



St Catherine Catholic Primary School
'Living life to the full'

Reading Workshop Reception





What are we going to cover?

- The importance of reading.
- How we teach phonics and reading at school.
- Supporting your child with reading at home.



St Catherine Catholic Primary School

'Living life to the full'



The greatest gift is a
passion for reading.

Elizabeth Hardwick



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



Early Reading at St Catherine Catholic Primary School

School mission for reading: Every child to be a fluent and passionate reader.

Early Reading

- Reading and books are at the heart of our curriculum.
- Children are read to every day in school.
- Children take part in daily phonics sessions.
- Pupils take part in Guided reading sessions three times a week.

What is phonics?



Phonics is:

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

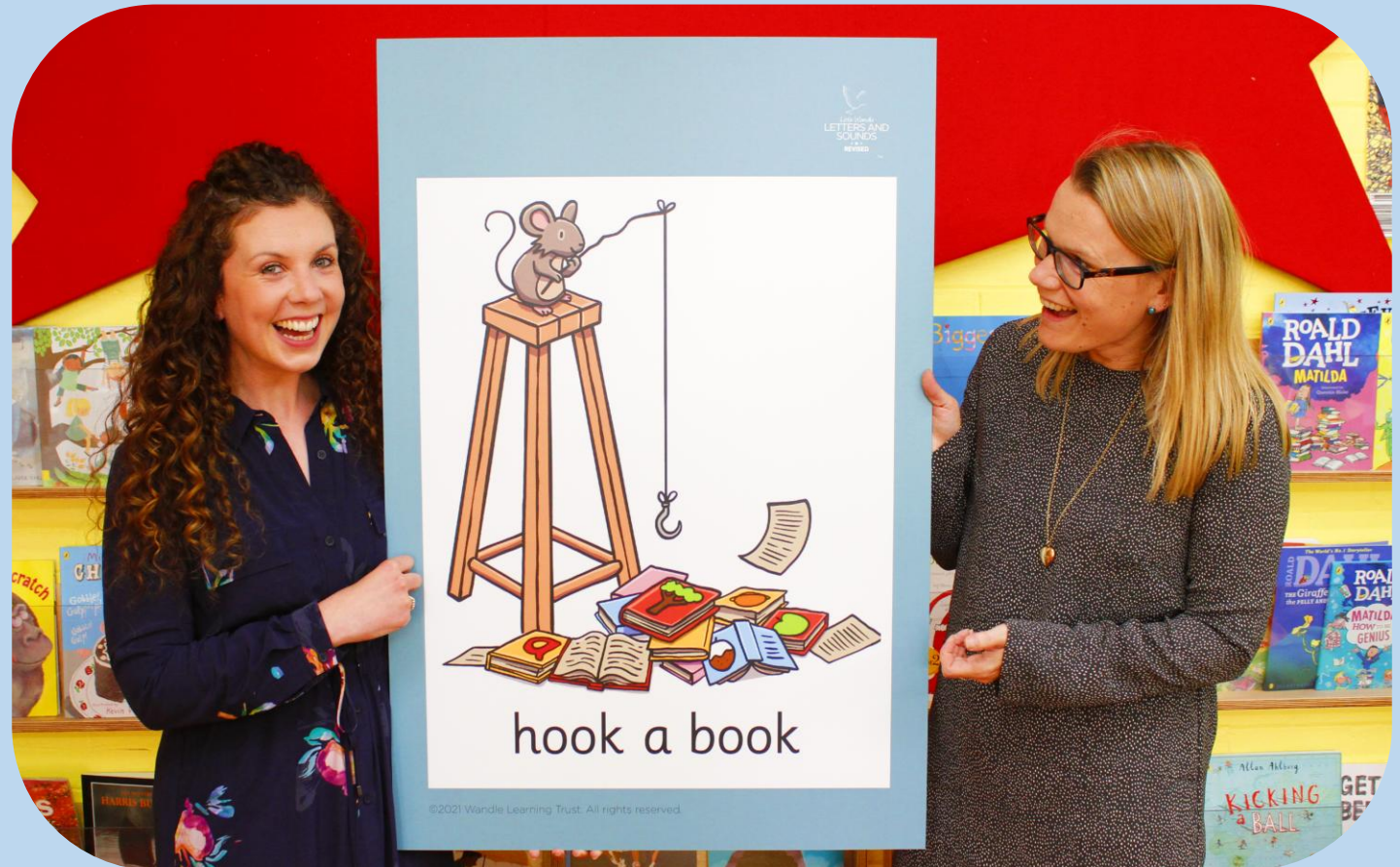


What is phonics?

Matching the sounds to letters or groups of letters.

Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our programme to teach early reading and spelling.



Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

Glossary of Phonics Terms

Term	Meaning
Blending	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word - used when reading.
Consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include: <ul style="list-style-type: none"> • VC words e.g. on, is, it. • CCVC words e.g. trap and black. • CVCC words e.g. milk and fast.
digraph	Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: <ul style="list-style-type: none"> • Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day. • Consonant digraph: two consonants which can go together, for example shop or thin. • Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.
phoneme	A single sound that can be made by one or more letters - e.g. s, k, z, oo, ph, igh.
phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
segment	Splitting a word up into individual sounds - used when spelling and writing. The opposite of blending.
tricky words	Words that are difficult to sound out e.g. said, the, because.
trigraph	Three letters which go together make one sound e.g. ear, air, igh.
vowel	The letters a, e, i, o, u.

This term we are teaching Phase 2

- These are the first group of letters and sounds your child will learn.
- We start teaching from week 2 of Reception.
- The lessons are fun, interactive, engaging and have been designed to gradually build over time.



We teach Phase 2 in this order

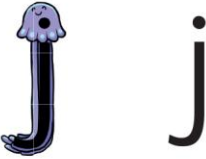








Phase 2 grapheme information sheet

Autumn 1


























Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.






Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say y without	Down and round the yo-yo, then follow the string sound

Let's say the Phase 2 sounds

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

We teach blending so your child learns to read

- Teacher-led blending is taught throughout Phase 2.
- Our aim is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Tricky words









- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.
- Children are now learning to read the Phase 2 tricky words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.



Spelling

Your child will be taught how to spell simple words, using the graphemes they have been taught.

They will practise the correct formation of letters. They will also have handwriting lessons.

Phase 2 grapheme information sheet		Autumn 1	
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.



How do we teach spelling?

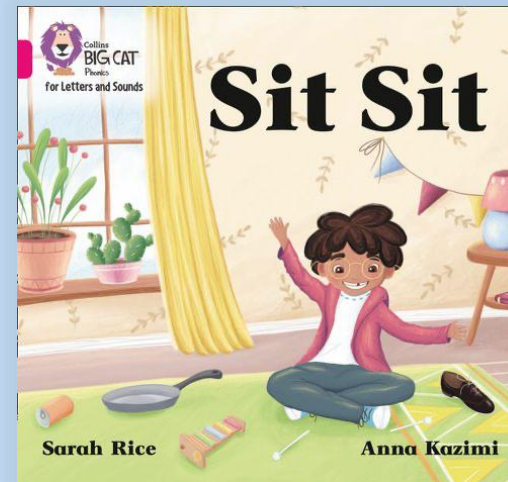
- Say the word.
- Segment the sounds.
- Write them down.



How do we practise reading in books?

Reading practice sessions are:

- Timetabled three times a week
- taught by a trained teacher/teaching assistant
- Taught in small groups
- Children in Reception will bring a book home by week 5 of the first half-term.



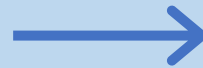
How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

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



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) - their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home - but they should be able to do this on their own.



How can you help your child at home?

Read to your child.

Listen to audio books.

Listen to them read their reading book/
look at the picture book- Please sign the
yellow reading records.

Encourage them to form the letters correctly.
and write any sounds they can hear.



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**Children are made readers
on the laps of their parents.**

Emilie Buchwald



Shared reading book brought home on a Monday.

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



Book bag



Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

<http://jollylearning.co.uk/> - Games and information for parents

<http://www.phonicsplay.co.uk/> - many games to play

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children

to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm - fun games for the children to play and information for parents

<http://www.ngfl-cymru.org.uk/> - fun games for the children to play

<http://www.starfall.com/> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

BBC Bitesize - many games to play covering all areas of the curriculum

<https://home.oxfordowl.co.uk/>

Reception

Welcome to our class page!

Class teacher: Miss Wiggins and Mrs Charlton

Teaching assistants: Miss D Hatzl

This week at school – Monday 6th October-Friday 10th October 2025

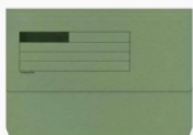
Learning This Week

This week the children enjoyed listening to the story Elmer. This story is about a colourful patchwork elephant who tries to blend in with his grey elephant herd but ultimately learns to embrace his unique identity. In RE, the children continued learning about the Creation story. Here is a link that you might like to watch with your child. <https://www.youtube.com/watch?v=teu7BCZTgDs> Pupils have also had great fun continuing their knowledge of their senses and enjoyed learning about the sense of taste. In Maths the children have learnt about patterns and really enjoyed creating their own patterns. The children are continuing to make great progress with their sounds and some children are even beginning to blend words and read them. Well done!

Next week we are looking at non-fiction texts with the children.

Please make sure your child brings home their reading book on Monday so we can change it. Book bags must be brought to school every day.

Home learning



Your child will come home with weekly homework. This term we will be focusing on letter formation. Homework will be issued on a **Friday** and is due in on a Thursday. There is also an explanation sheet to explain how to say the sound and how to form the sound. Please keep homework in green homework folders. Please see Mrs Phaure if you have any questions.

This week the children will practise writing the sounds j v w x

If you have any questions, then please do not hesitate to talk to the member of staff on the gate in the morning.

Items to bring to school daily



water bottle



book bag



reading book and reading record

Items to leave in locker



carrier bag with a change of clothes



wellington boots

Thank you for listening.

Please feel free to come and talk me if you have any questions.