



## Reading – Year 1

### Story book sessions

Your child has been using the Read Write Inc phonics scheme at school since September. During this time your child has been taking part in Speed Sounds lessons. The focus for these sessions has been to help children to practice previously learnt sounds and learn new sounds in Set 1, Set 2 and Set 3. The children have also been learning about some of the new language and terminology associated with the scheme e.g. special friends and Fred talk!

As part of the programme, regular assessment of your children's learning is essential to ensure we can fully support your child and address areas that your child may be finding more difficult. We have recently undertaken an assessment and your child will now be moving onto the storybook lessons for the Read Write Inc phonics scheme.

Your child will continue to take part in a Read Write Inc phonics sessions every morning but these will now be for one hour every morning. The story books used in these sessions are colour coded and matched to what your child's reading ability.

The storybook sessions will include:

Speed sounds practice

Learning to read words linked to the story and speedy green words (words your child will be able to sound out)

Learning to read red words linked the story (Red words, previously known as tricky words, are common words that contain a tricky spelling. The adults at school will help your child to identify the tricky letter/s).

Handwriting

Writing about the story

Your child will read the same book through the week over a few Read Write Inc phonic sessions. This is to develop confidence, fluency and understand the story. Your child will bring this book home to read again and practice. As your child's reading becomes speedier and they understand what they are reading.

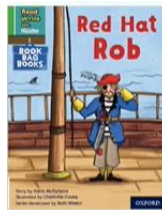
Some children will be on a three-day timetable (purple, pink and orange books). Children in these groups will read this book in school over three days and then bring it home to read again. Some children will be on a five-day timetable (blue, yellow and grey books). Children reading these books will read their books over five days in school and then bring it home to read again.

### What will your child bring home to read?

- **Read, Write Inc Storybooks:** contain sounds and words the children know. These will be the Storybook they have just read at school. We may also send previously read Storybooks that your child has read before, for extra practice. Please don't worry that books are too easy. Children enjoy re-reading stories they know well. Their speed and understanding improves on every read. Please also encourage your child to read the book 'like a storyteller' and this will really build their confidence.



- **Book Bag Books:** these books are matched to the Storybooks 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. Book Bag books are supplementary books for children to practise sound-blending. Each book corresponds with a core Read Write Inc. Storybook. It has a similar theme and the same graphemes. For example, the Book Bag Book Red Hat Rob builds on the core storybook, Black Hat Bob.



- **Storybooks and Non-fiction books:** matched to the sounds and words your child knows well.



- **Picture books from the library:** You can read these stories to your child or encourage them to read themselves. They could also retell the story by looking at the pictures. Please continue to read to your child as they love being read to! Please note your child will visit the library on a Monday or a Tuesday and this will start on Monday 30<sup>th</sup> November.



- **Books from our previous banded books scheme:** Children will be able to choose any book that interests them. This will mean it may not be matched to their reading ability. As with library books your child can read the book or you can read it to them.
- **Red Word book pages:** challenge your child to read the Red Words speedily across the rows and down the columns. Set a timer – can they beat yesterday's time?

**Red Words** Get children to practice reading the words across the rows, down the columns and in and out of order slowly and quickly.

|      |      |      |      |
|------|------|------|------|
| all  | me   | you  | said |
| the  | be   | her  | he   |
| call | want | I've | to   |
| no   | my   | your | we   |

We will send home all books in a zippy wallet labelled Read Write Inc. Please can you make sure you look after the books and return them to school. Please remember we want your child to read the books 2/3 times before changing. Please make sure that your child continues to bring their books and Reading Logs into school every day and you record daily when you read with your child.

## How can you support your child's reading and writing?

Here are the top things you can do:

Ask your child to read the Speed Sound speedily (see website for Speed Sounds booklets)

Use Fred Talk to help your child read and spell words.

Encourage your child to read words using 'Fred in your head' (see glossary)

Show your child how to read the story in a storyteller voice

Listen to your child read their *Read Write Inc.* Storybook every day

Read Green and Red Words in the Storybook speedily

Read stories to your child every day

Share your enjoyment of the story when your child reads it again and again

10 things to think about when you read with your child:

<https://schools.ruthmiskin.com/resources/watch/428/>

Why read to your child?

<https://schools.ruthmiskin.com/resources/watch/368/>

## Glossary

### **'Special Friends'**

Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.

### **Fred Talk**

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him.

To help children read, Fred (the teacher) says the sounds and then children say the word.

For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light.

Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds.

For example:

Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee.

Put on your c-oa-t/ h-a-t/ s-c-ar-f.

### **'Fred in your head'**

Once children can sound out a word, we teach them to say the sounds silently in their heads.

We show them how to do this by:

1. whispering the sounds and then saying the whole word;
2. mouthing the sounds silently and then saying the whole word;
3. saying the whole word straight away.

## **Green words**

These are words that your child will be able to sound and out may contain special friends.

### **Red words**

Some common words contain a tricky spelling. These are called Red Words (previously known as common exception or tricky words). They occur in stories regularly (said, what, where) but have unusual letter combinations ('ai' in the word 'said' makes the sound 'e'). Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'. Tell them the word if you need to. We identify the tricky letter/s for the children. For example: - In said, the tricky letters are 'ai' (the sensible letter would be 'e').

This video will help you understand how we teach red words to children:

<https://schools.ruthmiskin.com/resources/watch/612/>