

Reading Workshop EYFS - Reception



What does reading at Oakham look like?

Reading in EYFS is a **child-centered approach** that helps young children develop early reading behaviours, enjoyment of books, and foundational literacy skills.

At Oakham this typically includes daily taught:

Phonics sessions

Mini-lessons

Independent exploration

Guided reading

Storytime

Continuous provision activities to apply taught skills

—all adapted to the developmental level of your 4 and 5-year-olds.

Phonics

Daily taught - 30 minute session

Children are taught phases 2/3 and the majority of the cohort phase 4. The aim is for all children to be ready to start phase 5 in year one.

This of course is adapted to child and cohort.

Children are taught sounds for each phase. As part of this session they are taught early segmenting and blending skills to read and write.

This often starts with CVC words. E.g c-a-t

Taught to read tricky words by sight. E.g the, into, go, no

Helping children to spot known sounds.

Mini-lessons

A short, focused teaching input on one key skill.

Examples:

How to hold a book correctly.

Spotty repeated phrases.

Looking at pictures to understand meaning.

Recognising environmental print.

The children have the choice of a range of high-quality picture books, magazines and wordless books. These books are rotated and changed to suit times and events in the year. Some are topic related and others are not. The rotation ensures children have access to a vast library throughout their time in Class 2 and 3.

Book Exploration – Independent Reading

The children might use these to:

Retell stories

Look at pictures and talk

Pretend read

Turn the pages to follow the left to right pattern.

Adults would circulate, prompting language and modelling reading behaviour.

Guided reading sessions

Children are grouped by reading ability and are in small groups of up to 6. They read on rotation weekly (some x2 weekly) with all members of the team.

Adults may:

Share a text together

Support phonics application - all texts are suitable for the level your child is working at in their phonics sessions.

Use books with simple patterns or predictable text.

Work on comprehension through discussion.

We often keep each book and read it more than once - once to simply decode and the second time with an enhanced focus on what the children have read.

Guided reading sessions



Storytime

A rich read aloud experience.

The adult models:

Expression

Prediction skills

Vocabulary use

Enjoyment and the love of reading.

Sometimes we simply just read the story. It is important to do this at times to!

How can you help your child to blend.

Start with oral blending - (no letters yet) d-o-g what word am I saying?
Start with 2 sounds - 'on' then move onto 3 'dog' This helps children to develop phonological awareness which is the base for reading.

Use pure sounds - say sounds cleanly.

's' not suh

'm' not muh

Use the slide and blend technique - touch each letter as you say its sound c-a-t then slowly c-ca-cat.

How can you help your child to blend.

Use the sounds your child already knows.

s-a-t-p-i-n because they make the simplest words.

Sat, pin, tap, nap - make it feel like a game not a test.

Use magnetic letters or letter cards - hands on learning makes blending easier.

Ask the children to move the letters as they blend the sounds.

Could swap one letter at a time - sat- sap - sip - tip

This shows how blending creates meaning.

How can you help your child to blend.

Keep blending short and positive.

Blending is new and can be tiring. 5 minutes each day is enough (but please do that)

Praise effort.

Confidence is key to their reading success.

Expect a normal learning curve. Children blend at different speeds.

If your child know letters, letter sounds, and can hear sounds in words.

Blending will come naturally WITH PRACTICE.

Reading expectations

At least 3x per week with your child.

Preferable would be 5 minutes each day - a page of their reading book each day.

Write in their reading records each time. See examples of what is good to write in the next slide.

This is the most important home learning you can do. If you have to prioritise, please let it be their school reading books.

Reading for pleasure book - Share a story with them, build the love of reading.

Reading record example

Date	Book title and page number	Comments
11/21/26	Max's Box	Lovely blending Ariana. Ariana blended 'cobwebs' without any help.
14/21/26	max's Box	fab blending and sounding Ariana
16/21/26	max's Box	Ariana has started to remember repeated words
15 19/21/26	max's Box	Ariana can break down long words by herself ie - cobweb
21 21/21/26	max's Box	Brilliant Blending Ariana

Date	Book title and page number	Comments
15/2/26	Can Panda get it?	Curtis did really well with all the 3 letter words Struggled with longer.
19/2/26	Can Panda get it?	Really good try had to remind to slow down and not guess the words
23/2/26	Can Panda get it?	Good reading tonight. Took our time and did well with most of the words
24/1	Can panda get it?	great effort, remember to take a breath between words, Curtis was blending 2 words together. Keep up the good work 😊
24/1	Big fat rat	25/2/26 Curtis did really well with this first read tonight. He blended really well and recognised some words instantly 😊

Date	Book page
28/2	Big
2-3-26	
3/3	

Reluctant readers - Tips

Start with what they love.

Children engage when books reflect their passions.

- Dinosaurs
- Superheroes
- Vehicles
- Animals
- Real-life jobs (firefighters, vets, builders)

Even if it's *not traditional literature*, interest = engagement.

Tip: Use magazines, catalogues, Pokémon cards, and fact books — it all counts as reading.

Make reading active.

Reluctant readers often need movement or hands-on interaction. Try:

- Story baskets with props
- Puppets to retell stories
- “Read and hunt” scavenger hunts
- Using picture cards to sequence a story
- Acting out books

Active reading boosts comprehension and enjoyment.

Use technology and Audio to hook them.

Audiobooks and read-along videos can be entry points.

Why it works:

- Takes away decoding pressure
- Models fluent reading
- Builds story stamina

Children often go on to explore the physical book afterwards.
If you have a Tonie box they are a great resource.

Use short, patterned and predictable books.

Books that repeat phrases help children feel successful quickly.

Examples:

- *Brown Bear, Brown Bear*
- *Dear Zoo*
- *We're Going on a Bear Hunt*
- *Each Peach Pear Plum*

The repetition builds memory and confidence.

Read aloud every day.

A powerful motivator for reluctant readers.

Use:

- Big expression
- Dramatic pauses
- Voices for characters
- Opportunities for prediction

Children often engage with books *after* hearing you love them first.

Try wordless books.

Perfect for children who feel pressure when text is present.

Wordless books:

- Build confidence
- Encourage storytelling
- Improve vocabulary
- Make reading feel achievable

Titles like *Journey*, *The Snowman*, or *Bee & Me* work well.

Communication and Language

Listening, Attention and Understanding

Speaking

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

Physical Development

Gross Motor Skills

Fine Motor Skills

Literacy

Comprehension

Word Reading

Writing

Maths

Number

Numerical Patterns

Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive