourite 5 2026-2027	
Autumn 1 **I'm Going to make a friend** The colour monster Monkey Puzzle Meesha makes Friends Chocolate Moose For Greedy Goose	Autumn 2 **Anna Hibiscus' Song** Stick Man A squash and a squeeze Giraffes Can't Dance Ruby's Worry
Spring 1 **10 things I can do to help my world!** Super Duper You Ravi's Roar Sharing a Shell Oliver's Vegetables	Spring 2 **Aaargh Spider!** The Pout, Pout Fish The Snail and the Whale The Go Away Bird! Tilda Tries Again
Summer 1 **The Leopards Drum** The Gingerbread Man Goldilocks and the Three Bears Jack and the Beanstalk Hanna asks for help	Summer 2 **The Naughty Bus** What the Ladybird Heard Lost and Found The Lion Inside Perfectly Norman

Favourite 5 Books

-Develop comprehension skills

-Deepen understanding

-Build confidence when retelling stories

-Encourages use of new vocabulary

Promoting reading for pleasure
“A life-long love of reading”

Set aside a special time – just a few minutes a day is enough to create a reading habit.

Get caught reading yourself – show that reading for pleasure is not just for children.

Read to each other – if your child really doesn’t want to read on their own, then read together. You read a page, then they read a page.

Value the books they choose to read – all reading is valuable for a child’s development. Some of us prefer non-fiction; some of us prefer comics. One child might like superhero books; another might a book of football statistics.

Reading buddies – reading to a sibling can boost your child’s self-confidence and communication skills.

Audiobooks – audiobooks allow children to experience a book above their own reading level. It also allows you to share a book together or make the most of those car journeys. Listening to a story over and over again can improve vocabulary and encourage deeper comprehension.

Useful links:

https://www.booktrust.org.uk/booklists/b/best-books-for-3-year-olds/

https://www.booktrust.org.uk/booklists/b/best-books-for-4-year-olds/

https://www.booktrust.org.uk/booklists/b/best-books-for-5-year-olds/

https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/

Nursery Rhymes and Songs - BBC Teach

BookTrust: Getting children reading | BookTrust

https://www.phonicsplay.co.uk/resources

https://www.stmaryschiswick.org.uk/curriculum/phonics

Phonics Glossary – Letters and Sounds (letters-and-sounds.com)

https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2

Phonics Glossary

Phonics Glossary – Letters and Sounds (letters-and-sounds.com)

Term	Meaning
Adjacent consonants	Two or three consonants next to each other that represent different sounds. For example, **bl** in **bl**ack. Notice here that **bl** makes the two different sounds **b** and **l**, whereas **ck** makes the single sound **ck**.
Blending	Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, **j-a-m** blended together reads the word **jam**.
Consonant	The letters of the alphabet (apart from the vowels **a**, **e**, **i**, **o** and **u**).
Consonant digraph	A digraph that is made up of two consonants (**sh** in **sh**op).
CVC words	A consonant-vowel-consonant word, such as **cat**, **pin** or **top**.
CCVC words	Consonant-consonant-vowel-consonant words such as **clap** and **from**.
CVCC words	Consonant-vowel-consonant-consonant words such as **mask** and **belt**.
Digraph	A grapheme made up of two letters that makes one sound (**sh** in **sh**op).
Grapheme	Graphemes are the written representation of sounds. A grapheme may be one letter (**f**), two letters (**ir**), three letters (**igh**) or four letters in length (**ough**).
Grapheme-phoneme correspondences (GPCs)	Knowing your GPCs means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling. It also means seeing a grapheme and knowing the phoneme that relates to it, which is important for reading.
Phoneme	Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word **sit** /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, **fit**. If you change the phoneme /t/ in fit for a /sh/, you have a new word, **fish** – /f/-/i/-/sh/. There are around 44 phonemes in English and they are represented by graphemes in writing.
Segmenting	Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word **jam** is segmented into the sounds **j-a-m**.
Split digraph	A digraph that is split between a consonant (**a-e** in m**a**k**e**). A split digraph usually changes the sound of the first vowel. For example, compare the pronunciation between **man** and **made**.
Tricky words	Words that are commonly used in English, but they have spelling patterns which make them difficult to read and write using introductory phonic knowledge. For example, **said**, **of** and **was**.
Trigraph	A grapheme made up of three letters that makes one sound (**igh** in h**igh**).
Vowel	The letters **a**, **e**, **i**, **o** and **u**.

Example Phonics Lesson



Thank you for your support!

- Please do not hesitate to come and see me if you have any questions. You can also email me via the school office.
- A writing workshop will take place in the Spring Term.