

# Reception Reading Workshop

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**Mrs Elliott**

**9<sup>th</sup> October 2024**

# Reading Practice Sessions

- We teach children to read through reading practice sessions three times a week.

These:

- are taught by a fully trained adult to small groups of children
- use books matched to the children's **secure** phonic knowledge following assessments of the children
- are monitored by the class teacher, who rotates the groups so each adult works with each group on a regular basis.





# Reading Practice Sessions

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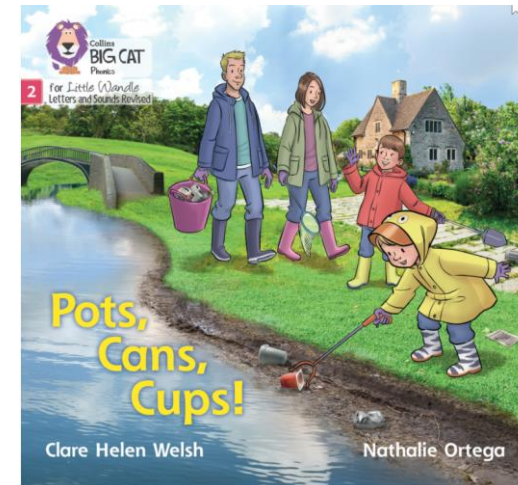
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - **decoding:** reading key words from the text by sounding out and blending
  - **prosody:** teaching children to read with the correct intonation and expression
  - **comprehension:** teaching children how to understand what they read.



# Reading at Home

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- Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home, helping them to become fluent, confident readers.
- There are two types of reading book that your child will bring home:
  - **A reading practice book:** This will be at the correct phonic stage for your child. Before they can blend confidently, this will be a wordless book.
  - **A Share a Story library book:** Your child will not be able to read this on their own. This book is for you to read to them and enjoy together.



# The Reading Practice Book

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- We need your support to help your child practise reading and develop prosody within a book they have already read at school.
- The book will be matched to their phonic stage and be **fully decodable**.
- If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop **fluency** and confidence in reading. It should not be difficult for them at all. These books are there to celebrate your child's wonderful reading, so giving your child that encouragement and positivity will really help them.
- When your child is reading, listen with interest and encourage, praise and enthusiastically acknowledge their achievements, no matter how small!
- Your child will bring home their reading practice book each Thursday. **These MUST be returned each Monday, before the next reading practice sessions.**

# How to support reading at home

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- Let's go through the steps for reading a book together.



Collins  
**BIG CAT**  
Phonics

**2** for Little Wandle  
Letters and Sounds Revised



# Pots, Cans, Cups!

Clare Helen Welsh

Nathalie Ortega

Read the  
title of the  
book.

What can  
they see on  
the cover?



## Before reading

### Practising phonics: Phase 2

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandleL&Srevised](http://collins.co.uk/BigCatLittleWandleL&Srevised)

### Revisit and review: Pre-read

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

### Reading at home

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

Discuss the vocabulary.

### Read the GPCs

g c ck o  
e u

### Read the words

picks get cans  
Mum

### Read the tricky words

the and I

### Vocabulary

Ask the children to read these words. Check understanding.

dips tugs dock

### Practise and apply: Read the book

- Now ask the children to read the book.
- Tap-in and listen to each child read.

Ask your child to read the GPCs, the words and the tricky words.

They may need to sound out and blend the words, or they might be able to read them automatically.

# Pots, Cans, Cups!



by Clare Helen Welsh  
illustrated by Nathalie Ortega

**Collins**



W

Get the pots, Ted.

Now ask your child to read the book. They should read most words fluently but can sound out and blend any unknown words. This could be in their head or out loud.

Allow your child to point to the words themselves as they read them.

pots in the mud





I dig the mud.

Your child will then continue reading through the book, turning the pages for themselves.

Ted picks up pots.

If your child has had to sound out the word, make sure they re-read the whole word before moving on. If they have had to sound out several words in a sentence, ask them to re-read the full sentence.



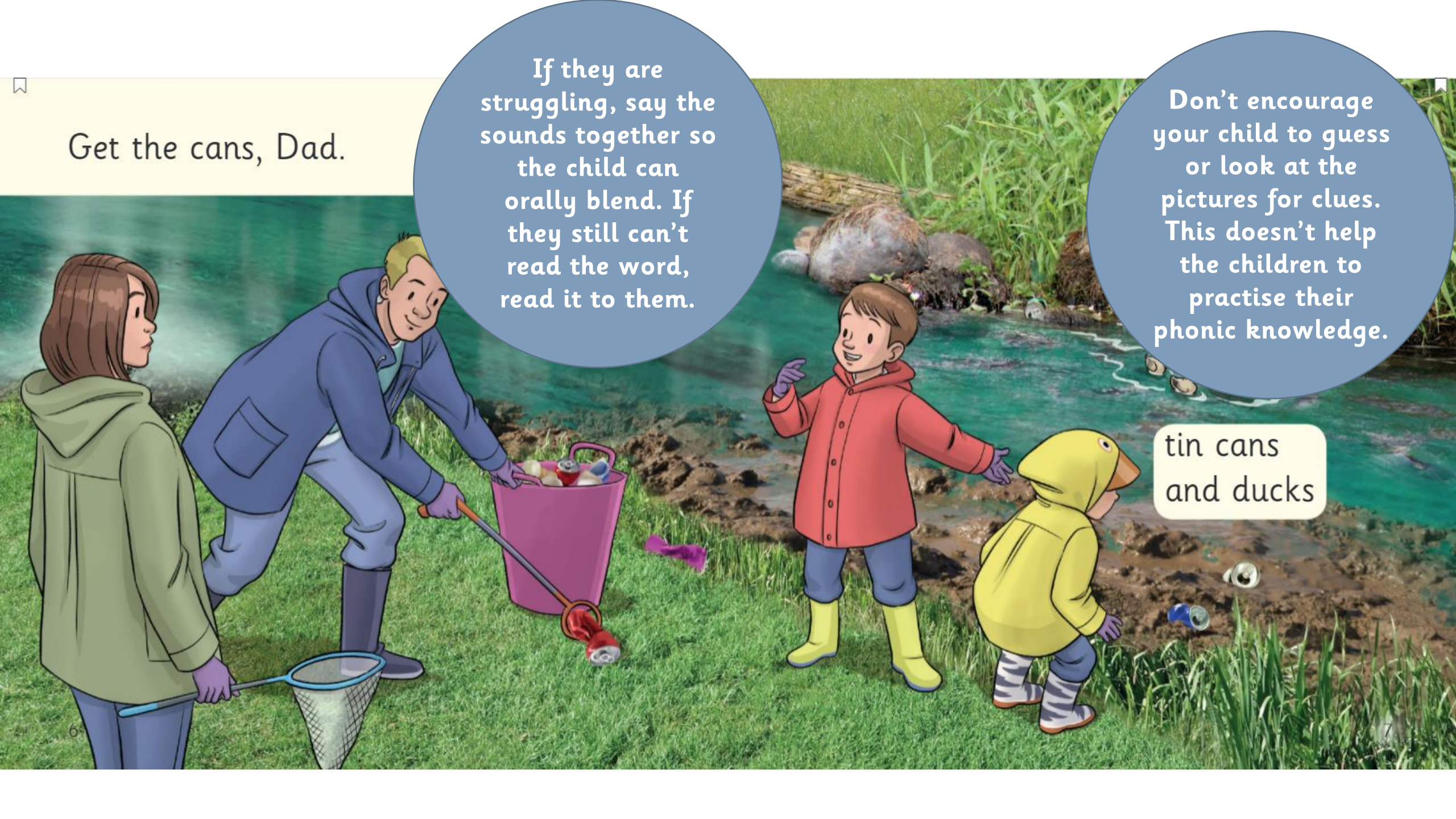


Get the cans, Dad.

If they are struggling, say the sounds together so the child can orally blend. If they still can't read the word, read it to them.

Don't encourage your child to guess or look at the pictures for clues. This doesn't help the children to practise their phonic knowledge.

tin cans  
and ducks





Dad tugs the can.

I pick up ten.

Now they can focus on using prosody (reading the sentences with expression). Your child will have focused on this during one of their reading practice sessions in school.

If your child is able to read each page fluently, celebrate their success!

## **Review: After reading**

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

### **Read 1: Decoding**

- Point to the word **Get** on page 2. Ask the children to sound out and then blend the word. (*g/e/t – Get*)
- On pages 4 and 5, ask them to find a word that has the /u/ sound. (*mud*) Next, ask them to find the word that has the /e/ sound. (*Ted*)
- On page 7, can they find two spellings for the /c/ sound? If necessary support them by pointing to **cans** and **ducks**.
- Look at the “I spy sounds” pages (14–15). Point to the net and say: I spy an /e/ in net. Challenge the children to point to and name different things they can see containing an /e/ sound. (e.g. *nest, eggs, bench, hens, teddy, leg, wellies, cobweb, elephant, red (train), engine (on the train)*) Ask: Which words begin with /e/? (*eggs, engine, elephant*)

### **Read 2: Prosody**

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.

### **Read 3: Comprehension**

- For every question ask the children how they know the answer. Ask:
  - On page 4, why is the boy digging? (*to get the pot out the mud*)
  - On pages 8 and 9, how many cans does the boy say he has? (*ten*)
  - On pages 10 and 11, why does Mum need a net? (e.g. *because she needs to get cups out of the water*)
  - Does the text tell us that the family got lots of different things out? How do we know? (e.g. *yes, it says they got pots, cans and cups*)

At the end of the book,  
you can check your  
child’s understanding by  
asking the  
comprehension questions  
at the back. You could  
also ask about what has  
just happened in the  
story as they are reading.

Only do this as  
far as the child is  
interested. We  
want reading at  
home to be a  
positive  
experience, not a  
test!

Project:   
Proofreader: Gaynor Spry  
Designer: 2Hoots Publishing Services Ltd  
Production controller: Katharine Willard  
Developed in collaboration with Little Wandle Letters and Sounds  
Reviewed and aligned to the Little Wandle Letters and Sounds P

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# Tips for reading with your child checklist

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- Before reading the book, look at the title of the book and discuss what they can see on the cover.
  - Ask your child to read the GPCs (letter sounds) on the inside cover at the front of the book.
  - Ask them to read the words on the inside cover by sounding out and blending. They should be able to read the 'tricky words' automatically. Talk about what the words mean, particularly the vocabulary words.
  - Now ask your child to read the book. They should read most words fluently but can sound out and blend any unknown words. This could be in their head or out loud. Allow your child to point to the words themselves as they read them.
  - Let your child turn the pages themselves so they are in charge of their reading.
  - Discuss the comprehension questions at the end of the book if your child is still focused.
- If your child is able to read each page fluently, celebrate their success! Now they can focus on using prosody (reading the sentences with expression). Your child will have focused on this during one of their reading practice sessions in school.

If your child has had to sound out the word, make sure they re-read the whole word before moving on. If they have had to sound out several words in a sentence, ask them to re-read the full sentence.

- If they are struggling, say the sounds together so the child can orally blend. If they still can't read the word, read it to them. Don't encourage your child to guess or look at the pictures for clues. Previously this was used as a strategy for working out an unknown word, but as this doesn't help the children to practise their phonic knowledge, it should no longer be used.



# Wordless Books



- Share the title and read the blurb on the back
- Ask your child to tell you what they can see on each page –talk about this, and use the prompts in the circles at the bottom of each page, asking your child to find the 'd, dog' in the picture (for example), then ask them what the first sound is in 'dog', to which they should reply 'd'
- At the end of the book, there is a page which shows key parts of the book/story - ask your child to tell you what happened/what they saw using those picture prompts.

# Blending Practice Books

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- When your child is blending confidently on their own, they might receive a Blending Practice Book – these help embed the skill of blending
- Your child should read each word, then look for something that matches the word in the picture. They can then turn the page to check they were correct, and practise reading the word again.






# Spelling

- Your child will be taught how to spell simple words, using the graphemes they have been taught in our phonics lessons.
- They will practise the correct formation of letters using the mantras on the grapheme information sheet. They will also have handwriting lessons.



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
s 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 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 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.
		Bring your line together, push them	Down the penguin's back, up and



# How do we teach spelling?

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- At the end of each phonics lesson, the children practise segmenting and writing a word. This will increase to 3 words as they progress throughout the year.

- Our mantras when spelling a word

are: **Say the word.**

**Say the sounds.**

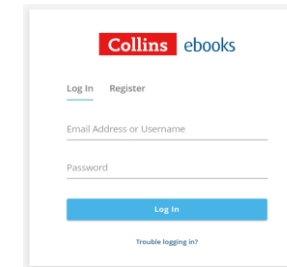
**Write it down.**



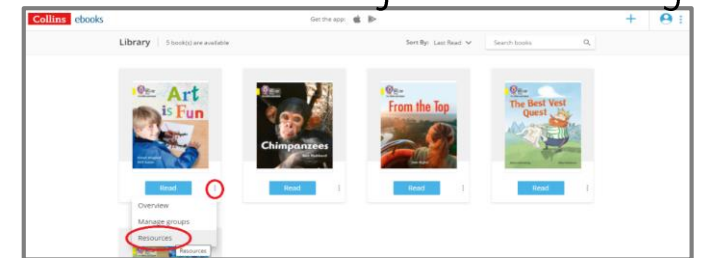
# The Reading Practice Book - eBooks

- When your child is doing reading practice sessions in school, all books will need to be in school.
- On these days, your child will have access to the book they are reading in school via <https://www.collinshub.co.uk/login/>
- You will receive a letter with your child's login details.
- **The Collins eBooks app is available for iOS from the App Store. The app is free to download, and you can log in using the same details.**

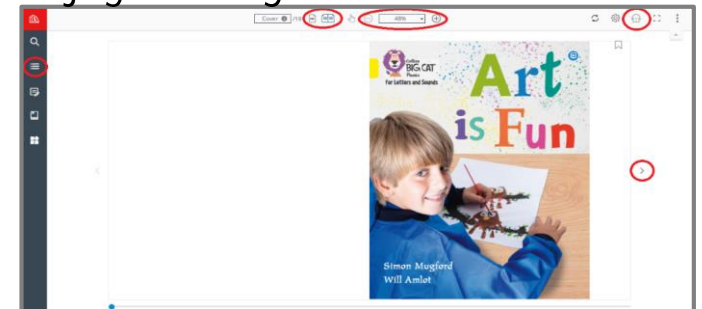
1. Log in with login details.



2. Select the book from the library.



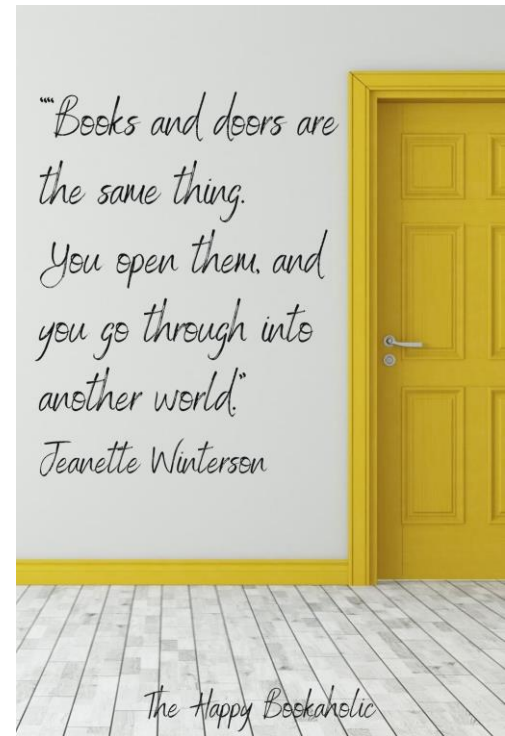
3. Enjoy reading!



# Reading regularly and for enjoyment!

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- The children should be reading regularly at home. This will help them master key skills and help them become automatic, fluent readers.
- The more they practice, the more they will be able to read.
- The children receive a 'Book Worm' (sweet) if they have read their phonics book 3 times at home, and you have recorded it in their reading record.
- Exposing them to other stories and texts will help to increase their vocabulary and develop that love of books!



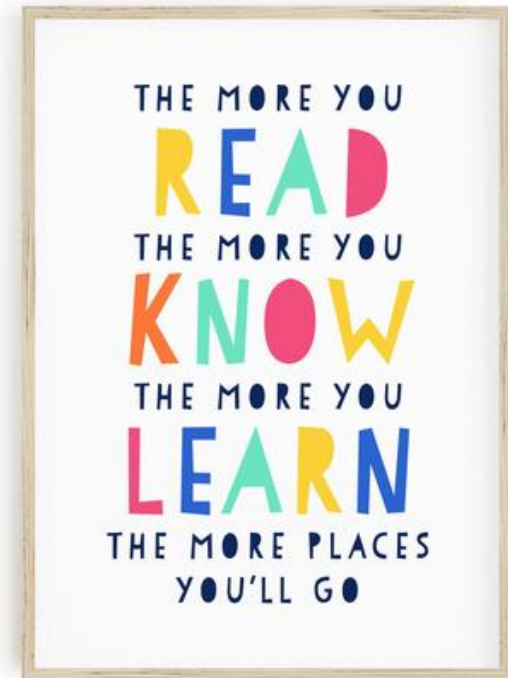


# Why is this important?

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Studies have shown:

- Reading with your children builds warm and happy associations with books, increasing the likelihood that children will find reading enjoyable in the future.
- Reading at home boosts school performance later on. It also increases vocabulary, raises self-esteem, builds good communication skills.



# Date for your diary

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- Maths workshop – 20.11.24
- This includes a ‘stay and play’ and will run from **2:30-4pm**



Thank you!  
Any questions?

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