

A decorative border of colorful open books surrounds the central text. The books are arranged in a rectangular frame, with colors including pink, green, orange, purple, blue, red, yellow, and magenta. Each book is shown from a slightly different angle, giving a sense of depth.

Early Reading Reception

23rd September 2019



At St. Bernadette's:

We use a programme called Read, Write Inc. It teaches the children the sounds that letters make – not the letter names.

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Speed Sounds:

The Speed Sounds have been divided into groups.

Once your child has learnt all of the sounds in a group they can progress to sound blending that group of Speed Sounds into words.

Then your child will learn the next group of Speed Sounds until they are confident with them all.



The order of the sounds:

Set 1 Speed sounds are taught in this order.

c a d g q o e

s f i l t

u y j k

r n m h b p

v w x z

th ch qu ng nk

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RWInc - Pure Sounds

When teaching children the speed sounds its very important we don't add 'uh' to the end of them.

We pronounce them as pure sounds –
m not muh, **f** not fuh **l** not luh.

<https://www.youtube.com/watch?v=hCBzNnSSxds>



Learning to read:

Before your child can start to read they need to be able to say the sound that is represented by each letter or group of letters.

Once children know their sounds, they are then taught to sound out the letters in a word and blend them together to read it. This is called sound blending – Fred Talk.

Sound out the word **e.g. c-a-t, sh-o-p**

https://www.youtube.com/watch?v=dEzfpod5w_Q

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Set 2 Speed Sounds

The set 2 speed sounds follow Set 1
and include the following sounds:

ay, ee, igh, ow, oo, (as in moon,
spoon) oo (as in look, book
cook) ar, or, air, ir, ou, oy

Eg: p-l-ay, n-igh-t, b-l-ow, s-t-
ar-t

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Set 3 Speed Sounds

The set 3 speed sounds are the final sounds to be taught and include the following:

ea, oi, a-e, i-e, o-e, u-e, aw, are,
ur, er, ow, ai, oa, ew, ire, ear, ure

Complex Speed Sound

Ch

Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	le	oa
						e	i	o

oo	oa	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

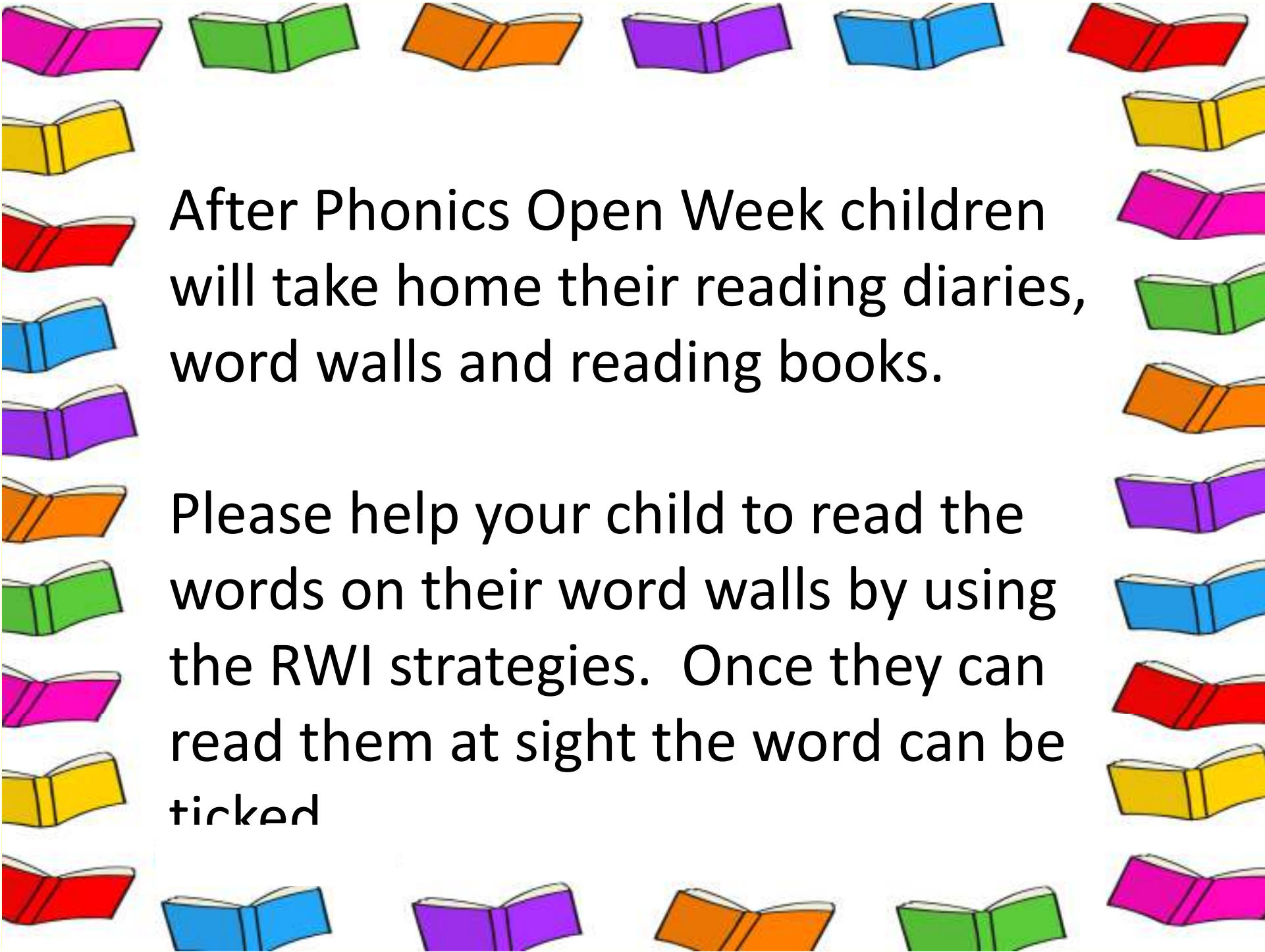
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Assessment of Sounds

Children are assessed each half term to see what progress they have made in terms of their sounds.

They complete a RWI phonic assessment. This allows staff to identify those children who need to revisit particular sounds.

In June 2020, the children in Year 1 will complete the National Phonics Test. Only those children who have a secure knowledge of the set 3 sounds are likely to pass this test.

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After Phonics Open Week children will take home their reading diaries, word walls and reading books.

Please help your child to read the words on their word walls by using the RWI strategies. Once they can read them at sight the word can be ticked



Help your child with **reading**

I spy

Play 'I Spy' games.
Can you find words
beginning with...? Can
you find a picture of a
...? How many ... can
you see?

Ask questions

Ask questions about the story as you read it
e.g. What is the story about? Why do you think
they made that choice? Was it a good choice?
Why did that happen? What do you think will
happen next? What was your favourite part of
the story? Why?

Make it fun

Enjoy reading
together. Give
characters funny
voices and engage
with the pictures.
Make a game out of
finding words that
rhyme or start with
the same sound.

Be seen

Make sure you are
seen reading.
Keep books and
magazines at easy
reach.

Get out

Go to your public
library regularly. Find
the books you loved
as a kid to read
together.

Create

Use reading to
inspire drawings or
new stories.

Go online

Look online & in
app stores for
appropriate word
& spelling games.

Make space

Have a special place
or a certain time
when you read
together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!

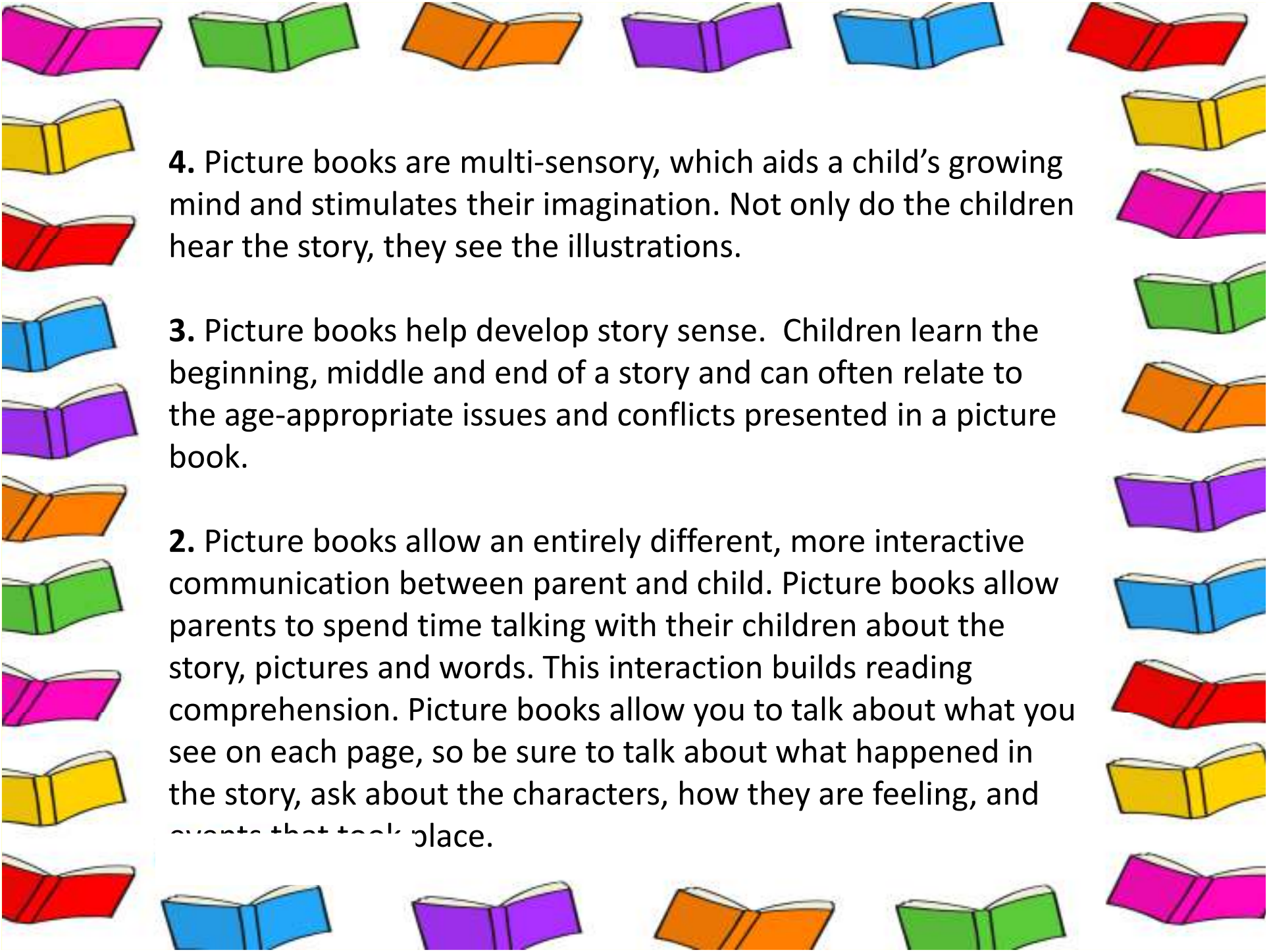
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Picture books - Reasons they are important! By Lori Calabrese

7. The illustrations of a picture book help children understand what they are reading and allow young readers to analyse the story. When children are having difficulty, the illustrations can help them figure out the meaning of what they are reading. The illustrations are also a powerful way to help English learners comprehend the story.

6. Language: Picture books allow children to practice the sounds of language and as adults it's our responsibility to introduce new and interesting words at every opportunity. The rhythm and rhyme in many picture books make for great read-alouds and children learn words more easily when they hear them spoken often.

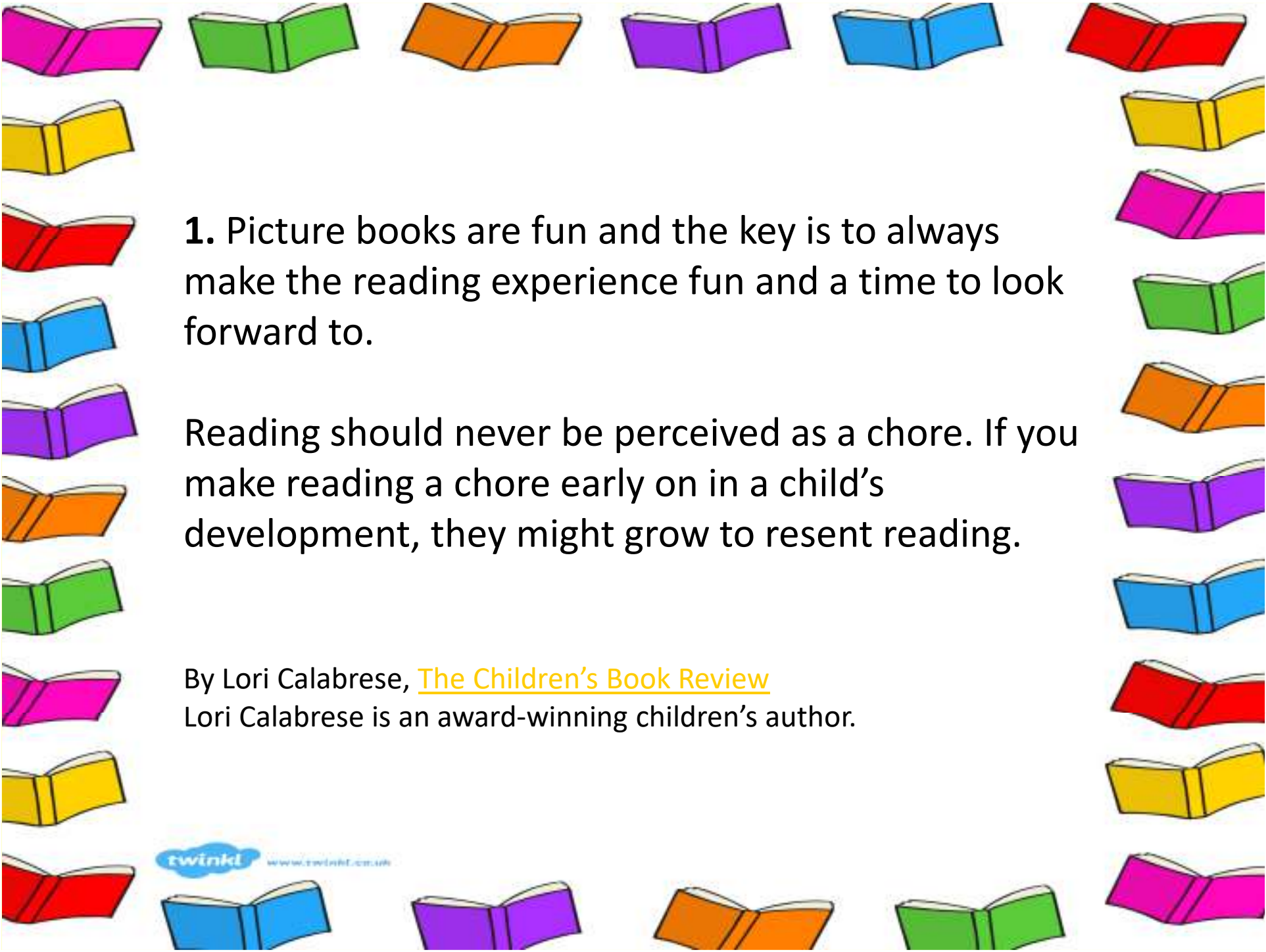
5. Repetition: The repetition in many picture books allows a child to participate in the story. Young readers get excited when they can anticipate a forthcoming line and children learn skills like phonemic awareness, phonics, comprehension and fluency.

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4. Picture books are multi-sensory, which aids a child's growing mind and stimulates their imagination. Not only do the children hear the story, they see the illustrations.

3. Picture books help develop story sense. Children learn the beginning, middle and end of a story and can often relate to the age-appropriate issues and conflicts presented in a picture book.

2. Picture books allow an entirely different, more interactive communication between parent and child. Picture books allow parents to spend time talking with their children about the story, pictures and words. This interaction builds reading comprehension. Picture books allow you to talk about what you see on each page, so be sure to talk about what happened in the story, ask about the characters, how they are feeling, and events that took place.

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1. Picture books are fun and the key is to always make the reading experience fun and a time to look forward to.

Reading should never be perceived as a chore. If you make reading a chore early on in a child's development, they might grow to resent reading.

By Lori Calabrese, [The Children's Book Review](#)
Lori Calabrese is an award-winning children's author.



If you have any questions, feel free to stay behind and ask me.