



How will the children be taught to read?

Before you start to teach your child, practice saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Find more information below:

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Please do not use letter names (the alphabet) at this early stage

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

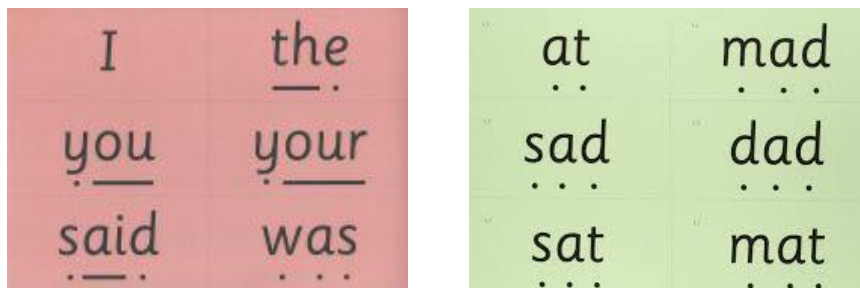
Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary {tricky words}. **Green** words are linked to the sounds they have been learning and are easily decodable.



Sound buttons {dots and dashes} represent the sound each letter makes.

Once your child has been introduced and taught these words in school we will send them home for you to continue practicing with your child.

During the RWI session, children will read the book three times and at each new reading they will have plenty of opportunities to practice using their ever growing comprehension skills.

You may have heard your child talking about '**hold, edit or build a sentence**'.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Order of Story books: Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One

Blending

Help your child learn to read words by sounding-blending (Fred talk) eg. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set.

Help your child to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.

Reading Books Sent Home

Children in Reception who are learning the first 44 letter sounds and are not blending fluently will bring home sound sheets, picture books and a library book for you to read with them.

Once children can blend fluently and know the first 44 sounds, they will bring home Ditty sheets or a red Ditty book as well as a 'Free Choice' book to read together for enjoyment.

Read Write Inc Books

Please encourage your child to read though the speed sounds page first, then the green and red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. They should be able to read this book with fluency and expression by the time they bring it home and they should have a good comprehension of what the book is about. At the back of the book are find it/prove it questions for you to do with your child. Finally, don't worry if your child is struggling at first with their sounds and words, they will get there in their own time.

If you have time (we know it is very precious!), we would urge you to try and read stories to your child before they go to bed. This will help develop a wider vocabulary which makes a vast difference to their quality of writing but it will also encourage them to enjoy a good story. As a school, we want the children to have a love and passion for reading.

To help at home:-

Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise!

Other activities you can do at home could be:

I Spy

As you are walking down the road, play 'I spy' using sounds e.g. I spy with my little eye something beginning with b.

Find Them All

Find everything beginning with Give your child a sound and find as many objects as they can.

Sound Talk {Fred talk}

Give your child instructions but say the first/last word by blending
e.g. Can you pass me the biscuit t-i-n?
S-i-t down please.

Find the word

Once your child has read the book, choose between 4-6 words that your child struggled to read and write them on post it notes. Give your child 5 minutes to find the words hidden around the home, when they bring the words to you, get them to read the word.

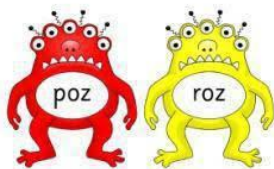
Phonics Screening Check Year One

What is the Year 1 phonics screening check?

The Year 1 Phonics Screening Check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The screening check is administered 1:1 with your child's class teacher and usually takes place in June.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. If your child has not met age related expectations in phonics, they will then be able to retake the screening check in Year 2 so that schools can track pupils until they are able to decode.

Nonsense words (Alien words)



As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.