

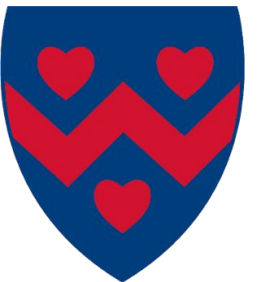
THE ORATORY PREP SCHOOL

Literacy Information

Reception

We will cover

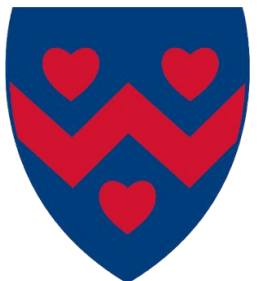
- Reading
- Phonics & Spelling
- Scheme of work
- Assessment
- Useful websites and Apps



Reading

Reading is one of the most important life skills a child develops, and this development starts from the very beginning.

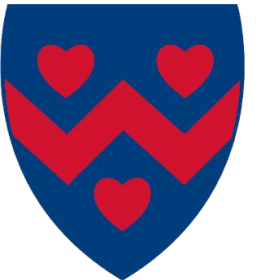
There are a variety of reading schemes for the children to work through. We listen to them read as often as we can in the week and it is important you listen to your child read at home as well. The class teacher will move the child onto the next level of reading when they are ready.



Reading, however, does not come easy to all children and it is important to ensure reading to an adult remains a relaxed, enjoyable experience and not a battle.

Other ways to engage children with reading in a more discrete manner:

- Audiobooks
- Subtitles on the TV and no volume!
- Cooking - getting the children involved in selecting the recipe and following the instructions
- Crafting, lego, playing board games etc following instructions to achieve a task
- Days out as a family eg going to a museum or zoo and recognising letter sounds/ words in different environments



Phonics & Spelling

Spelling and the development of spelling goes hand in hand with reading. The more children practise recognising letter sounds by listening, segmenting and blending so their spelling skills will develop. This is all starts with pre-writing activities.

Rainbow Writing

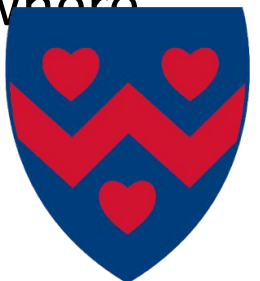


Rainbow writing makes spelling practice more enjoyable. Through the use of crayons and coloured pencils, children can create a rainbow style effect to help improve spelling and help it stick in the mind.

Sounding Out Words



When sounding out words, you say each letter sound as slowly as possible (*c...a...t*) to decode the letters, and then you say the word (*cat*). This process is called blending where letter sounds are blended together to form a word.



SUPERSONIC Phonic Friends



We continue with the phonics scheme 'Supersonic Phonic Friends' that the children were introduced to last year.

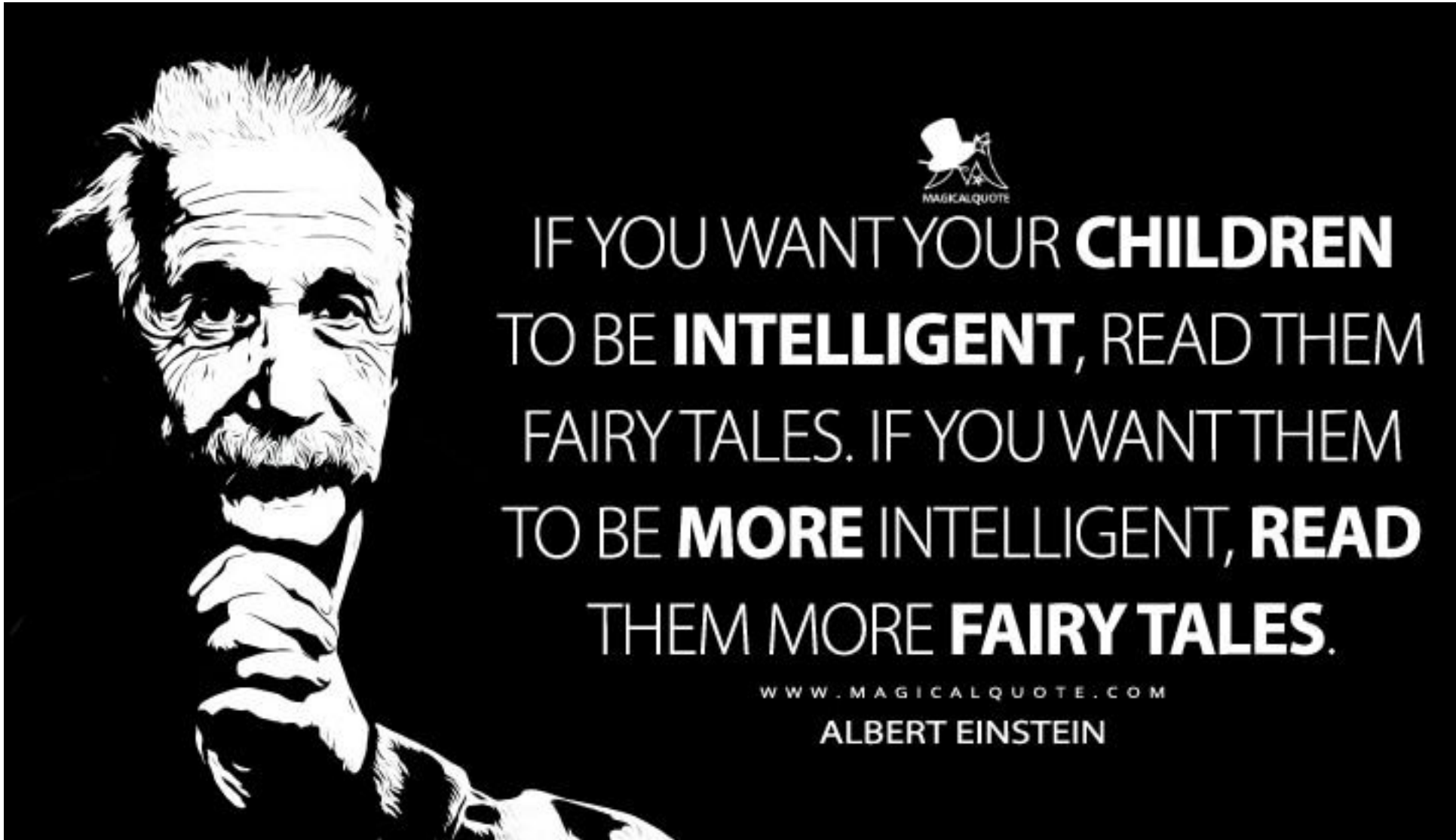
All the children take part in a phonics screening assessment at the beginning of term. Children will then be placed into a suitable group and will be taught phonics vertically using this data. They will have 4 phonics sessions a week. Children are able to move and progress in their phonics throughout the term.

1. Say the sounds correctly.

<https://www.youtube.com/watch?v=UCI2mu7URBc>



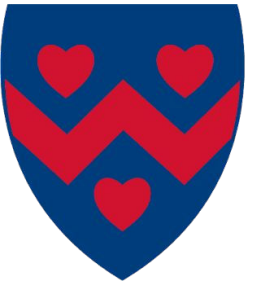
2. Help your child to link sounds to single letters/ phonemes, digraphs & trigraphs
3. Segmenting & blending sounds together to read simple words e.g. c_a_t
4. Tricky words are High Frequency words that cannot be sounded out e.g the
5. Practise! You will receive a newsletter every week on Tapestry about the following weeks letter sounds and words you can practise together.
6. Read as much as you can to your child



IF YOU WANT YOUR **CHILDREN**
TO BE **INTELLIGENT**, READ THEM
FAIRY TALES. IF YOU WANT THEM
TO BE **MORE INTELLIGENT**, **READ**
THEM MORE **FAIRY TALES**.

WWW.MAGICALQUOTE.COM

ALBERT EINSTEIN

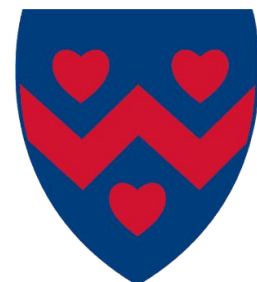


Scheme of Work

A literary rich curriculum is at the heart of our teaching, with a variety of texts chosen. These texts are age appropriate that cover themes linked to our topic and they engage, challenge and support children to be critical readers and confident and informed writers.

Types of lessons covered:

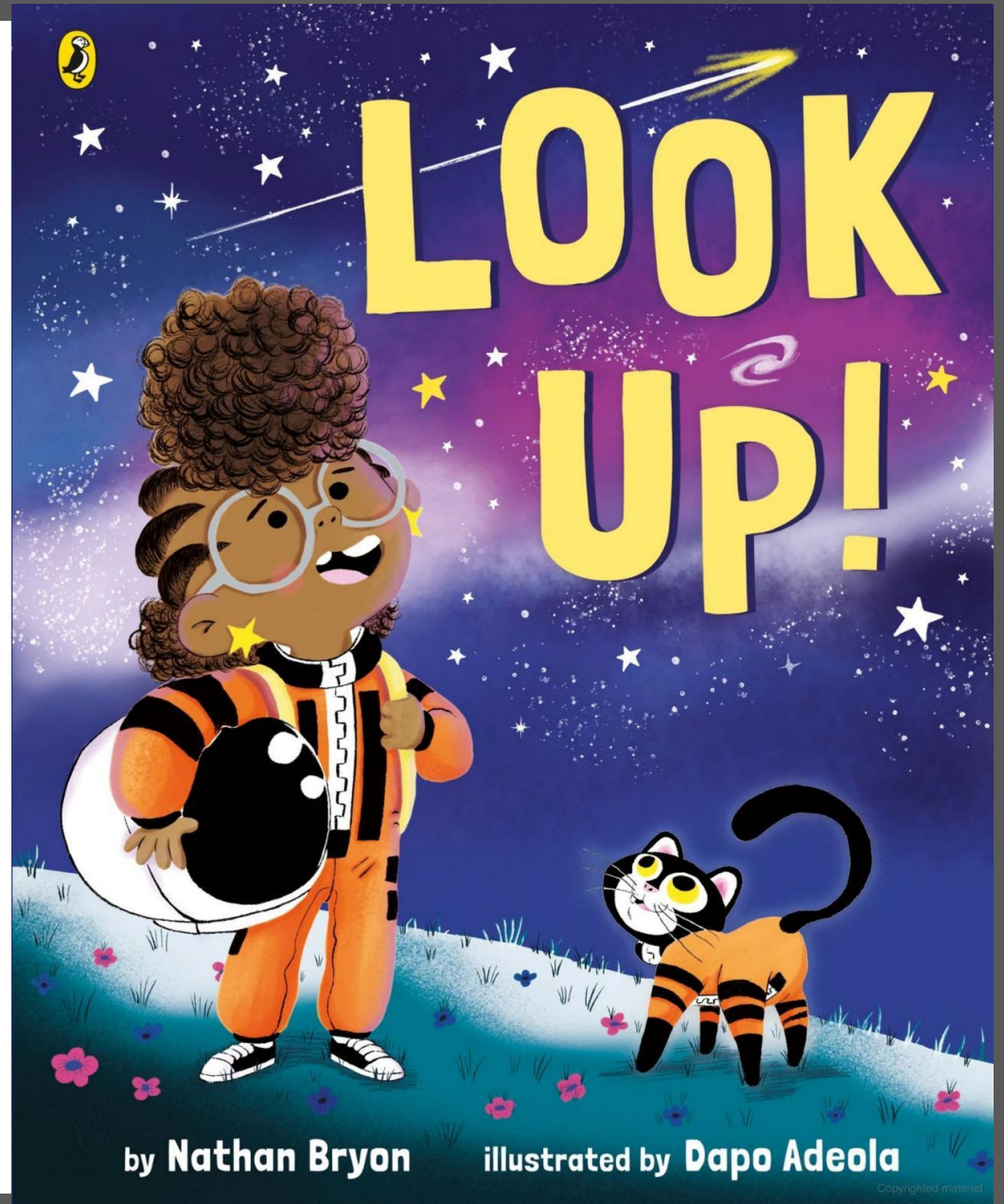
- Recall sequence of events
- Role-playing characters
- Story mapping
- Understanding the moral of the story
- Using imagination to innovate a story



WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK



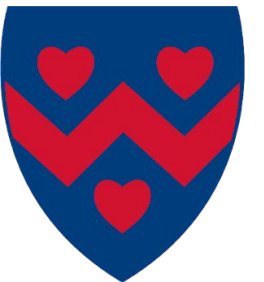
by Nathan Bryon

illustrated by Dapo Adeola

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Assessment

- Ongoing
- Phonics screening every half term
- Once a month writing (What can they do independently)



Websites and Apps

- Phonics Play

<https://www.phonicsplay.co.uk/>

- Reading Eggs

<https://readingeggs.co.uk/>

- Teach your Monster to Read

<https://www.teachyourmonster.org/>

