



Ark Byron Primary Academy



Help your child to read

September 2017



Children who read at home do better at school

- Read fluently
- Write confidently
- Speak articulately

“Reading is the one ability, that once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are endless.” Michael Morpurgo

The “expected” reading level for the end of Reception:

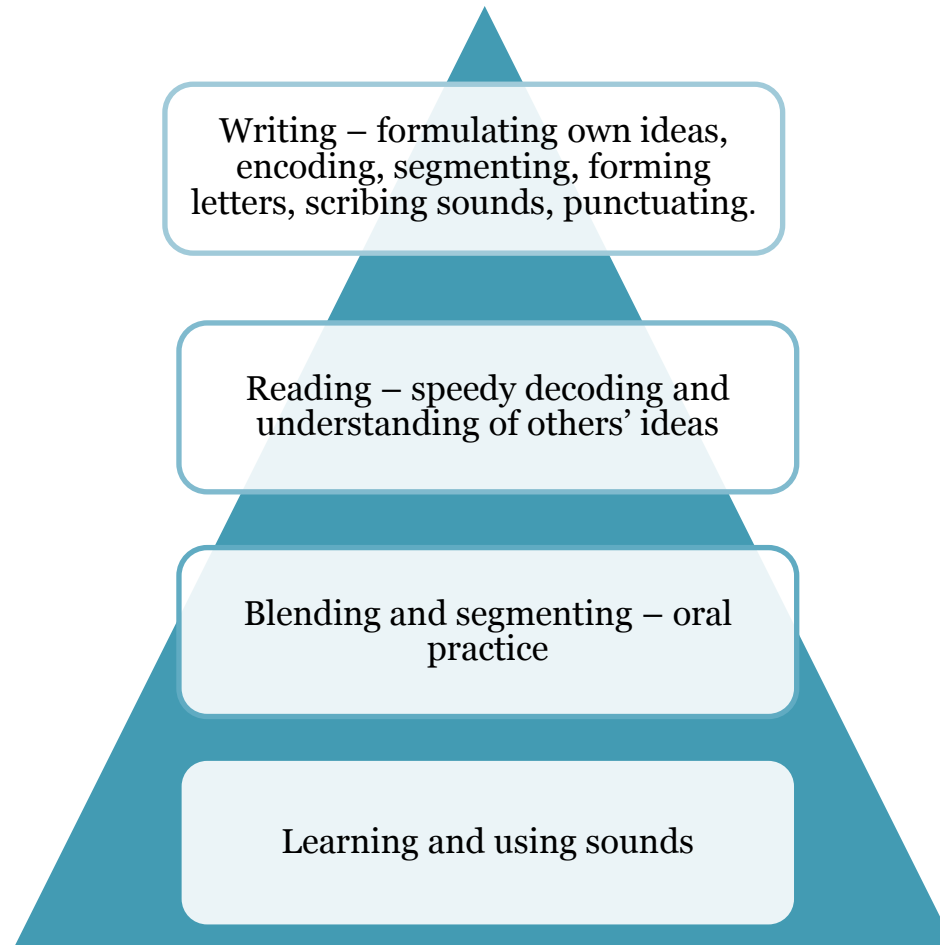
Children should be able to:

“Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Also, read some common irregular words. Demonstrate an understanding when talking with others about what they have read.”

We use Read Write Inc to teach phonics.

- <http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/>
- A complete literacy programme - systematic and structured.
- Meets the demands of the new national curriculum, giving your children the best chance of success in the national tests
Year 1 Phonics Check at Byron June 2017: 97% pass.
- One-to-one tutoring - no child is left behind.
- It links with writing.

Progression in phonics



All the children will first be taught the Set 1 sounds

- It is useful to know which sounds they should be able to recognise and use. Some sounds they will not learn until year 1
- Watch the [sound pronunciation guide](#).
- Important for them to learn to write the sound correctly.

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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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	ie	oa
						e	i	o

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

Challenge!

- Think of the sound ee.
- How many different ways can you think of to spell words with that sound in them?

ee

1. Bee (fee/knee/seed)
2. Me (he/we/she)
3. Happy (lazy/Maisy)
4. Leigh (name, as in Leigh on Sea)
5. Tea (sea/bead/read)
6. Key
7. Quay

What about the sound or?

How about or?

1. horn
2. more
3. claw
4. floor
5. bought
6. faun
7. taught

Some homophones: more, moor, maw; fawn, faun; taut, taught.

How does phonics help?

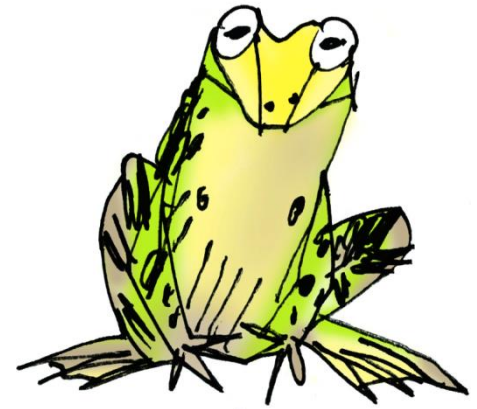
- Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c_a_t.” Not **cat**.

We call this *Fred Talk (blending)*

(We use Fred fingers for spelling when we do writing -
“segmenting”)



Using Fred Talk at home

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Would you like some c-a-ke?"

"Please get me a s-p-oo-n."

"Time for b-e-d!"



- Tip: keep to single syllable words.

Reading at home

- Encourage your child to look at print as you walk to school and in shops.
- Share books at home – in your home language is great. **Talk about them.**
- New reading books will start coming home around half term - please read listen to your child read at least four times in a week.



Keep it short!

First reading books coming home

- Before your child reads the book, first read the title then have a look at the pictures together without looking at the words. Relate it to their experiences. But maybe keep the ending for when you read!

Matching the print and the words



- To start with please help your child to **point to each word.**
- Finger under the word! This helps them to focus on it.

How to help

1. Ask them to look at the picture and look at the first letter of the word so they can work it out.
 2. Try to sound it out. BUT if it is an irregular word then “Sounding it out” (Fred talking) will not work (e.g. the, me)
 3. Ask “what would make sense here?”
 4. Tell them.
- It is good to develop strategies for them to try to work out new words.

It's too easy!

- They should be able to read it on the first occasion with only a few mistakes – 90% accuracy.
- It is good to practise. Read for fluency.
- Use expression. *Show them how to do it!*
- Talk about the book.

Help them learn the irregular words in the story
e.g. said, come, here etc.

The “exceeding” reading and writing level for the end of Reception:

“Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.”

Quality talk helps reading and writing

- Keep your bedtime story times,
- Talk through the day – think out loud,
- Encourage sentences, say sentences back.
- Build vocabulary.

Build up your child's vocabulary

- **Big:** Vast, enormous, massive,
- **Small:** Minute, tiny, miniscule
- **Sad:** Miserable, downcast, glum, forlorn
- **Happy:** Over the moon, walking on air, thrilled, ecstatic
- **Noise:** Din, racket, commotion, hullabaloo
- **Kind:** Thoughtful, big-hearted, considerate

If you speak a different language at home please develop their vocabulary in your home language.

Online options

- www.ruthmiskintraining.com/parents
- www.teachyourmonstertoread.com
- www.phonicsplay.co.uk/HelpingMyChild
- www.readingeggs.co.uk

Enjoy!

- Please tell us how your child is doing.
- Please ask us if you need help.

