

WELCOME
Reception Reading
Evening



Access to books and the encouragement of the habit of reading: these two things are the first and most necessary steps in education and librarians, teachers and parents all over the country know it. It is our children's right and it is also our best hope and their best hope for the future.

- Michael Morpurgo



The Power of Reading!



- Creating a love of reading in children improves their academic potential throughout their school life and beyond.

Reading and Small World Area



Language rich environments

- Talking helps to expand a child's vocabulary and helps them understand what they read.
- Engaging in books at school and home helps children to become confident, enthusiastic readers.



Large books with photos of prior learning

Reading corner



Sharing stories



Story Stones



Investigating our environment

Understanding (Comprehension)

- Being able to read does not mean you understand what you read.
 - Your child might sound like a good reader but may not understand what they have read.
 - The best way to develop understanding is to talk about texts.
-
- Book related talk introduces children to language that they might not hear in ordinary conversations.
 - It helps them to understand what they have read later.



Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in the text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

How do we teach the children to read in school?
















[Understanding
how phonics
works for parents](#)



- Read write Inc. is a complete literacy programme that is systematic and structured.
- It meets the demands of the new curriculum, giving your children the best chance of success.
- One-to-one tutoring – no child is left behind.
- Story books align with the sounds learnt in class.
















Set 1

My Sound Mat

 Maisie, mountain, mountain	 Around the apple and down the leaf	 Slither down the snake	 Around the dinosaurs bottom and up to his neck	 Down the tower, across the tower
 Down the insects body and a dot for his head.	 Down Nobby and over his net	 Down the pirates plait and around the pirates face	 Round the girls face, down her hair and give her a curl	 All around the orange
 Curl around the caterpillar	 Down the kangaroo's body curl his tail and leg	 Down and under the umbrella, up to the top and down to the puddle	 Down the laces, over the toe and to the heel	 Down the stem and draw the leaves
















Set 2

My Sound Mat
















 I think I stink	 May I play?	 What can you see?	 Fly high	 Blow the snow
 Poo at the zoo	 Look at a book	 Start the car	 Shut the door	 That's not fair
 Whirl and swirl	 Shout it out	 Toy from a boy	 Cup of tea	 Spoil the boy

Set 3

My Sound Mat

 Slice into the egg, go over the top, then under the egg.	 Down the long leg	 Down the horses head to his hooves and over his back	 sh says the horse to the hissing snake	 Down his back then curl over his arm
 Down his body curl and dot	 Down the wing up the wing	 Down a horn, up a horn and under the yak's head	 Down up, down up	 The princess in the tower is saved by the horse, thank you!
 Zig, zag, zig	 The horse sneezes when the caterpillars hairs get up his nose ch-ch-chao	 The queen never goes out without her umbrella	 Down the arm and leg, repeat the other side	 Thing on a string

My Sound Mat

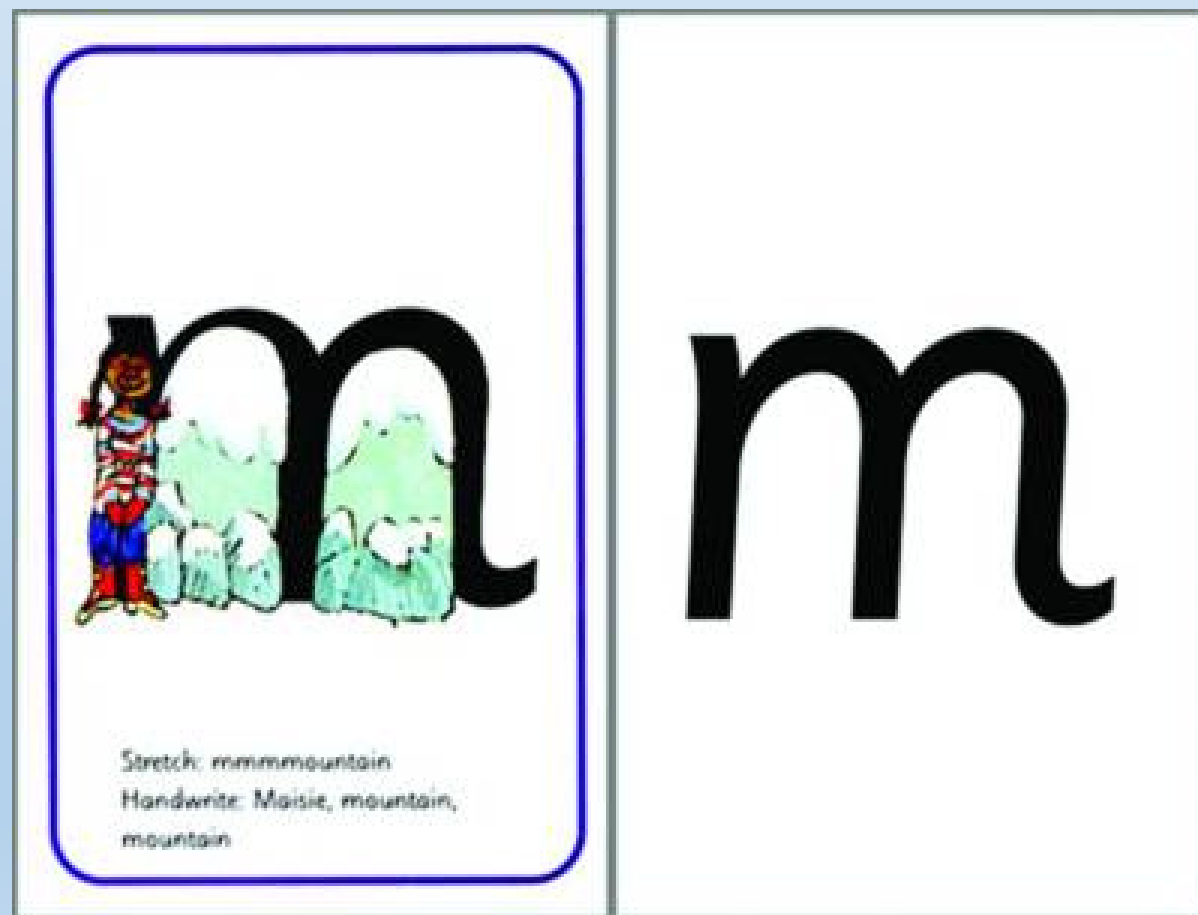
 Make a cake	 Nice smile	 Phone home	 Huge brute	 Yawn at dawn
 Nurse with a purse	 A better letter	 Brown cow	 Snail in the rain	 Goat in a boat
 Chew and stew	 Fire fire	 Hear with your ear	 Sure its pure	 Care and share

[Read Write Inc.: How to say the set one, set two and set three sounds \(youtube.com\)](#)

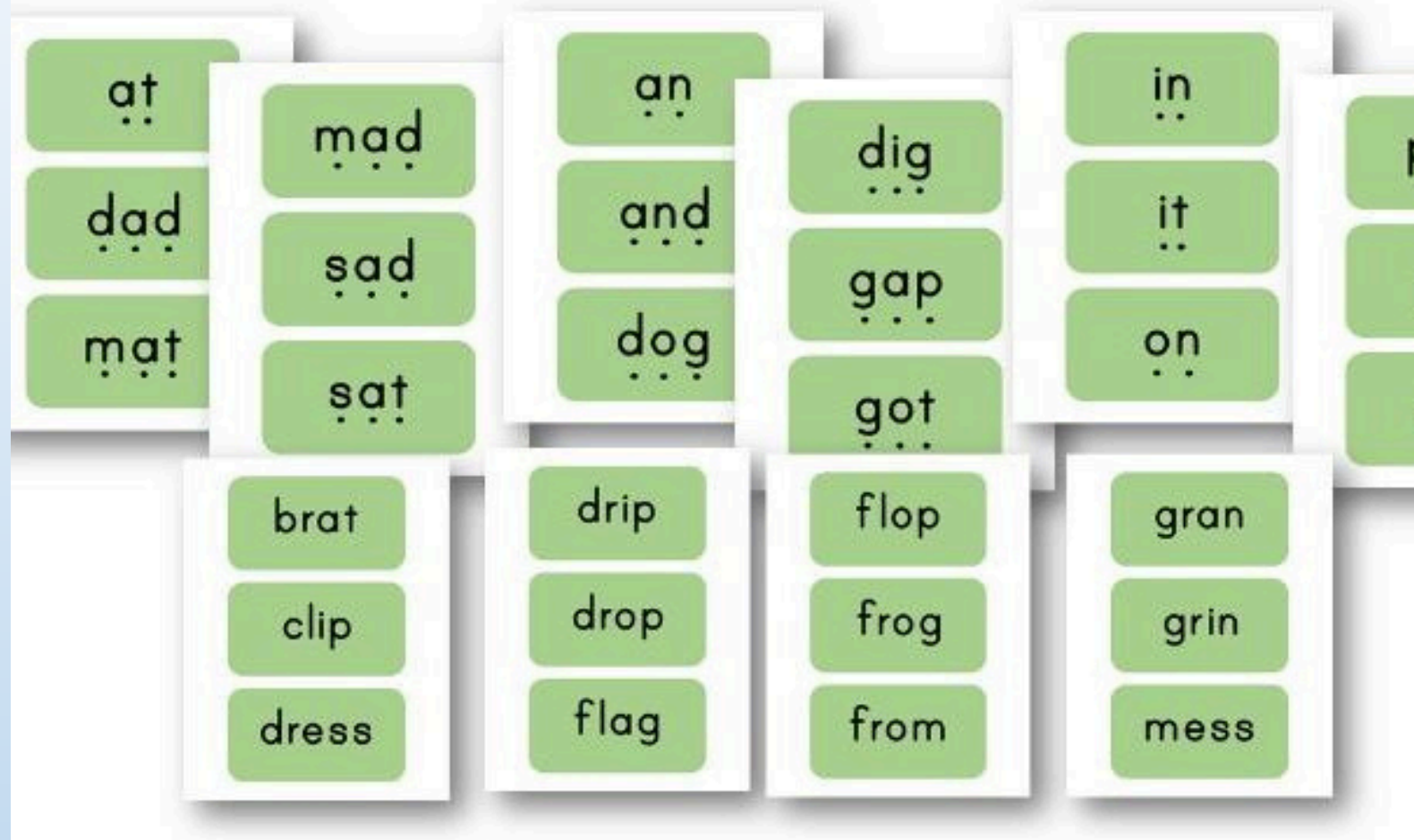
How can you support your child at home?

The following video will show you how you can teach the sounds at home.

[Set 1 sound phonics video](#)



RWI Green words set 1



Reading words

- Once the children have learnt the sound they can segment and blend words to read and write.
- The children continue to read words with the sounds they have previously learned.
- They learn to read nonsense words to help them blend and segment words they do not know, since they will encounter new words for the rest of their reading life.



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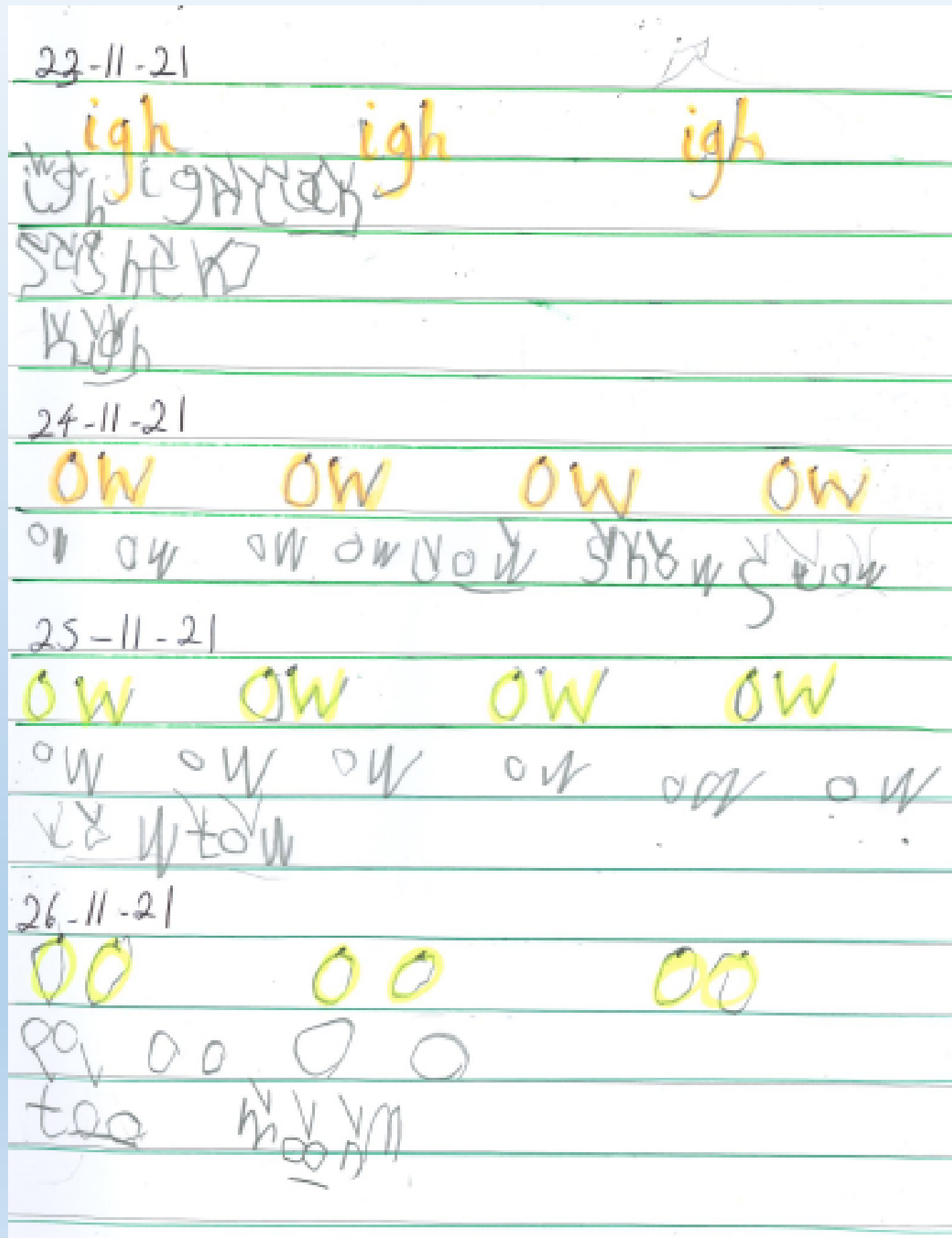
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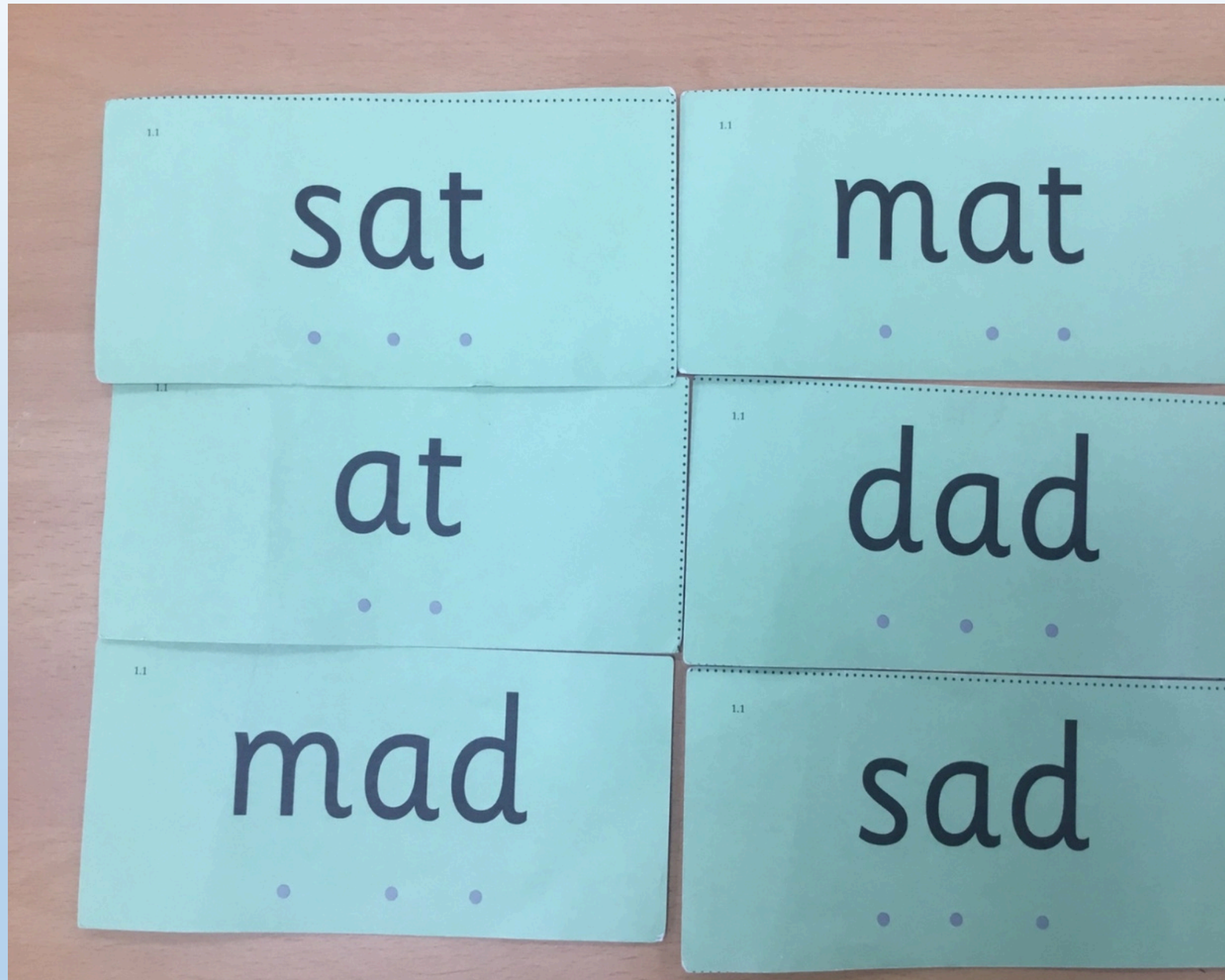
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- The children practise writing the sound in their books.
- They learn to form the letters correctly.
- The children then spell words using the sounds they have been taught.



Green Words

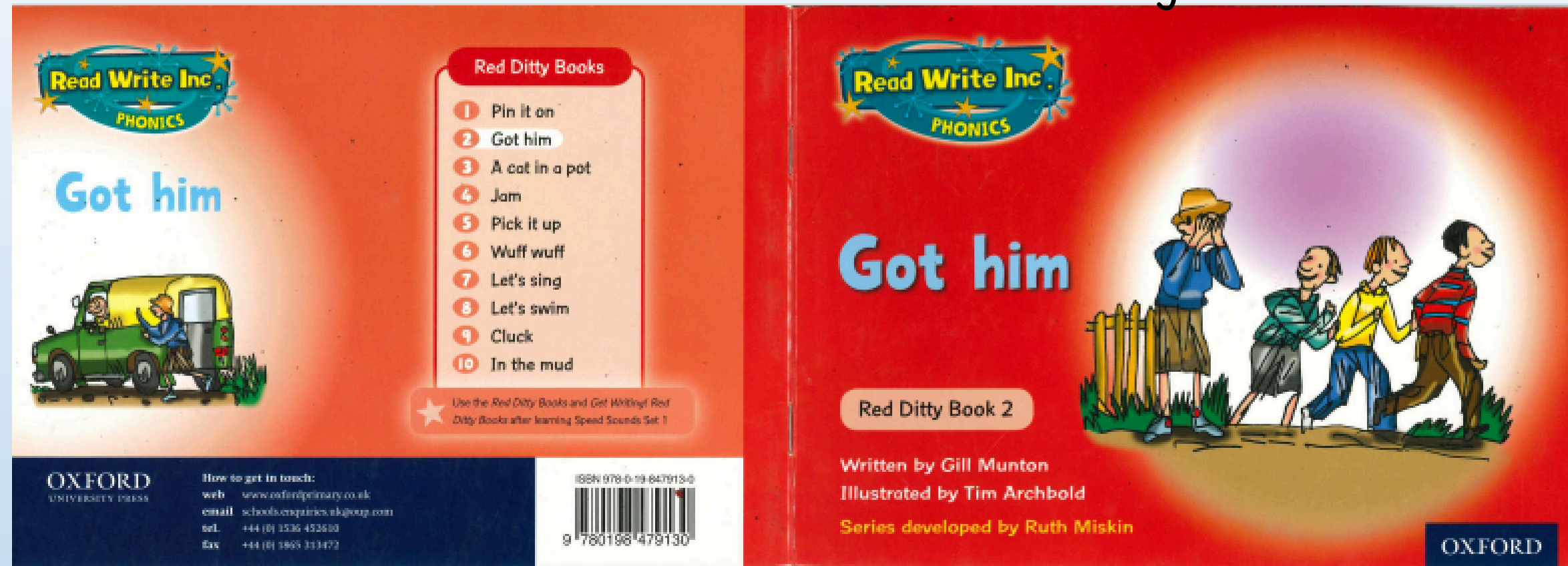
Once your child has learned some of the set one sounds they will bring home green words to practise reading to you.

Green words will be sent home on a Friday to practise.

Encourage your child to read them independently using the sounds they know.

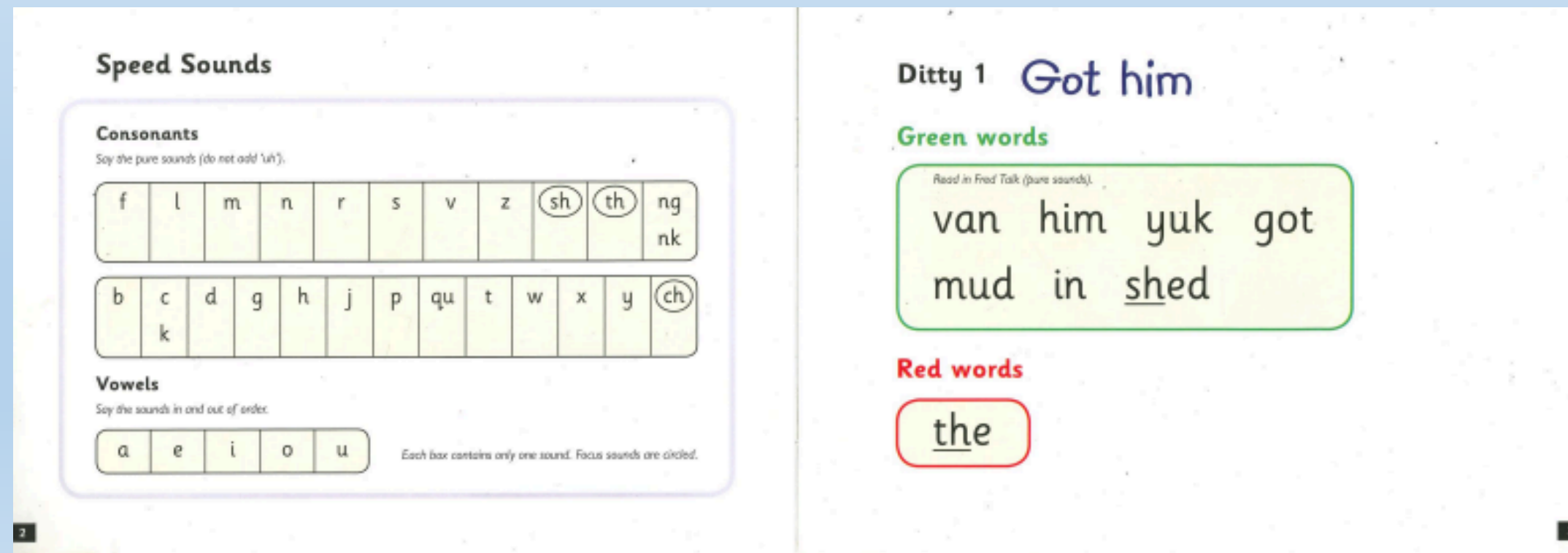
Keep practising through the week until they can read them at speed.

Red Ditty Books



Once your child can read the set one sounds and green words they will begin to bring Ditty books home.

On a Friday the children will take home the speed sounds and green words for the Dittys they will be learning in class the following week. Please practise these over the weekend.



Ditty 1 Got him

Introduction

Do you like playing hide and seek? At the start of the story, the children are looking for places to hide. What places might they choose?

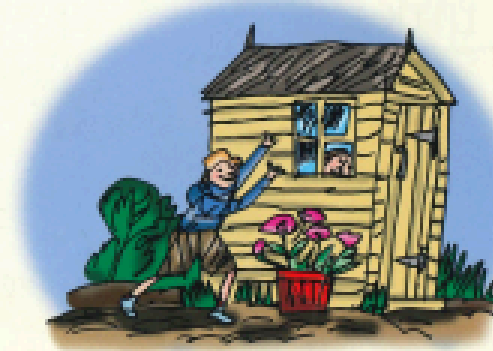


1 2 3 4 5 6 7 8 9... 10

in the van
got him



in the shed
got him



in the mud
got him...



yuk



- The children will read a Ditty each day in school.
- The red words are words that the children can't sound out (tricky words).
- Re-reading the Ditty is important to improve fluency.
- At the end of the week they will bring the Ditty book home to read to you.

Questions to talk about

Ditty 1

Where is the first boy hiding?

Which hiding place do you think is the best?

Where do you hide when you play hide and seek?

Ditty 2

What does the cook do first?

Do you think the cook likes the salad?

What is your favourite vegetable?

Ditty 3

What is the second thing that Mum asks the boy to put in the bin?

Why can't they put the lid on the bin?

What sort of things do you put in the bin?

- Each Ditty comes with questions to develop understanding (comprehension).

On a Monday, the children will bring home a book that closely matches the book being read in class.



The guide at the front of the book explains how you can support your child.



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 Story Green Words:

bed get hat sand shed
with cat got

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

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.



CHRISTLETON
PRIMARY SCHOOL



Get him



Story written by Gill Munton
Illustrated by MacKenzie Haley

on **the** bed



4

on **the** hat



5

- Only the sounds your child has learned will be in the book.
- Give them time to read the words independently.

- Talk about the pictures and what the characters are doing together.

in **the** sand



6

in **the** shed



7

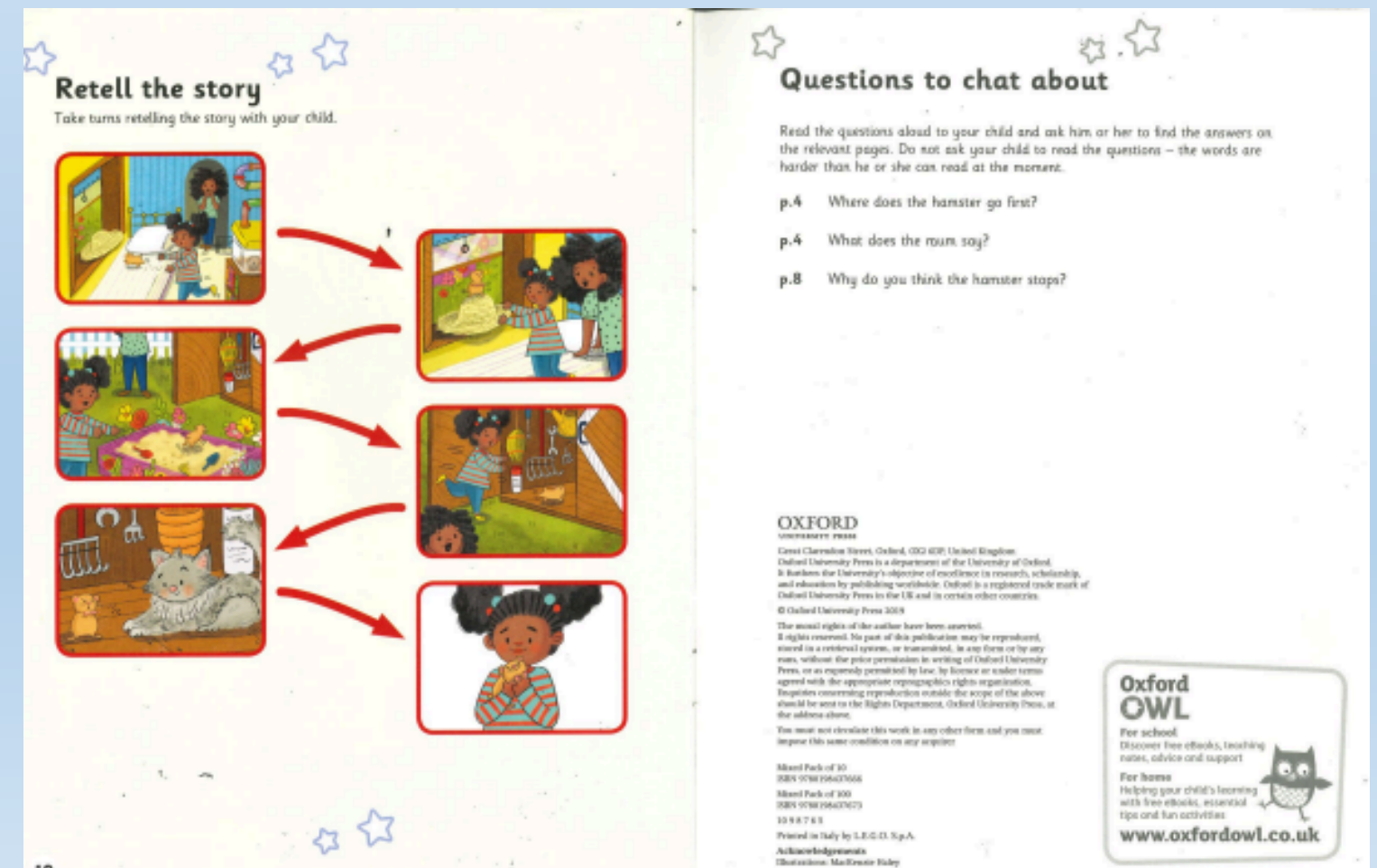
with **the** cat



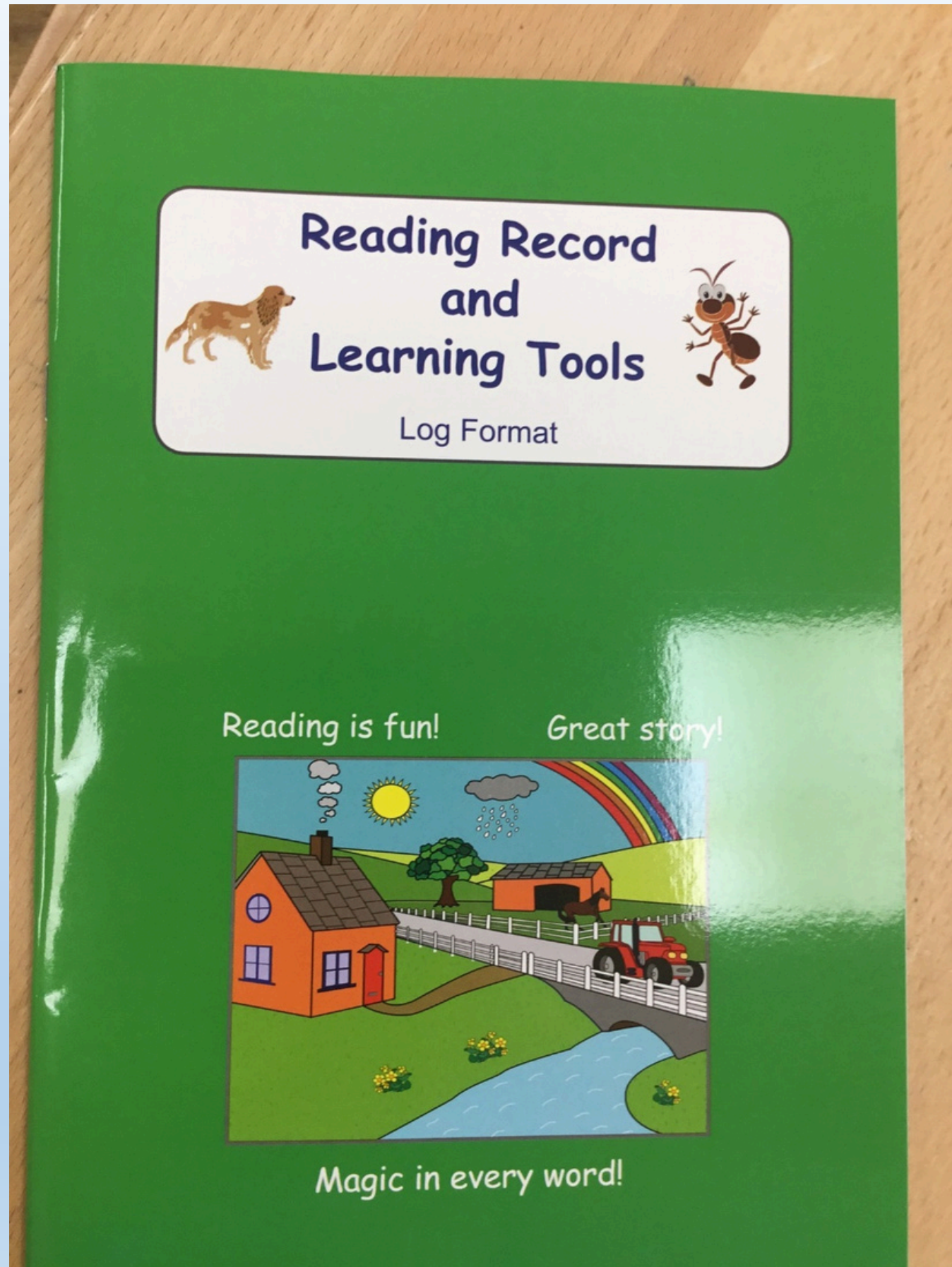
The back of the book includes:

- Questions to improve comprehension.
- Pictures, so your child can retell the story in their own words.

- The children keep the book for the week.
- Encourage them to re-read the story each day to improve fluency and speed.
- Books will be changed on a Monday.



Reading Records

The open book shows two pages. The left page is titled 'The books that I have shared or read' and has four rows for recording. Each row includes fields for 'Title:', 'Date:', 'Teacher/Parent/Carer's comments:', and 'I found this book:' with three smiley face icons. The right page is titled 'New words that I have learnt' and has a large space for writing. It includes a 'Title:' field, a 'Date:' field, and a 'Tick one' section with three options: 'too easy', 'just right', and 'too hard', each with a checkbox. At the bottom, it says 'Parents/Carer may help the child read and write if required.'

Please write a comment about the book that your child has read. This could be what they have enjoyed and the words they could read. Please also write what they found tricky so we can support them in school.

Read Write Inc. Phonics Overview Chart

LEVEL	PUPIL RESOURCES			TEACHING RESOURCES		
	STORYBOOKS	NON-FICTION	GET WRITING!	HANDBOOKS	TEACHING SOUNDS AND WORDS	ONLINE SUBSCRIPTION
RED	 • 18 colour storybooks • 18 black and white storybooks		 18 Get Writing! Red storybooks	 Handbook 1	 Speed Sounds Cards Sets 1, 2 and 3 (also available as A4)	 Read Write Inc. Phonics Subscription on www.edondowl.co.uk
GREEN	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book		 Picture Sounds Cards	
PURPLE	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book	 Handbook 2	 Sounds-Picture Phrase	 ONE-TO-ONE KIT
PINK	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book		 Posters – Simple Speed Sounds and Complex Speed Sounds	 One-to-one Phonics Tutoring kit
ORANGE	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book	 Reading Leader Handbook	 Magnetic Sounds Cards	 NURSERY PACK
YELLOW	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book		 Green and Red Word Cards	
BLUE	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book	 Dirty Photocopy Masters	 Desktop Sounds Chart	
GREY	 • 18 colour storybooks • 18 black and white storybooks • 18 black bag books storybooks	 5 non-fiction books	 1 Get Writing! book		 My Speed Sounds Books	 My Reading and Writing Kits for parents

How can you help?

- Make reading visible; have books available in your home.
- Share books everyday.
- Read at different times in the day, not just bedtime.
- Read aloud to your child.
- Talk about books
- Sit and listen – don't do chores around the reader!
- Encourage children to read signs in their environment, for example: signs and labels in the supermarket, road signs etc.
- Embrace reading the same book over and over again. Encourage your child to retell it to you in their own words.

[10 things to think about when you read to your child.](#)

What to do if your child is stuck

- Use phonics first. What sound does the word begin with? Can you say the sounds in the words? Blend them together.
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?
- Does it sound right?
- Look at the picture. Does it help?

Talking about books

- Do you like this book; why?
- Who is your favourite character?
- Tell me about the character in the book.
- How would you feel?
- What do you think will happen next?
- What would you do?
- Can you tell me about...?

I opened a
book and in I
strode. Now
nobody can find
me.

- Julia Donaldson



Any
Questions?