



Reading



Welcome to Early Years and
KS1 guide to reading

Reading

- Reading is so important. Once a child can read they can access everything in the curriculum so much more easily.
- In early years and KS1 we place phonics and reading as our priority. We will be concentrating on every child learning phonics. When they are ready, we will give them a reading book. Until then they will bring home a story book for you to enjoy with them.
- Please try and share a book with your child every night.





The Read Write Inc. Speed sounds lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:

* Set 1 teaches the most common sound-letter correspondences:

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



Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy

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

Glossary

Fred Talk – sounding out the word before reading (blending)

sound-blending – putting sounds together to make a word,
e.g. C-a-t *Cat*

special friends – sounds written with more than one letter,
sh, ng, qu, ch

Speed Sounds – the individual sounds that make up words



Before you get going, visit

<https://www.ruthmiskin.com/en/find-out-more/parents/>
to practise saying the sounds clearly. The more clearly you say
the sounds, the more quickly your child will learn them.

Your child will bring home the Set 1 Speed Sounds.

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



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

Reading with a reading scheme book



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.)

Effective reading with your child at home.

The most important thing is to choose the right time to hear your child read when neither of you are too tired or busy.

5 mins every day is far better than a laboured 30 minutes once a week.

Before reading start by warming the reading brain up with a few “speed sounds”.

Next , look at the title , blurb and picture. What do you think the story will be about?

What words might we be reading?

Sometimes you might like to share a story book or a non-fiction with your child which they are not able to read independently. Read the story to them and ask them questions throughout.



First Page.

What is happening in the picture?

Let's look at the tricky word on this page (sound it out together before starting to read the whole sentence).

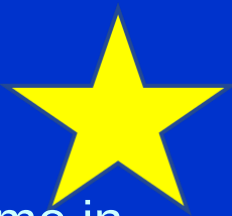
Continue in this way. If a sentence is laboured re read it again for fluency and comprehension.

Ensure ,however, that if your child can read the word they don't need to sound it out they can just say it.

Our aim is to get the children to develop sight word fluency . This also aids comprehension.

When you have finished reading with your child (this may be 3 pages only or the entire book) ask a few questions to check for understanding.





Using our RWInc programme we hear children read every day. However, it is so important they practise this skill every day at home in a calm, quiet and relaxed environment.

Our phonics part of the session starts with saying our letter sounds and our new speed sounds containing 2 or more letters.

E.g ay ee ch ow etc. We call these sounds *special friends* and we look for them in every long word we don't know on sight.

Next we read our green words that contain letter sounds and special friends. We repeat for fluency.

We then read our new red words which are everyday *high frequency* words that you can't sound out and are irregular, e.g **the ,I , said he she etc.**

We then have a quick handwriting practice of individual letters working up to sentences.



Moving on....



After that we read our short story book.

First, we take it in turns to read in pairs and practise again our speed sounds and special friends.

Then we alternately read a page of our 3-4 page story in pairs with the teacher.

We will discuss the book and answer literal and inference questions about the story.



Developing fluency

- Once your child is reading more fluently, encourage them to read aloud to check their understanding of the text or any new words.
- To gain meaning from text and encourage reading comprehension, your child needs to read quickly and smoothly. Rereading familiar, simple books gives your child practice at decoding words quickly.
- On the hand out provided there are some model questions that you might want to use as you are discussing the book with your child.

Accelerated Reader

When your child is a confident reader who can read approximately 90 words per minute fluently and have a good understanding of the text, they will start on the Accelerated Reader programme.

This comprises of short quizzes to complete in school once they have finished reading their reading book. They gain points from the quizzes depending on their comprehension of the book.

This will be carried on as they move through the school.

Formal Assessments

- At the end of Y1, children will have a phonics screening test to assess how well they know the phonic sounds.
- At the end of Y2, children sit a reading SATs paper where they will read a short text and answer questions about it.