

“Teach a child to read and keep that child reading and we will change everything.

And I mean everything.”

Winterson

Jeanette

“Children who never have a story read to them, who never hear words that rhyme, who never imagine fighting with dragons or marrying a prince, have the odds overwhelmingly against them.”

Maryanne Wolf



Presentation Objectives

- To equip you with sufficient knowledge of how we teach early reading skills.
- Provide you with a **toolkit** of ideas that you can use to help support the acquisition of these early reading skills.
- Give you an idea of the **typical journey** your child will take in becoming an early reader with the necessary **challenge** and **support** we will provide to make that journey successful.

Our Approach

- Our ultimate goal in teaching your child to read is that they develop a love of books and reading.
- There are 2 main strands to learning to read – **recognising words** and **understanding words** which then in turn leads to the enjoyment in words and a love of books.
- We deliver our teaching through the use of **synthetic phonics**.
- It is the expectation that your child will be able to recognise all 44 phonemes (the smallest unit of sound) and how they are written down.
- They will be taught very quickly how to blend these sounds together to read a word e.g. d-a-d – **Blending to read a word.**
- They will be taught how to **segment a word** e.g. mat segmented becomes m-a-t. They use this skill to spell words they wish to write.
- Alongside this there will be a rich diet of literature and language development through stories, rhymes, songs, role play and conversation.

What is Phonics?

Sounds and Graphemes

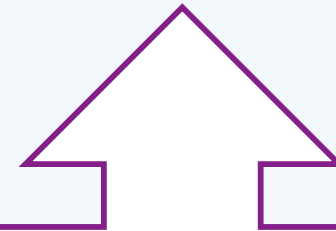
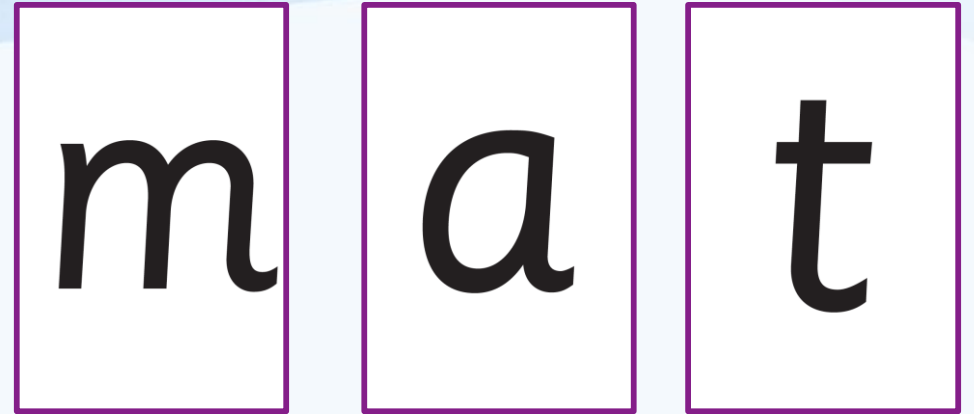
A **grapheme** is another name for the letters we use to write the sound. The spelling of that sound on the page.

44 sounds

26 letters

Over 150+ graphemes (letter combinations)

One of the most complex alphabetic codes in the world.



All words are made up of individual **sounds**. These sounds are merged together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

Speed Sounds Set 1

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Read Write Inc.
Phonics

Desktop Speed Sounds Chart

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	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Pure Sounds (ruthmiskin.com)

Sound pronunciation guide



Name the pictures



Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



What can I do?

1. Use pure sounds, not letter names
2. Teach the picture names
3. Practise reading sounds speedily - 'review, review, review'
4. Use the handwriting phrases for writing only

Teaching a Set 1 Sound - in action

Set 1 m - reading



Set 1 m - writing



Set 1 m - Fred Talk



Scan me to go to speed
sound set 1 lesson 'm'

Sounds + Blending = Reading



+





**Scan me to go to Fred's
Adventures – Farm**

Fred Talk Routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



Fred games and Fred talk throughout the day

- Shall we have some **l-u-n-ch** ?
- What would you like to **p-l-ay** ?
- Let's put on your **c-o-a-t** ?

Let's watch it in action

[https://schools.ruthmiskin.com/training/view/uvJUPhCY/7J
EbQGHX](https://schools.ruthmiskin.com/training/view/uvJUPhCY/7J
EbQGHX)



Reading with Fred Talk

m

a

t

mat

Parent Video – Sound Blending

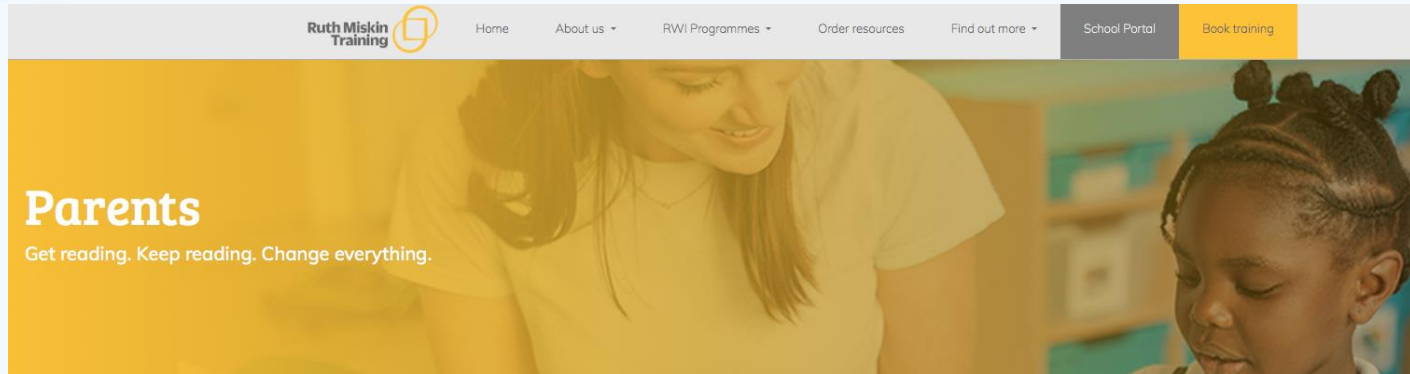


[Click above to play the video](#)

What can I do?

1. Speak like Fred throughout the day
2. Play Fred games
3. Use 'Fred Talk, read the word' to read words

Free Video Tutorials (ruthmiskin.com)

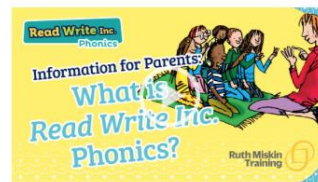
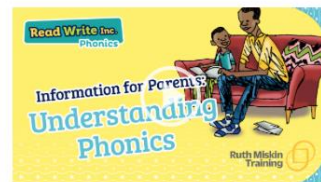


Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



A Typical Reading Journey in Reception



Talk about books

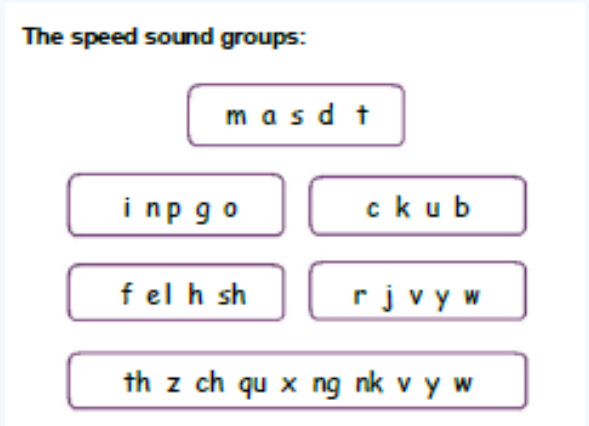
Your child is just beginning to discover the excitement of books. Although these books have no words, they are an important introduction to reading. They will also bring home quality texts from our library for you to read to them.



Daily Phonics Lessons

These are short, multi sensory, fun lessons that introduce your child to each sound so that they recognise, hear, say and write them. Vowel digraphs are introduced once first 6 sound groups taught..

A Typical Reading Journey in Reception...continued



The speed sound groups:

m a s d t

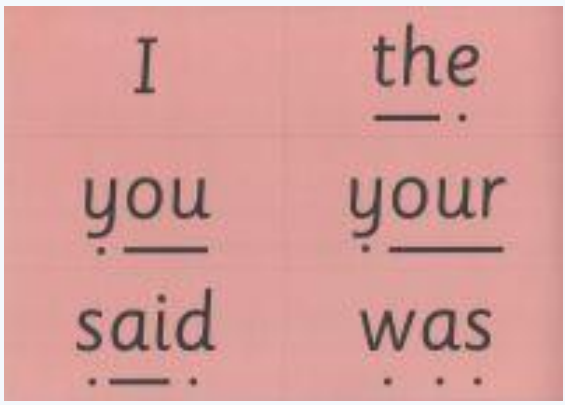
i n p g o c k u b

f e l h s h r j v y w

th z ch qu x ng nk v y w

Daily Speed Sound Lessons

Your child blend simple c-v-c words using the letters in the first 5 sound groups such as fish, lip, jug.



I the

you your

said was

Red Words

These are words that cannot be sounded out to be read..

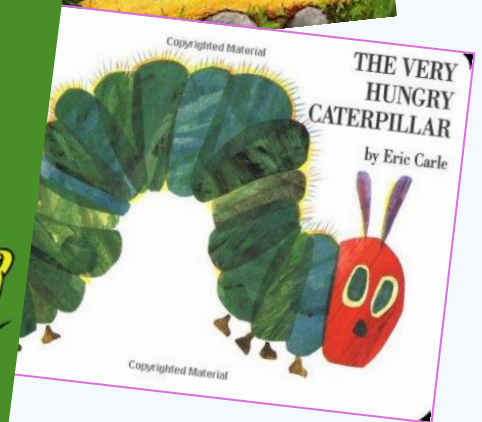
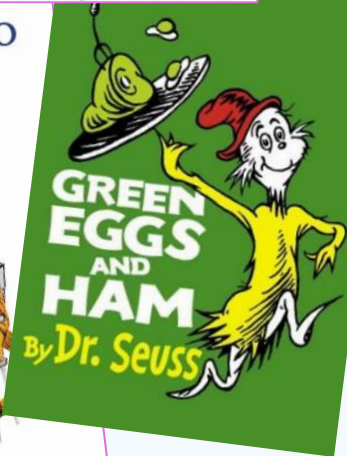
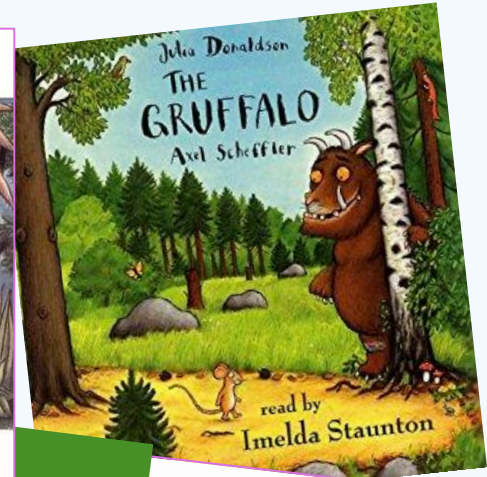
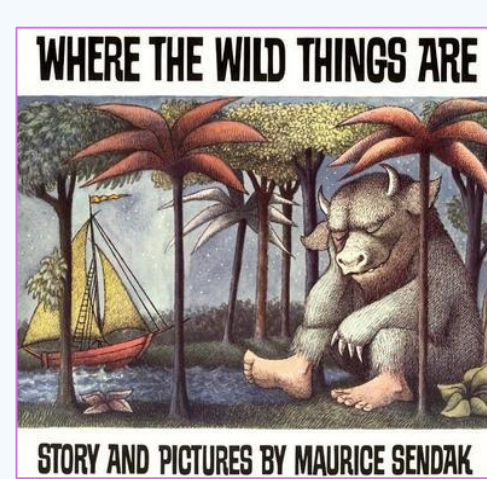


Core Story books and Book bag books

Your child, once blending will begin to read ditties, then core story books. These will be complemented by bookbag books that link to the core story book read in school. .

Reading in the Classroom

- Text rich environment – signs, labels, names and invitations to explore.
- Book corner with books linked to the topic.
- Story time – Children will be read to every day which develops their love of reading and language acquisition.
- Singing and nursery rhymes – a daily feature of the setting which supports language play and metalinguistic awareness.

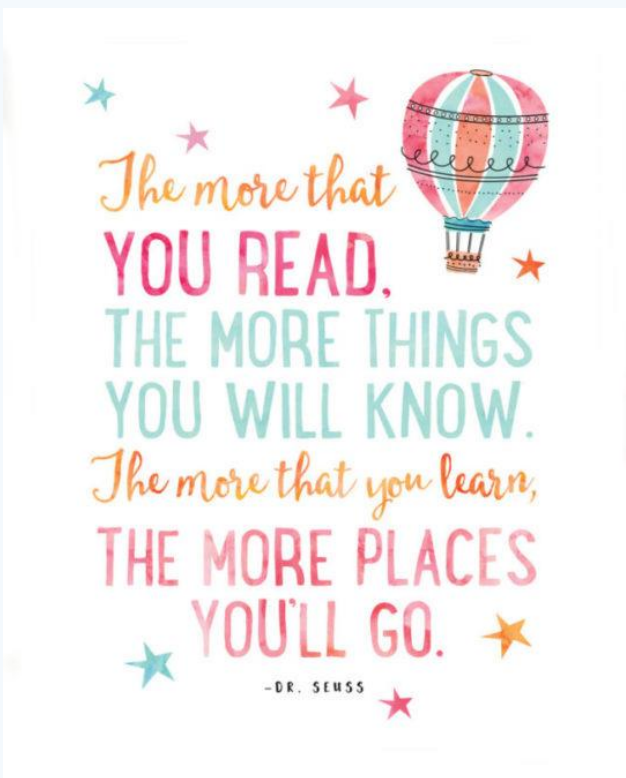


How can you help?

- **Short burst learning. Little and often. Revisit and revise sounds and words regularly using the phonics toolkit and sound games.**
- **Practise letter formation – finger trace, walk toy round letters, chalks on the patio**
- **Keep it fun! Tune into how and when your child learns best.**
- **Watch your body language – share enthusiasm (even if you are faking it!)**
- **BE RELAXED**
- **Make reading time special.**
- **Enjoy a bed time story to develop the love of books and foster language development.**

- **Talk to your child.** A running commentary of what you are doing develops their understanding of language and the meaning of words.
- **Sing nursery rhymes, read poems, rhymes and jokes (age appropriate) and explain the double meanings.**
- **Model being a reader – talk about words and read things to them from cereal packets to comics to the encyclopaedia.**
- **Visit the library - chose and read books together.**
- **Phonics starts at 9:00am – REMEMBER the book bag every day.**
- **Don't compare your child to others. They are unique and all learn at different rates and in different ways.**

One of the most important jobs for parents is to read to your child, read with your child...read every day. Here is a link to a recommended list of 50 books to read to your reception age child. <https://www.booksfortopics.com/reception>



50 Recommended Reads for...
Reception
Which ones have you read?

Books for Topics

<input type="checkbox"/> Burglar Bill Janet & Allan Ahlberg	<input type="checkbox"/> Surprising Sharks Nicola Davies & James Croft
<input type="checkbox"/> Supertato Sue Hendra & Paul Linnet	<input type="checkbox"/> Hairy Maclary from Donaldson's Dairy Lynley Dodd
<input type="checkbox"/> Elmer David McKee	<input type="checkbox"/> Bears Don't Eat Egg Sandwiches Julie Fulton & Rachel Suzanne
<input type="checkbox"/> Zim Zam Zoom! James Carter & Nicola Colton	<input type="checkbox"/> Yucky Worms Vivian French & Jessica Ahlberg
<input type="checkbox"/> We're Going on a Bear Hunt Michael Rosen & Helen Oxenbury	<input type="checkbox"/> All Aboard for the Bobo Road Stephen Davies & Christopher Corr
<input type="checkbox"/> Handa's Surprise Eileen Browne	<input type="checkbox"/> Mog the Forgetful Cat Judith Kerr
<input type="checkbox"/> O! Frog! Kes Gray & Jim Field	<input type="checkbox"/> Tad Benji Davis
<input type="checkbox"/> One Day on our Blue Planet: In the Savannah Ella Bailey	<input type="checkbox"/> William Bee's Wonderful World of Tractors and Farm Machines William Bee
<input type="checkbox"/> Suddenly! Colin McNaughton	<input type="checkbox"/> The Runaway Wok Ying Chang Compestine & Sebastia Serra
<input type="checkbox"/> Don't Forget the Bacon! Pat Hutchins	<input type="checkbox"/> The Fish Who Could Wish John Bush & Korky Paul
<input type="checkbox"/> Wiggle and Roar! Julia Donaldson & Nick Sharratt	<input type="checkbox"/> Out and About: A First Book of Poems Shirley Hughes
<input type="checkbox"/> Hooray for Fish! Lucy Cousins	<input type="checkbox"/> Blue Monster Wants It All! Jeanne Willis & Jenni Desmond
<input type="checkbox"/> Pattan's Pumpkin Chitra Soundar and Frane Lessac	<input type="checkbox"/> All Join In Quentin Blake

50 Recommended Reads for...
Reception
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Books for Topics

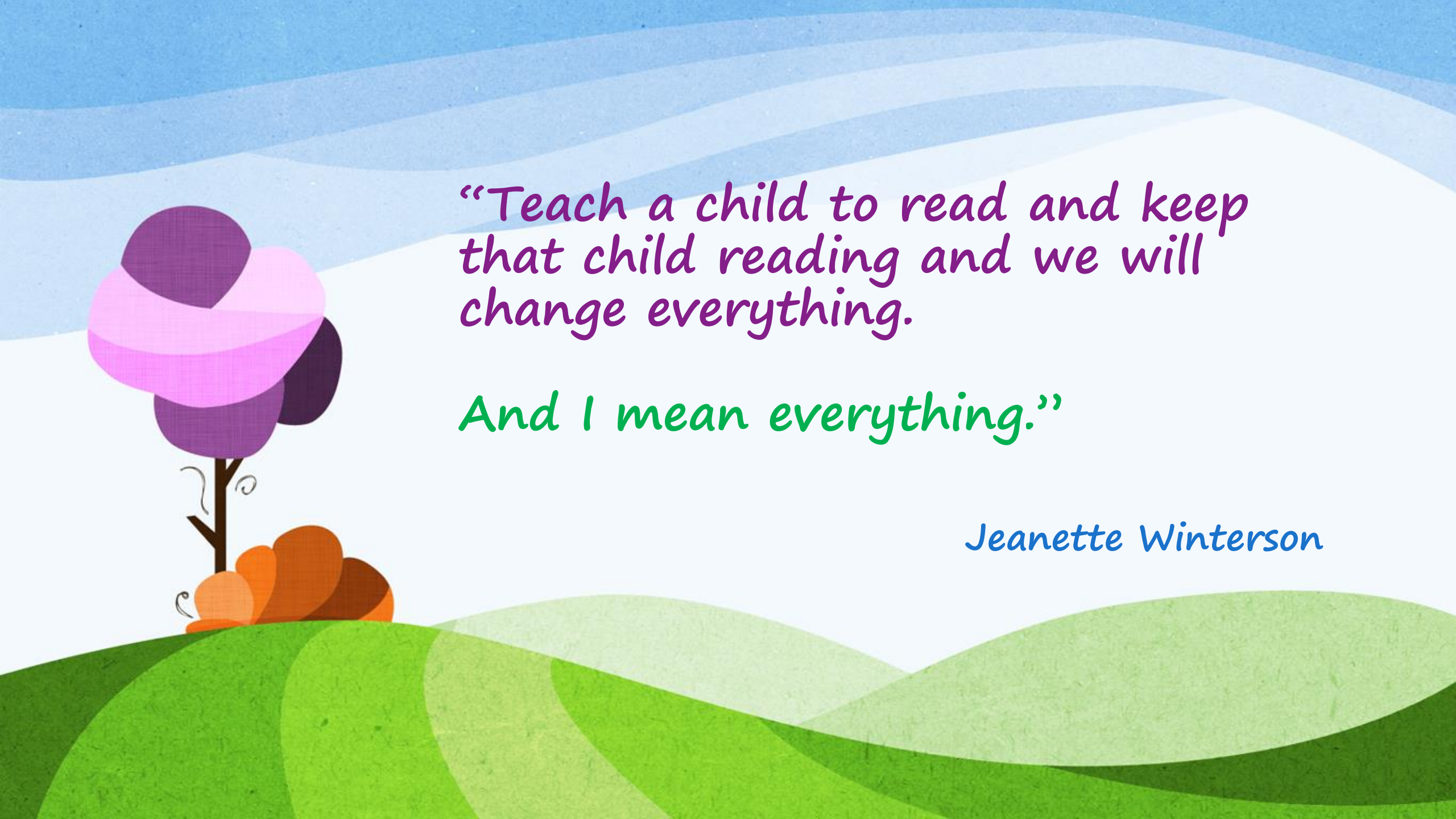
<input type="checkbox"/> Aliens Love Underpants Claire Freedman & Ben Cort	<input type="checkbox"/> Aaaargghh, Spider! Lydia Monks
<input type="checkbox"/> Fairy Tales for Little Children Usborne/Various	<input type="checkbox"/> Whatever Next! Jill Murphy
<input type="checkbox"/> A Great Big Cuddle: Poems for the Very Young Michael Rosen & Chris Riddell	<input type="checkbox"/> Let's Build a House Mick Manning & Brita Granström
<input type="checkbox"/> Six Dinner Sid Inga Moore	<input type="checkbox"/> Naughty Bus Jan and Jerry Oke
<input type="checkbox"/> You Choose Pippa Goodhart & Nick Sharratt	<input type="checkbox"/> Harry and the Bucketful of Dinosaurs Ian Whybrow & Adrian Reynolds
<input type="checkbox"/> The Gruffalo Julia Donaldson & Axel Scheffler	<input type="checkbox"/> Anna Hibiscus' Song Atinuke & Lauren Tobia
<input type="checkbox"/> How to Catch a Star Oliver Jeffers	<input type="checkbox"/> Farmer Duck Martin Waddell & Helen Oxenbury
<input type="checkbox"/> My Encyclopedia of Very Important Animals DK	<input type="checkbox"/> Night time: Peek Inside Anna Milbourne & Simona Dimitri
<input type="checkbox"/> I Am A Tiger Karl Newson & Ross Collins	<input type="checkbox"/> The Teddy Robber Ian Beck
<input type="checkbox"/> Puffin Peter Petr Horacek	<input type="checkbox"/> O! Get off our Train John Burningham
<input type="checkbox"/> Chickens Aren't the Only Ones Ruth Heller	<input type="checkbox"/> Shark in the Park! Nick Sharratt
<input type="checkbox"/> You Can't Take an Elephant on the Bus Patricia Cleveland-Peck & David Tazzyman	<input type="checkbox"/> Small Knight and George and the Royal Chocolate Cake Ronda Armitage & Arthur Robins

Find more booklists for primary schools at [booksfortopics.com](https://www.booksfortopics.com)



Free Online resources

- Ruth Miskin Parents' Page: <http://www.ruthmiskin.com/en/parents/>
- Ruth Miskin Facebook: <https://www.facebook.com/miskin.education>
- Free e-books for home reading: <http://www.oxfordowl.co.uk/Reading/>



*“Teach a child to read and keep
that child reading and we will
change everything.*

And I mean everything.”

Jeanette Winterson



Q & A