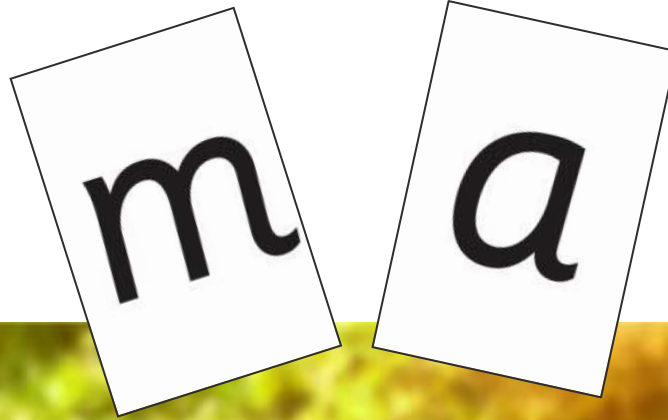


# Reading and Phonics



# Research evidence - Benefits of reading for pleasure

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The importance of reading for pleasure is for:

- educational purposes
- personal development

Evidence suggests that there is a positive relationship between

- reading frequency
- reading enjoyment
- attainment

Other benefits to reading for pleasure include:

- text comprehension and grammar
- positive reading attitudes
- pleasure in reading in later life
- increased general knowledge
- **Children who are read one book a day will hear about 290,000 more words by age 5 than those who don't regularly read books with a parent or caregiver.**

# Reading at Churchend

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At Churchend Primary Academy we believe that reading is key to the curriculum and is of vital importance in life.

Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

We aim to develop a love and appreciation of reading which will stay with children for life.

We achieve this through careful planning and teaching, with phonics teaching central to developing early reading.

At daily story times we enjoy a breadth and range of reading material in school, including fiction, non-fiction and poetry which allows children to develop vocabulary, understanding of characters and plot as well as just falling into an imaginary world.

# Phonics programme

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*Read Write Inc.* is a literacy programme developed by Ruth Miskin and is taught in over 5000 schools in the United Kingdom.

Read Write Inc (RWI) is a phonics programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

The programme is designed for children aged 4-7. However, at Churchend we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

# What is phonics?

---

<https://schools.ruthmiskin.com/training/units/56>

# 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
---	---	---	---	---

## Vowel sounds – stretchy

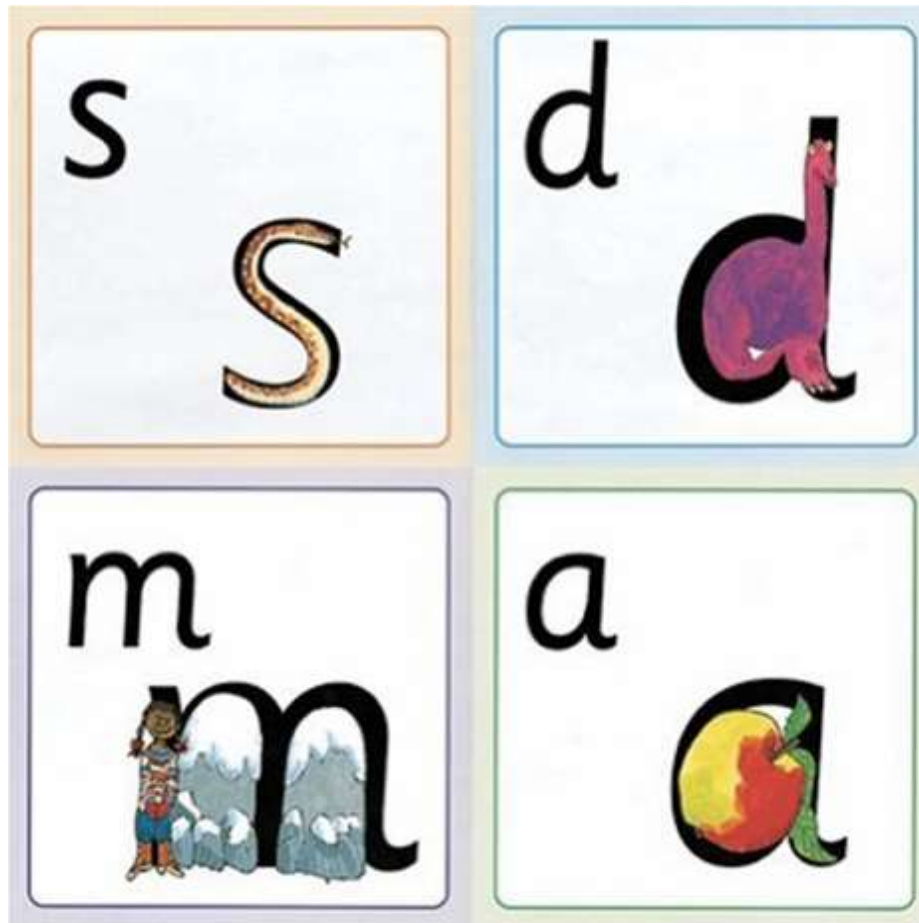
ay	ee	igh	ow
----	----	-----	----

## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

# Name the pictures

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# Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn

# 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



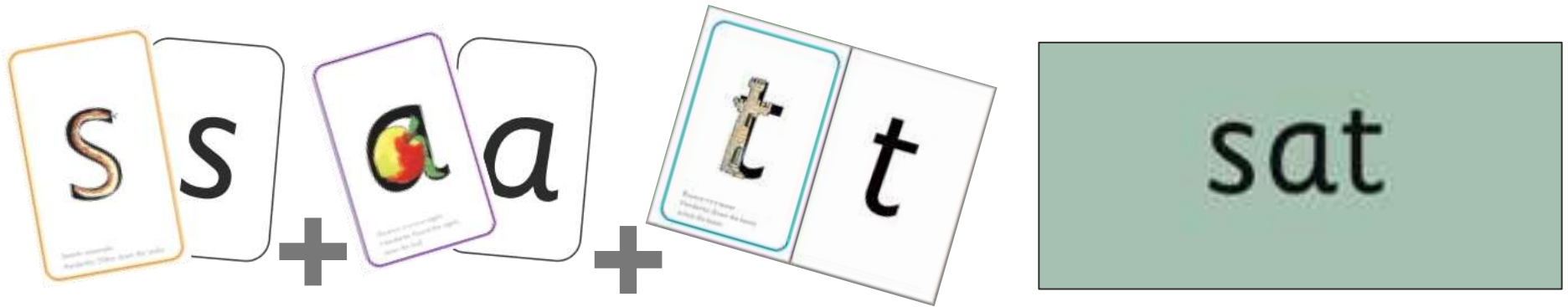
# What can I do?

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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

# Sounds + blending = reading

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# Reading with Fred Talk

---

m

a

t

mat

# 'Special Friends', 'Fred Talk', read the word

---

14

ship

spray

# Fred Talk routine

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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

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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 read it again and again!

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At Churchend the children focus on one RWInc book for three days this allows different skills to be developed.

Read 1 focuses on **accuracy**, this stage takes lots of concentration!

Read 2 begins to develop **fluency**

Read 3 works on **comprehension**

Read 4 is for **enjoyment**

# 'Special Friends', 'Fred Talk', read the word



## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Red Words

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I

said

This is Red Hat Rob.



"I will grab that cash box," he said.

# What can you do?

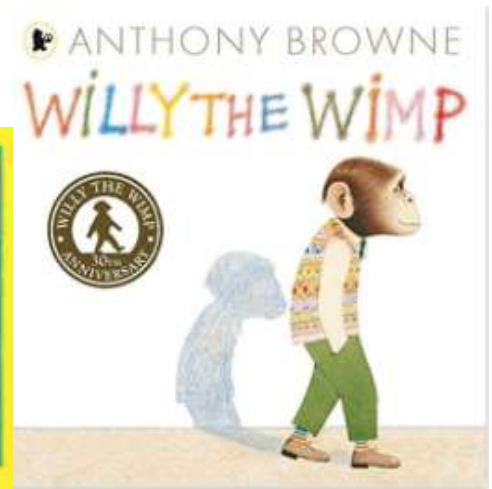
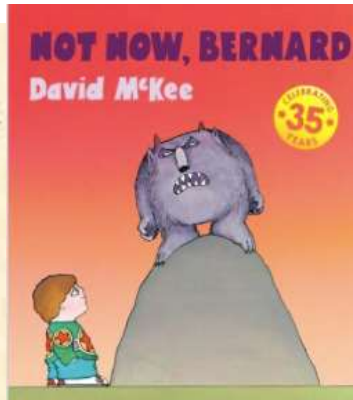
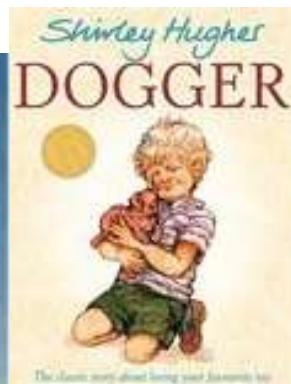
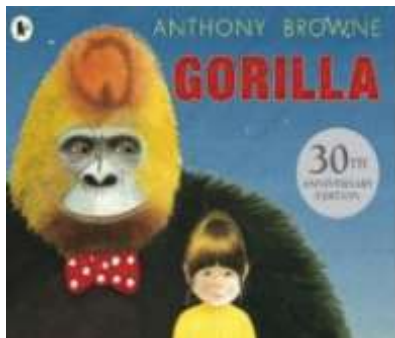
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- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice.

# Repeated readings Again! Again!

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Children are wired to thrive on **repetition**



# 10 things your child learns when you read aloud stories and poems every day

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1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

# Top Tips - Storytime

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1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book



# Home reading

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Following government guidance and evidence-based research the books we send home are:

- “decodeable” books (chosen by teacher) to practice and consolidate developing reading skills
- reading for pleasure books (chosen by child) to develop knowledge of stories, vocabulary and enjoyment of books

# Home reading

**Read Write Inc. Phonics**

**Read Write Inc. Phonics**

**BOOK BAG BOOKS**

# The din on the bus

Story by Adrian Bradbury  
Illustrated by Alex Paterson

**33**  
non-fiction  
book bag  
books

From  
January  
2020

**10**  
Sound  
blending  
books

**75**  
phonically  
decodable  
book bag  
books

**10**  
Red Ditty  
book bag  
books

# Home reading

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**Monday** – Read Write Inc sound blending or Storybook, containing sounds and words the children know. This is a book they have read at school. Please don't think that these books are too easy. Children enjoy re-reading stories they know well. Their speed and understanding improves on every read.

**Wednesday** – Read Write Inc sound blending or Book Bag Book, matched to the book children read in school and used for extra practice. They include many of the same reading activities that we use in class and include parent guidance. **Wednesday book Keep over the weekend**

**Friday** – A picture book chosen by your child to share with you. Read these stories to children or encourage them to retell the story by looking at the pictures. They are not expected to read the story themselves. One of the most important things you can do as a parent at home is read *to* your child. Loving stories is important because children who love stories want to read stories for themselves. Children who read a lot become better readers.

# Inside Cover

**Read Write Inc.**  
Phonics

**Supportive  
notes for  
parents and  
carers**



## How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

### Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following green words.

din bell ting ring yap shush

### Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words.

the he

### Important note

Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.



## The din on the bus



Story written by Adrian Bradbury  
Illustrated by Alex Paterson

# Reviewing sounds

Read Write Inc.  
Phonics

Tom sits on **the** bus.  
He is fed up with **the** din.



Is it Lin with **a** bell?  
**Ting ting!**



Review of **sounds**  
and Story Green  
Words from the  
corresponding  
classroom  
Storybooks

# Reviewing words

Read Write Inc.  
Phonics

Tom **sits on the bus.**  
He is fed up **with the** din.

Review of sounds  
and Story Green  
Words from the  
corresponding  
classroom  
Storybooks



Is it Lin **with a** bell?  
Ting ting!

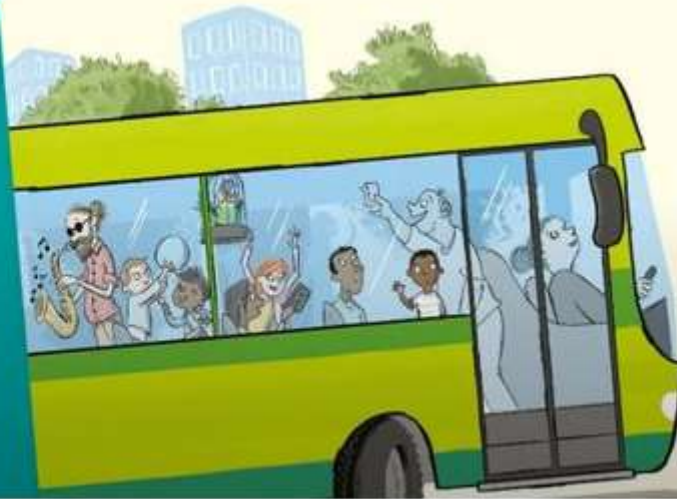


# Reviewing words

Read Write Inc.  
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Tom **sits on the bus.**  
He is fed up **with the** din.

Review of sounds  
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Is it Lin **with a** bell?  
Ting ting!



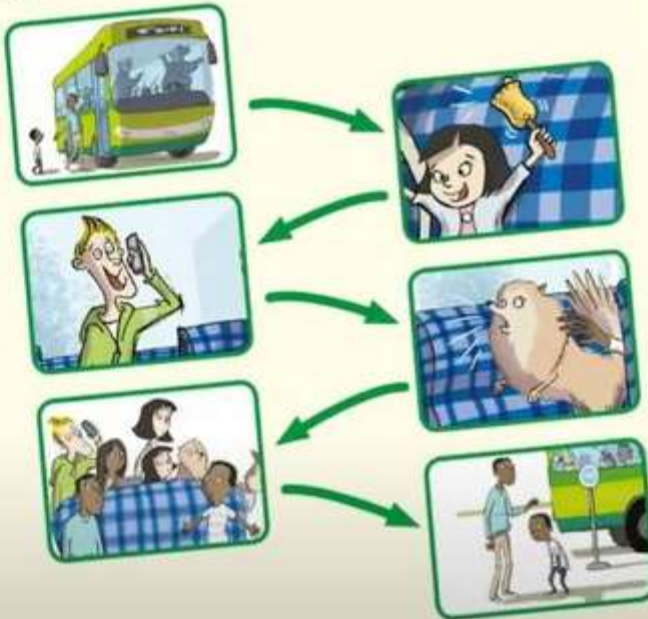
# Comprehension and questions

Read Write Inc.  
Phonics

Comprehension activities, 'Retell the story' and 'Questions to chat about', in each book

## Retell the story

Take turns retelling the story with your child.



## Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

- p.5 Who is playing with the bell?
- p.6 Whose mobile phone is ringing?
- p.7 What is the fat dog's name?
- p.9 Why do you think Tom gets off the bus?

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## What can you do?

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Listen to your child read the same book again and again.

Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'.

Discuss the story and encourage their storyteller voice.

Children read a book at the appropriate level to consolidate skills and give them confidence to become fluent, independent readers.

Please ensure that your child has his/her reading book in school on the book changing days.

The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

**Dr. Seuss**

# Any other questions

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Q&A