

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!



- Research clearly states that if we create a love of reading in children it improves their academic potential throughout their school life and beyond.

Puppets and puppet theatre



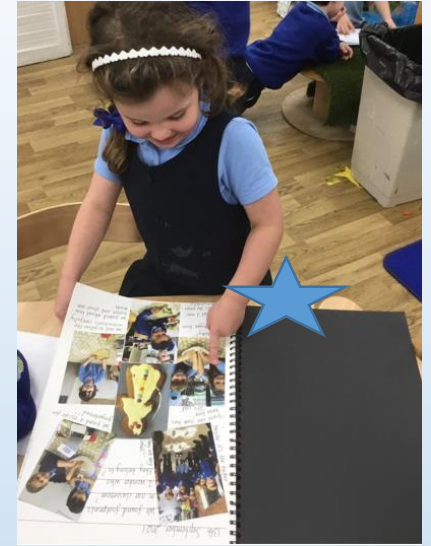
Story
Stones

Language rich environments

- Talk has been proven to increase a child's vocabulary and enables them to understand the books that they read.
- Children need to engage in books at home and at school to become confident readers.



Reading
corner



Large books
with photos of
prior learning



Sharing
stories



Investigating our
environment

Understanding

- Being able to read does not mean you understand what you read.
- Children need to understand what they have read.
- They need to talk about lots of different stories and texts to develop their comprehension skills.



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.
















How do we teach the children to read in school?



- 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

 Maise, mountain, mountain	 Around the apple and down the leaf	 Slither down the snake and up to his neck	 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 pistol 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 bears, 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 twirl	 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-ch	 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 as pure	 Care and share

mad	at
dad	sad
mat	sat

On a Friday your child will bring home a set of green words to practise reading to you.

Give them time to segment and blend the sounds themselves to work out the word.

Practise the words throughout the week until your child can read them with speed and fluently.

Cut out the words and put them up somewhere that your child can see and practise each day.



Bounce: a-a-a-a-apple
Handwrite: Round the apple,
down the leaf



Stretch: mmmmountain
Handwrite: Maisie, mountain,
mountain



On a Friday your child will bring home sound cards for the words they have learned in class that week. Cut them out and practise pronouncing the sounds correctly. Encourage your child to say the rhyme and write the letters correctly. Once they have learned a few sounds they can begin to use the cards to make words.

Use the link below to find out more information on how you can support your child at home.

[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

Use the link below to see how the sounds should be pronounced.

[Parent video: How to say the sounds - YouTube](#)

Red words are words that the children can't sound out. Once we start learning the red words, your child will bring them home to practise reading and writing. They need to practise remembering these words as they cannot sound them out!

I

you

said

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



Remember not to read the Ditty to your child first.
As your child reads the Ditty, be patient and give your child plenty of praise.

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

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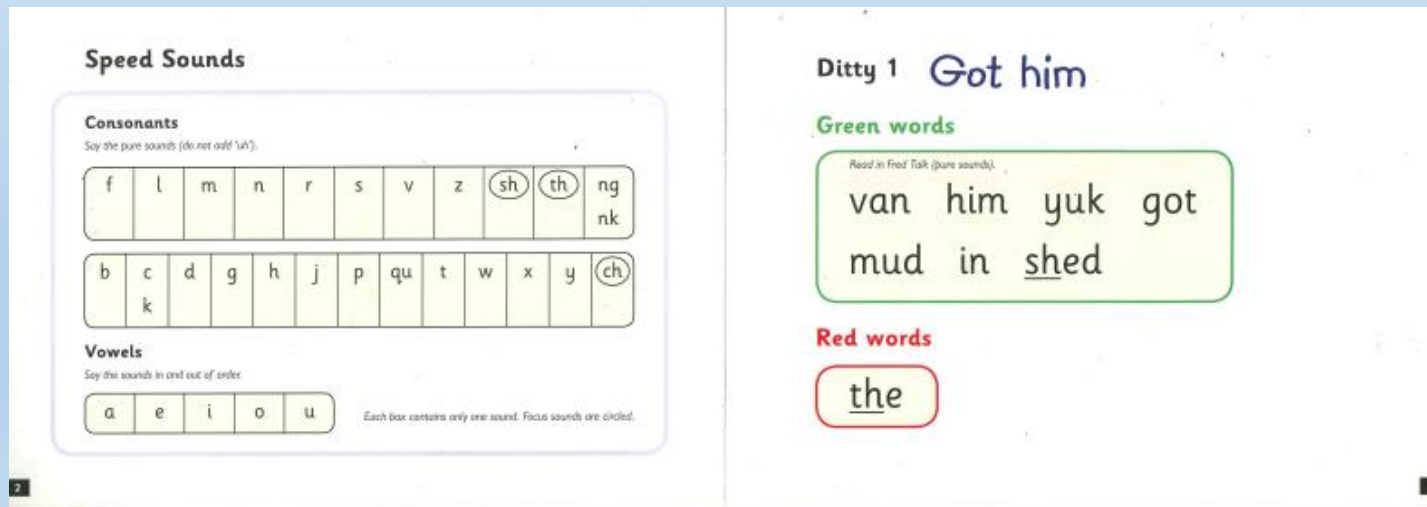
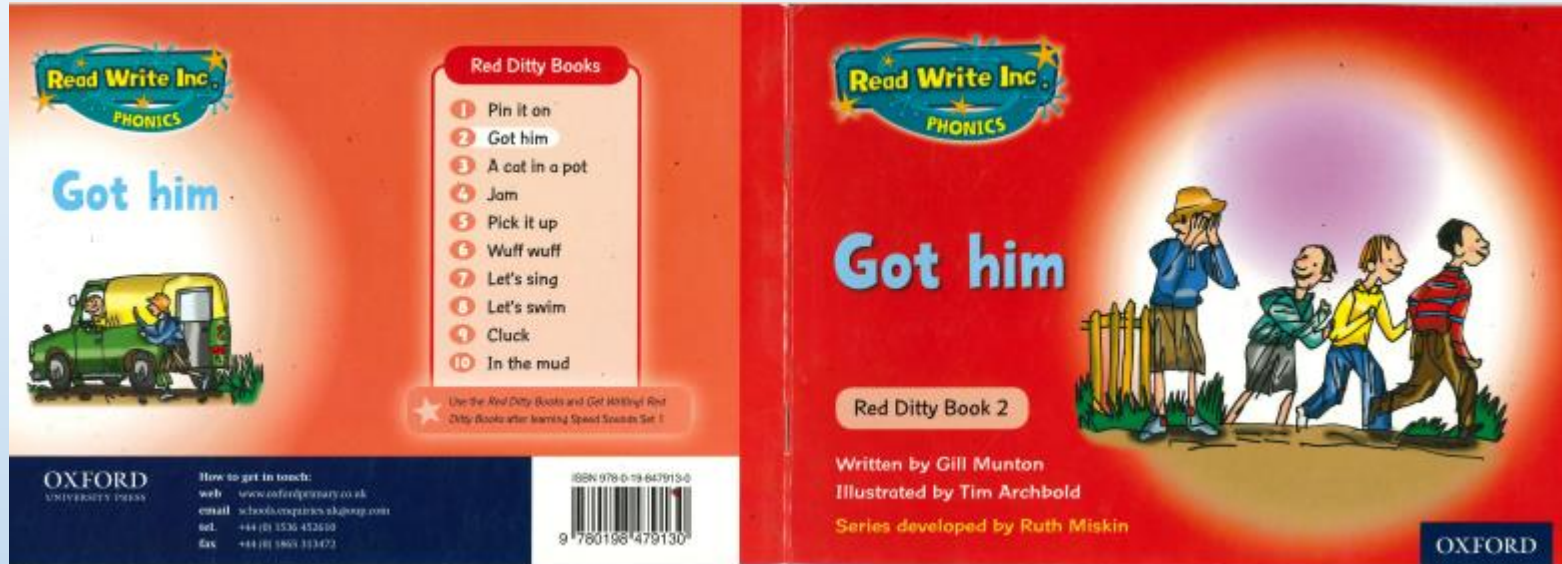
Once your child has learned the set 1 sounds they will begin to bring home a Ditty.

They will bring home the speed sounds, green words and red words for the Ditty to practise at home the night before reading the Ditty in class.

They will bring home a Ditty to read at home.

They will know all the sounds so encourage them to take their time and work out the words independently.

Once the children become more confident at reading the paper Ditties they will bring home Red Ditty books



On a Friday the children will take home the speed sounds and green words for the Ditties 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.

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

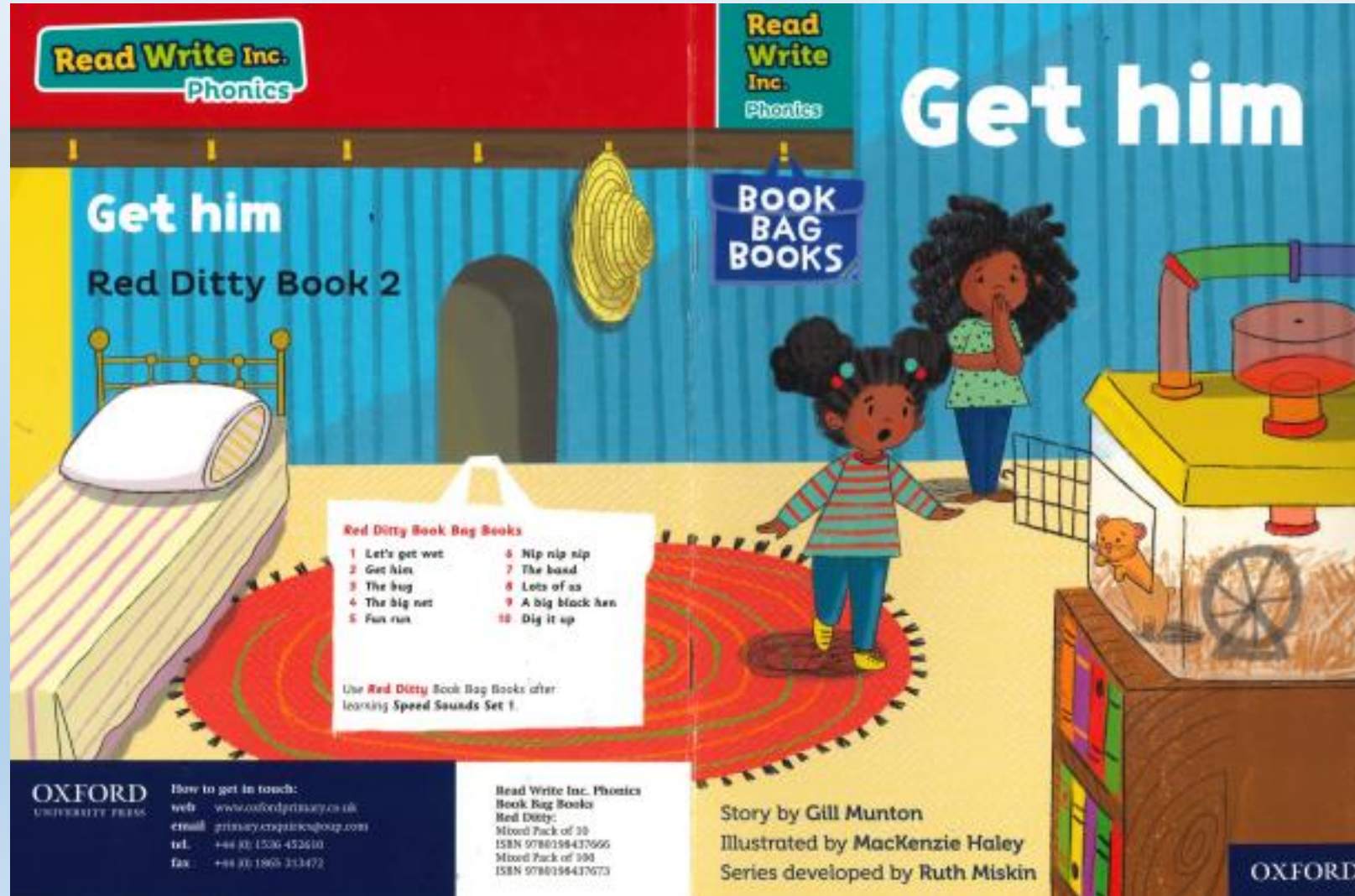
What is the second thing that Mum asks the boy to put in the bin?

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 improved 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 collected back in on a Friday.

Retell the story
Take turns retelling the story with your child.

Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

p.4 Where does the hamster go first?

p.4 What does the room say?

p.8 Why do you think the hamster stops?

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Two more are available this week. In any other form, and you must
agree the same conditions on any request.

Illustrated by: [Name]
Illustrated by: [Name]
Illustrated by: [Name]
Illustrated by: [Name]
Illustrated by: [Name]
Illustrated by: [Name]

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Reading Records

- Please write how your child has read in the reading records and sign it.
- Reading records need to be in school each day.

Read Write Inc. Phonics Overview Chart

LEVEL	PUPIL RESOURCES				TEACHER RESOURCES	
	STORYBOOKS	NON-FICTION	GET WRITING!	HANDBOOKS	TEACHING SOUNDS AND WORDS	ONLINE SUBSCRIPTION
RED	 • 10 colour Ditty Books • 10 black and white Ditty Books		 10 Get Writing! Red Ditty books	 Handbook 1	 Speed Sounds Cards Sets 1, 2 and 3 (also available on A4)	 UPDATED Read Write Inc. Phonics Subscription www.safeschool.co.uk
GREEN	 • 15 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book		 Picture Sounds Cards	
PURPLE	 • 15 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book	 Handbook 2	 Sound Picture Frame	 ONE-TO-ONE KIT
PINK	 • 15 colour Storybooks • 10 black and white Storybooks • 10 Book 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	 • 12 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book	 Reading Leader Handbook	 Magnetic Sounds Cards	 HUNGRY PACK
YELLOW	 • 10 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book		 Green and Red Word Cards	
BLUE	 • 10 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book	 Ditty Photocopy Masters	 Desktop Sounds Chart	 PARENT NOTES
GREY	 • 10 colour Storybooks • 10 black and white Storybooks • 10 Book 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?

- Enjoy stories together, by having lots of books available at home.
- Visit the library to choose books together.
- Share books everyday.
- Read at different times in the day, not just bedtime.
- Read aloud to your child.
- Talk about books
- Give your child your full attention when they are reading. Turn off your mobile phone.
- 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.

What to do if your child is stuck

- Encourage your child to 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...?

Reading Eggs



Your child will bring home a login and password to use reading eggs in the next few weeks.



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

- Julia Donaldson



*Any
Questions?*