



Reading @ St Mary's

Infants



Agenda

- How we teach the children to read in school
- What you can do to support reading at home
- How do we collectively build a love of reading for every child



Data from 10,000 children found that those who begin reading for pleasure early in life have a better memory, do better at school and have fewer mental health problems.



Researchers at the University of Cambridge said that regardless of “what or how we read”, sitting down with a book is linked to improved health and problem solving.

Benefits include lowering stress and reducing the risk of dementia, and span all types of reading, from comic books to classic novels or hefty non-fiction tomes.





<https://www.thetimes.com/article/fa070086-9d3c-4252-aeef-a1daedd560a3?shareToken=6ed412662026fe94cab0db27207575ed>



Why read to your child?

Read Write Inc. Phonics

Why read to your child?

More videos

- 10 things to think about when you read to your child
- Red Ditty Books
- Programs one year in two months

0:05 / 2:07

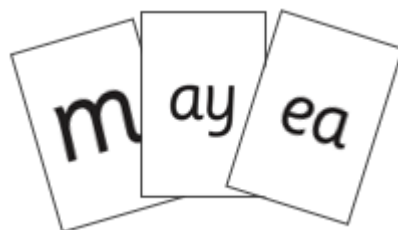
YouTube



How do we teach all children to read?

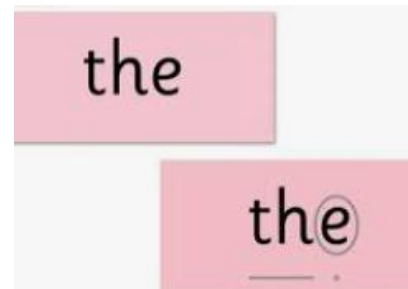


Read Write inc phonics



Teach children to
read and write
sounds

Teach children to
read and spell
words containing
these sounds



Teach children to
read and spell
'Red' words



Children read
decodable books
containing the
sounds and words
they can read



Structure of the phonics lesson



- Daily phonics lesson 8.50am – 9.30am
- Children are assessed each half term and grouped accordingly
- Initially (reception) children are taught whole class. Their phonics lesson focuses on learning to read and write all their initial sounds (alphabet) and some 'special friends' (Set 1). They are also taught to 'blend' (read words containing these sounds) e.g m – a – t. Once they are secure in knowing all their Set 1 sounds and can 'blend' (read) these in words, they will move to 'groups' usually in the Spring Term.
- Phonics Lessons include a 'speed sound lesson' focussing on reading sounds 'initial sounds' & 'special friends' and then reading and spelling words containing these sounds 'green words'. When reading the 'green words' we say to the children 'Special Friends, Fred Talk, Read the Word e.g. 'shut' = special friends 'sh', Fred Talk 'sh – u – t', read the word 'shut'. They then spell some of these words using 'Fred Fingers'.
- Following the 'speed sound lesson' they have a 'storybook lesson'. They focus on one storybook for three/four days depending on their group. They will read this book three times at school. On each reading, children's **fluency** increases and the more they can focus on what the story is about. During the storybook session they will look at 'sounds', 'green words' and 'red words' in the book. They will also answer some questions about the story (comprehension).





Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	r r	j j
v v	y y	w w	z z	x x
sh sh	th th	ch ch	qu qu	ng nk

Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and swirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Set 1: Initial Sounds and

‘Special Friends’

Set 2: ‘Special Friends’

Set 3: ‘Special Friends’



Read Write	Read Write	Read Write	Read Write	Read Write	Read Write	Read Write	Read Write
Pin it Red Ditt Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	My dog Set 1 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	Billy the Set 2 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	Scarf Set 3 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	Playday Set 4 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	Lost Set 5 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	Barke Set 6 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson	A very dangerous dinosaur Set 7 Story Words by Jane Wilson Illustrated by Jane Wilson Series developed by Jane Wilson



Phonics



map

tap

Ditty 16: Jam

Speed Sounds - read the sounds just after the name

sh ck e r g a o i j m d n u
s p

Onset Words - read these words by blending the sounds together

dish tuck sick get pot jam in pan am

Real Words - read these words but tell your child the word if they get stuck

I of

I get a pot of jam

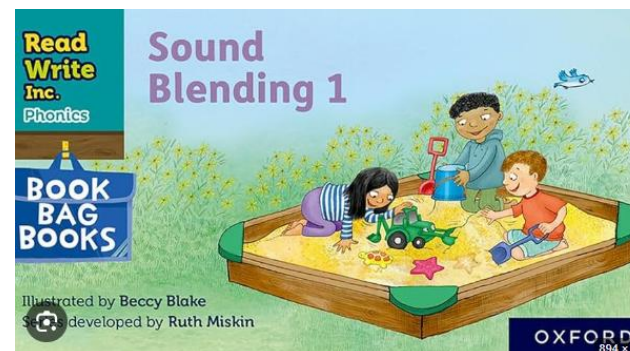
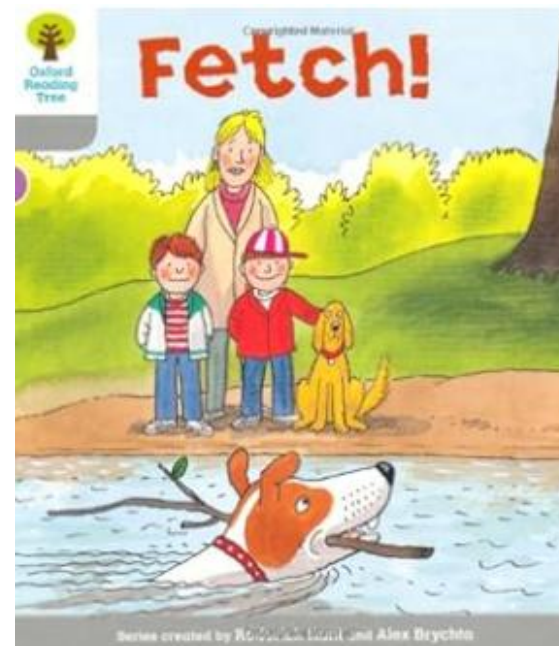
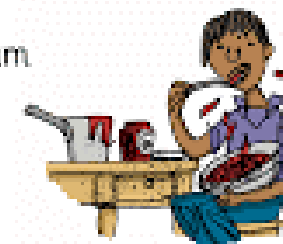
I get a dish of jam

I get a pan of jam

I tuck in

I am sick

Remember not to read the Ditty to your child first.
As your child reads the Ditty, be patient and give your child plenty of praise.



Home reader

Stage 1

Reception – Autumn/Spring Term

Enjoy reading books with your child at home. Encourage them to join in with familiar words and phrases. Ask them what is happening in the story, discuss the pictures and characters. We will send home a 'wordless book' each week and also a library book. Once the children have begun to 'blend', we will send home some CVC words and then a 'sound blending' book to practice reading words.

Oral blending – Get your 'c-oat-t'

Ditty Group

Point to the sounds and words encouraging your child to read them aloud.

Run your finger along below the sentence as your child reads. Encourage them to use 'Fred Talk' if they get stuck.

Home reader

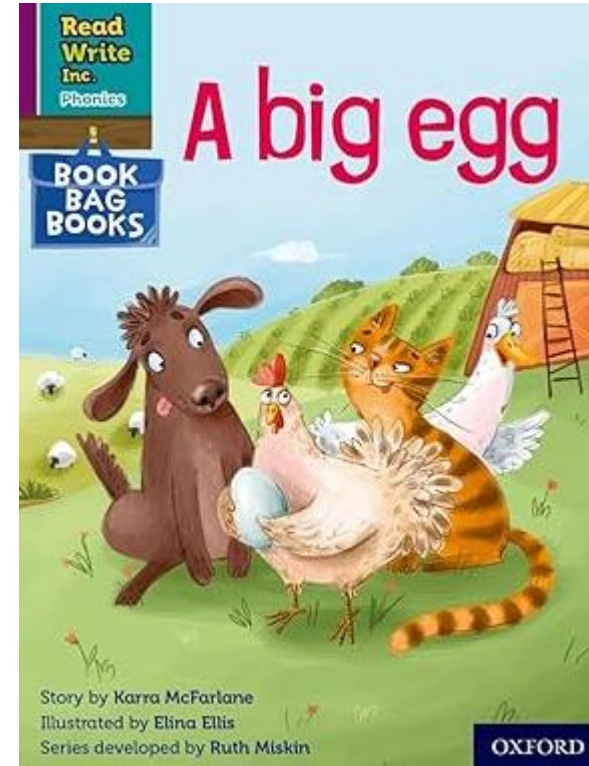
Stage 2

Storybooks

Red, Green, Purple, Pink, Orange, Yellow, Blue, Grey

*Please hear your child **read aloud** at home. They should be **re-reading** the storybook to develop fluency. The first time they read they may need to do more sounding out (Fred Talk). Ideally we want them to be reading the story the third time with limited sounding out so they can focus on meaning and enjoyment.*

The book has sounds and words at the beginning and end of the book. You can play 'warm up' games with your child by pointing to the words and sounds at random and asking them to read.



Home reader

Stage 3

Early Reader

When the children come off the phonics programme, they will then take home two books from the library an 'early reader' and a book of their choosing.

*It is very important to maintain their progress and fluency that you continue to hear your child read **aloud** at least five times a week. It is very common for children to want to read to themselves at this stage. Please do let them do this but say they must also let you hear them for the first couple of pages.*





Year 1 national phonics screening check

In Year 1, children take part in the National Phonics Screening Check. This is a short, one-to-one check that helps teachers understand how well children are using their phonics skills to read words.

During the check, children are asked to read 40 words aloud. Some are real words and some are nonsense (alien) words. The nonsense words are important because they show whether a child can use their phonics knowledge to sound out unfamiliar words, rather than relying on memory.

The check is done in a relaxed and supportive way with a familiar adult, and children are encouraged to do their best. There is no pressure, and results are used to help teachers plan the next steps in learning.





How can you help at home

You can support your child by:

Encouraging them to sound out words when reading, rather than guessing.

Practising blending sounds together (e.g. c-a-t → cat).

Looking at nonsense/alien words and reminding your child that it's okay if the word is silly — the goal is to read the sounds.

Reading little and often, and praising effort and confidence.

Keeping reading time positive and fun 😊





In school:

Reading Raffle

Secret Reader

Story Time

Paired reading with older pupils

Library

Summer Reading Challenge w/ Oxted Library

Class Book

Everyone as a reader

At home:

Daily reading habits – one on one time together

Audio Books

Let children see you reading

Visit the library together

Allow them to read all kinds of texts e.g. comic books

Talk about books

Read to your child





Quick wins

- Find “the” — “Can you find 5 ‘the’s on this page?”
- Find a word I say — give them a word from the page to hunt for.
- Find a word starting with... — “Can you find a word beginning with s?”
- Find a capital letter — “Point to a capital letter. Why is it capital?”
- Find a full stop — “How many full stops can you find on this page?”
- Find a question mark/exclamation mark — great for noticing punctuation.
- Find the longest word on the page.
- Find a word with 3 letters / 4 letters / 5 letters.
- Find a word with a double letter — e.g. little, happy.
- Find two words that start with the same sound.





Take it in turns: you read a page, they read a page

Record in reading record for raffle tickets

Work with the class teacher to motivate them

Listen to audio books

Use the Oxford Owl login

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Advice:

<https://www.ruthmiskin.com/parentsandcarers/>





Thank you

Hannah Womersley – KS1 Phase Leader/English team

Adèle Hutchinson – EYFS Leader/Early Reading Lead

