

Reading and Phonics at Greenside

Your child is learning to read with *Read Write Inc. Phonics*, a very popular and successful literacy programme. This **information sheet** shows you how you can get your child off to a quick start.

Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.



How will my child learn how to read?

First your child will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: **m a s d t i n p g o c k u b f e l h r j v y w z x** and sounds written with two letters (your child will call these 'special friends'): **sh th ch qu ng nk ck**
- Words containing these sounds, by sound-blending (putting sounds together to make words)
e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*, s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- Once they can 'blend', Red, Green and Purple Storybooks will be sent home.

Second, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**
 - Words containing these sounds
 - Pink, Orange and Yellow Storybooks.

Third (in KS1), he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**
 - Words containing these sounds
 - Blue and Grey Storybooks.

Your child will be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em'; 's' as in 'sun' not 'es'.

How to help your child to read:

Practise the Sounds:

Before you get going, visit www.ruthmiskin.com/parents to practise saying the sounds clearly. The more clearly *you* say the sounds, the more quickly your child will learn them. (There is a link to this page on our school website's Phonics Page).

Important: We say 'mmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

Your child will bring home the Set 1 speed sounds they have learnt in their planners each week.

You'll see that each sound is drawn in the shape of a picture. For example:

- 's' is in the shape of a snake
- 'd' is in the shape of a dinosaur
- 'a' is in the shape of an apple
- 'm' is in the shape of two mountains



Reading Words:

As your child learns their Set 1 Speed Sounds, he or she will begin to be able to read words. First, your child is introduced to a toy frog called Fred. Fred can *only* say the sounds in a word and needs your child to help him read the word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word.



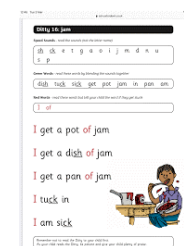
Fred says the sounds and children work out the word.

Reading at Home: Blending Books,

Ditty Sheets, Book Bag Books & Oxford Owl Online

When your child is ready, they will begin to bring home materials to read such as a Book Bag Book or Ditty Sheet. These sheets/books build on the ideas taught and are closely linked to what they have read in school that week.

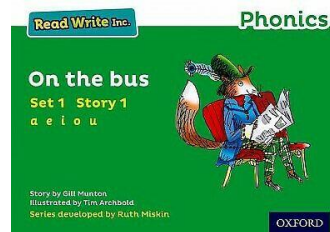
Blending Books are small books with one word per page and a corresponding picture to help children begin to blend the letters they read into words. First pupils should try to read the word without clues (i.e. picture and sound buttons). The following page shows the same word with sound buttons and a picture. This is to help children read words as they would appear in books, with the second page to support them with their word reading should they need it.



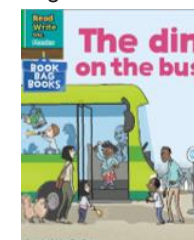
'**Ditty Sheets**' are short reading activities for pupils who are beginning to blend sounds but are not quite ready for the longer book bag books. Your child is likely to have read their 'Ditty Sheet' in school during the week before bringing it home to practise further and cement their understanding.

'**Book Bag Books**' link directly to the Core Storybook that your child has read during phonics lessons and are designed to practise blending the sounds using correspondence that your child has been learning that week, as well as revising pre-existing understanding.

e.g. If your child has been reading the core storybook 'On the bus' during the school week, they will bring home 'The din on the bus' as their book bag book on Friday. Many of the words/sounds correspond between the two books. Pupils will also be able to read 'On the Bus' again at home by using their **Oxford Owl Online** login.



Core Storybook



Book Bag Book

Pupils will receive 1 'Book Bag Book' or 'Ditty Sheet' a week on a **Friday** and should practise reading them regularly, along with assigned activities/books on Oxford Owl Online, throughout the next week. Your child may need support in reading these: explanations of how to use any activities are included in the books.

Pupils are assessed at the end of each half term to ensure that they are reading at the correct level.

****Please note: Parents/Carers will be charged £4.50 for any lost or damaged books as they will need to be replaced.**

3 Steps to helping your child to read:

1. Make up a word with three cards/sounds that your child can read quickly, e.g. c-a-t.



Point to and say the sounds, and then say the word. Ask your child to copy you.

Muddle up the cards. Ask your child to make the word again, and then point to and say the sounds.

Repeat with more 3-sound words, including some containing sounds made up of more than one letter, e.g. ch-a-t, sh-i-p, th-i-s.

2. Put out three cards. This time, ask your *child* to say the sounds.

Help him or her to blend the sounds into the words, until your child can do it without your help.

3. Repeat with some 4-sound words, e.g. b-l-i-p, f-r-o-g, g-r-i-n, s-t-o-p, j-u-m-p, h-a-n-d, b-l-a-ck.

Listen to Your Child Reading:

Once your child is sent home with a ditty sheet or a reading book, follow the steps below to make sure you get them best out of them when reading.

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

Record your Child's Reading: School Planners

Once you have listened to your child read at home, please record this in their school planner so that school staff can see how they are getting on at home.

****All reading materials (Blending Books, Ditty Sheets, Book Bag Books and Reading Together Books) are changed weekly on a Friday.**

Week Beginning: 18th September 2023		Homework	
Book and page number	Reading Comments	New spellings to learn:	Spellings to practise:
MONDAY		1	
		2	
		3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	
		Maths Homework	
		English Homework	
		Other Homework	
		Message from home	
		Message from school	
New words I have read this week:			

Reading Together with your child:

We have story time daily in school so children develop a love of stories. We hope that you will do the same by reading regularly with your child at home. To support you and your child with reading stories at home, each Friday (providing they have returned the previous book), pupils will be able to choose a 'Reading Together' book. We hope these picture books, which are to be enjoyed together with an adult at home, will develop a child's love of reading.



Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:
Oh no! I think Arthur is going to get even angrier now.
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:
Oh I think what's happening here is that...
- 5 Chat about the story:
I wonder why he did that?
Oh no, I hope she's not going to...
I wouldn't have done that, would you?
- 6 Avoid asking questions to test what your child remembers.
- 7 Link stories to your own experiences (e.g. *This reminds me of...*)
- 8 Read favourite stories over and over again.
Get your child to join in with the bits they know.
- 9 Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.
- 10 Read with enjoyment.
If you're not enjoying it, your child won't.

