

# Phonics Coffee Morning

Preparing for Reception



# Preparing for Reception

## Alliteration

- ▶ To develop an understanding of what alliteration is.
- ▶ To listen to sounds at the beginning of words and hear differences between them.
- ▶ To sort objects into different initial sounds.

## Oral Blending & Segmenting

- ▶ To develop an understanding of the different sounds that make up simple, short words.
- ▶ To hear the initial, medial and final sounds in words.
- ▶ To be able to hear a word and break up the sounds in that word.
- ▶ To blend sounds together to form a word.

# Preparing for Reception

Sound of the week 1-7

s, a, t, i, p, n, m

Activities:

Initial sound sorting

iSpy with objects

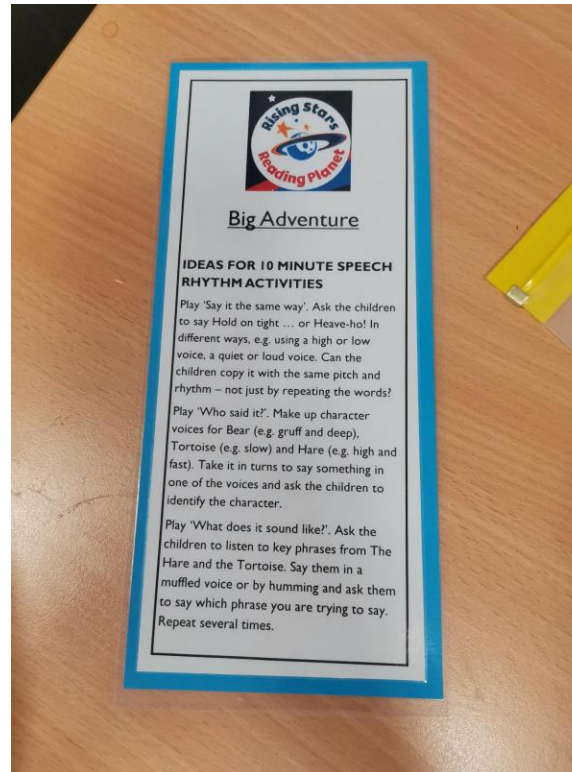
Linking a letter to the sound

Writing the letter

Blending and segmenting with sound focus

# Reading Scheme

## Rocket Phonics Reader



# Exploring the book

## Reading Planet Notes

### About this book

This book will help your child to tune in to reading. You can use it to talk about:

- ★ the parts of a book (front cover, back cover, blurb, etc.)
- ★ the correct order for reading a book (front cover, the internal pages from left to right, front to back, etc.)
- ★ how to talk about a book and recall the information in it using sound effects
- ★ how to blend letter sounds (not the letter names) to read words, e.g. **z-i-p** → **zip**.

In this book we explore big adventures that children can enjoy outside: whizzing down a zip wire, a game of tug, balancing, climbing up a net and squelching through mud.

### First words

This book includes 5 first words or phrases:

**zip** **tug** **hop off** **up the net**  
**in the mud**

### Before sharing

- ★ Talk about the meaning of: **adventure zip tug balance**
- ★ Look at the front cover of the book together. Read the title out loud and talk about what your child knows about outside adventures.

### While sharing

- ★ Go through the book together, talking about what you can see on each page.
- ★ Point to the word(s) and ask your child to say the letter sounds and then blend them to read the word(s). Use the word(s) in a sentence, e.g. *The children are in the mud!*
- ★ Ask your child some questions about the photos. E.g., on pages 4–5, ask: *Which team would you be on?*

### Ready-to-read activity


Ask your child to chant *Heave-ho! Tug, tug, tug ...* in different ways, e.g. using a fast then slow speed, a quiet then loud voice. Which sounds best for tugging a rope?

After sharing, go to the back of the book for more ideas! →

### Talk about the book

Ask your child these questions:

- 1 Where is the zip wire?
- 2 What are the children tugging?
- 3 What things can you hop off?
- 4 What can you do to help you balance?
- 5 Which activity in the book would you most like to do?
- 6 Have you ever been to an outdoor adventure playground? What did you enjoy doing there?



### AFTER SHARING

Try these activities with your child:

- ★ Play a game of tug together using a rope. Make heave-ho noises.
- ★ Make a simple adventure course at home. For example, balance on a low stool or wall in the garden. Take care!
- ★ Together, talk about the words and sounds we use when at the playground, e.g. *Weeeeeeee* down the slide.

### Ready-to-read tips

- ★ Read stories about big adventures, e.g. *We're Going on a Bear Hunt*, by Michael Rosen and Helen Oxenbury.
- ★ Focus on helping your child to blend letter sounds to read words.

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# Reading Scheme

## Reading Planet Online – Lift Off



← Rising Stars Reading Planet Reading Planet Online: Lilac - White Topics Reports

One, Two... Sharing with you!

**Lift-off**

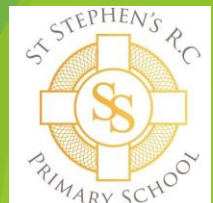
Menu

Lucy and her mum are having lunch at the cafe... but where's Dad?

← →

One, Two ... Sharing with you! (Lilac) ⓘ

Cover and Teaching Notes ⓘ

The book cover for "One, Two... Sharing with you!" by Gill Budgeell. It features a yellow background with a purple shooting star at the top. The title is in blue and black text. Below the title is a small illustration of a cafe menu. The main illustration shows a woman with dark hair and a pink shirt sitting at a white table with a young girl with dark hair and a blue dress. They are both looking at the menu. There are coffee cups and a drink on the table. The author's name "Gill Budgeell" is at the bottom right of the cover.

# How to support at home:



- Read with your child daily.
- Use sound talk/chunk words/play games – I Spy
- Talk about the things they have read or their school day.
- Ask questions.
- Sing songs/nursery rhymes.
- Talk about the new and interesting vocabulary.
- Be a storyteller – make up a tale!
- Make it fun – use of finger puppets, story mapping, silly voices.
- No distractions – focus your time and energy on the book.



# Book swap boxes

In the main school playground, there are several Book Swap Boxes. These are to be used by the children, where they can bring in a book they no longer wish to keep and swap it for another in the box. Take a look at the end of the day!

- Books must be in good condition.
- Boxes must be locked after use.
- One book in, one book out.

