



Early Reading at The Reddings school

Intent

At The Reddings School, we understand the importance of ensuring that our pupils make the best possible start to their school lives and beyond. A critical component of this is the ability to read fluently and confidently. By teaching children the core skills of decoding, our aim is to enable children to become successful life-long readers.

Early reading

Children are taught to read through the delivery of synthetic phonics: the ability to read and write letter sounds before blending sounds together to pronounce entire words. By learning phonics successfully, children can decode words effortlessly so that they are able to comprehend what it is they have read and therefore enjoy books.

At The Reddings, we teach this through the government approved *Read Write Inc.* scheme (as developed by Ruth Miskin).

What is Read Write Inc.?

Read Write Inc. is a scheme of work that is used to systematically teach children how to read and write the 44 sounds and their corresponding letters. It teaches children to read whole words by blending sounds together and spelling these words by segmenting them into their individual sounds.

How is the scheme structured?

At The Reddings, children learn phonics from Nursery (summer term) – Year 2 (autumn term). We recognise, however, that all children learn at different rates and that some will require additional phonics teaching beyond Year 2.

The sounds that children need to learn to read and write are organized into three groups of speed sounds as outlined below:



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Set 1		Set 2		Set 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Maisie, mountain, mountain	ay	may I play?	ea	cup of tea
a	round the apple, down the leaf	ee	what can you see?	oi	spoil the boy
s	slither down the snake	igh	fly high	a-e	make a cake
d	round his bottom, up this tall neck and down to his feet	ow	blow the snow	i-e	nice smile
t	down the tower, across the tower	oo	poo at the zoo	o-e	phone home
i	down the body, dot for the head	oo	look at a book	u-e	huge brute
n	down Nobby, over his net	ar	start the car	aw	yawn at dawn
p	down the plait and over the pirate's face	or	shut the door	are	care and share
g	round her face, down her hair and give her a curl	air	that's not fair	ur	nurse with a purse
o	all around the orange	ir	whirl and twirl	er	a better letter
c	curl around the caterpillar	ou	shout it out	ow	brown cow
k	down the kangaroo's body, tail and leg	oy	toy for a boy	ai	snail in the rain
u	down and under the umbrella, up to the top and draw the puddle			oa	goat in a boat
b	down the boot's laces to the heel, round the toe			ew	chew the stew
f	down the stem and draw the leaves			ire	fire, fire
e	lift off the top and scoop out the egg			ear	hear with your ear
l	down the long leg			ure	sure it's pure
h	down the horse's head to the hooves and over his back			cious/tious	scrumptious, delicious
sh	sssh says the horse to the hissing snake			cion/tion	pay attention, it's a celebration
r	down the robot's back then curl over his arm			ue	come to the rescue
j	down his body, curl and dot			ie	terrible tie
v	down a wing, up a wing			au	Paul the astronaut
y	down a horn, up a horn and under his head			e-e	go Pete and Steve!
w	down, up, down, up the worm				
th	tthankyou				
z	zig-zag-zig down the zip				
ch	ch ch choo				
qu	round the queen's head up to her crown, down her hair and give her a curl				
x	down the arm and leg and repeat the other side				
ng	a thing on a string				
nk	I think I stink				



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The sounds are taught in a specific order. Below is a guide which shows you which Speed Sound sets should be taught and when:

Sounds	Year group expectation
Set 1	Nursery
Set 1	Nursery/Reception
Set 1	Reception
Set 1	Reception
Set 1	Reception
Set 2	Year 1
Set 2	Year 1
Set 2	Year 1
Set 3	Year 1
Set 3	Year 2 (autumn term)

Your child's learning journey begins in Nursery where they will be introduced to the Set 1 speed sounds in short bursts of learning. They will begin to practice the skills of reading whole words using RWI sound blending books.

In Reception, your child will undertake an initial assessment of their phonetic knowledge so that they can be grouped accordingly. Phonics teaching is delivered in small groups to ensure that learning is tailored to the needs of every child and delivered in a way that is personable and supportive. Assessments are undertaken half termly to ensure that children remain sufficiently challenged and are taught with precision to accelerate their progress.

By Year 1, children will be able to read and write all Set 1 speed sounds and progress to learning all of the Set 2 sounds and some of Set 3. Children continue to be taught in small groups.

In Year 2, children will continue to learn the Set 3 speed sounds until the end of the Autumn term; by this point, they will have successfully completed the RWI scheme and will therefore be fluent and confident readers.



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How will my child be taught to read?

Fred talk

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

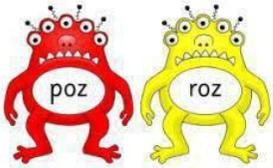
At school we use a puppet called Fred who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

Dots and dashes

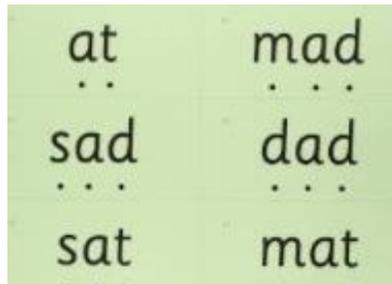
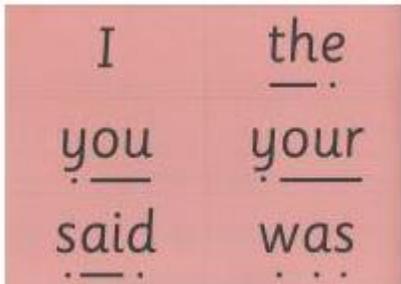
Dots and dashes represent the sound each letter makes. A dot is used when one letter is making one sound; a dash is used when more than one letter makes one sound. Your child will be taught to use dots and dashes to help them read and spell words.

Nonsense words (Alien words)



As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

Red and Green words



Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable; **green** words are linked to the sounds they have been learning and are easily decodable.



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Children are provided with several opportunities to practice and apply their acquired phonetical knowledge throughout the school day; in phonics lessons, children are taught guided reading with Read Write Inc Core Story Books that match the focus speed sound of the lesson. These books are grouped by colour and align with the order that the speed sounds are taught in.

Books (colour)	Sounds	Year group expectation
Green word cards	Set 1	Nursery
Blending books	Set 1	Nursery/Reception
Red Ditty 1-10	Set 1	Reception
Green 1-10	Set 1	Reception
Purple 1-10	Set 1	Reception
Pink 1-10	Set 2	Year 1
Orange 1-12	Set 2	Year 1
Yellow 1-10	Set 2	Year 1
Blue 1-10	Set 3	Year 1
Grey 1-13	Set 3	Year 2 (autumn term)

Home reading

Your child will bring home two books:

- A Read Write Inc. Book-Bag Book, which matches the sound that they have focused on in school as well as revisits previously taught sounds. Every word in their book should be either phonetically decodable or be a red (or tricky) word that they have encountered in school. They will read this book on multiple occasions – this is to ensure that children develop their fluency when reading aloud which in turn creates confident and competent readers
- A library book taken from our well-stocked book corners which are intended to be shared with an adult purely for pleasure. This is to encourage the development of vocabulary, imagination and, most important, a genuine love of books and reading.



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There are a number of ways in which you can support your child with their reading at home:

- Encourage your child to say the pure sound (“mm” rather than “muh”; “g” rather than “guh”).
- Use segmenting (separating words into their individual sounds) and blending (putting those sounds together to form a word) to help your child to decode (e.g. cat = c-a-t)
- Visit <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/> for additional support in the instruction of phonics at home including helpful video guides and worksheets to consolidate learning
- Register online to view the free Read Write Inc online e-book library: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Listen to your child read – we know how precious your time is; hearing them read is one of its most valuable uses
 - Encourage your child to sound unfamiliar words out using the taught strategies of segmenting and blending
 - Offer praise for effort as well as for outcomes
 - Read back each sentence or page to ensure that your child does not lose the sense of what the story is about
 - Avoid using pictures to help to guess at a word’s pronunciation
 - Be patient and, above all else, be loving
- Model an enjoyment of reading
- Spot opportunities for decoding practice wherever you may be – read shop signs, road names, television subtitles – all reading is good reading!
- As well as hearing your child read, read to them too – this is an essential tool to develop children’s reading as well as providing a wonderful opportunity to bond with them

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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.

