



St Joseph's Catholic Primary School

How we teach reading.

Reading opens the door to all learning.
A child who reads a lot will become a good reader.

A good reader will be able to read
challenging material.

A child who reads challenging material is a
child who will learn.

The more a child learns the more a child
wants to find out.

Get reading. Keep reading.



www.ruthmiskin.com/parents

How we teach reading – Read Write Inc. Phonics

At St Joseph's Catholic Primary School we believe that reading is the key that opens the door to all other areas of learning. It is our role in school to teach your child to read so that they can access the whole curriculum and be fully prepared for their future. We teach them to read through dedicated reading lessons using *Read Write Inc. Phonics*.

Learning to read is one of the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

How will my child be taught to read?

We start by teaching phonics to the children in Foundation Stage. This means that they learn how to 'read' sounds and how those sounds can be written down. We then teach them how to blend sounds together to read a word e.g. c-a-t to make the word 'cat'.

The children practice reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'. We call these 'Red Words'. They read books that match the sounds and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

We will always let you know how well your child is doing.

Your child will be assessed regularly so that we know how they are getting on. We use the assessment results to decide what reading group they should be in and identify what your child needs to learn next. Your child will work with children who are at the same reading level. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

In the summer term, the government asks us to do a **Phonics Screening Check** for all the Year 1 children. This gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

We also use a reading test at the end of Year 2 so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

How long will it take to learn to read well?

You will notice your child making progress with their reading very quickly. By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age.

How do I know the teaching will be good?

All the staff have been trained to be experts in the teaching of reading. We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning how we want them to learn.

What can I do to help? Is there anything that I shouldn't do?

Ask your child which sounds they have learned, and how to say them. Use your child's *'My Set 1 Speed Sounds Book'* to practice reading sounds at home.

Your child will bring different sorts of books home from school. As they become more confident with their reading they will bring books home that they have practiced reading in school to read to you.

Help your child to sound out the letters in words and then to 'push' (blending) the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at: www.ruthmiskin.com/parents

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story. This will help to develop their comprehension skills.

Find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family.

Does it matter if my child misses a lesson or two?

It matters a lot if your child misses school. The way we teach children to read is very well organised and fast paced, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

What if he or she finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word. At our first parents' meeting, we will explain how you can help your child to do this.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. The message is, that children can learn to read, even if they find some sounds difficult to say.

Don't hesitate to contact us if you have any concerns. We are here to help!

Read Write Inc. Phonics

How can I help my child learn to read?

Read as many stories to your child as you can. Talk about the stories.

Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

What you read to your child today, they will be able to read for themselves very soon.

Sound Pronunciation Guide

Please do not use letter names at this early stage. When you are learning to read you only need to know what sounds the letters make, not their names.

Help your child to pronounce 'pure' sounds. This will help them when they come to blend the sounds together in reading.

These first sounds should all be stretched slightly. Try to avoid saying **uh** after each one.:

e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)

th – thhhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – *thin*nnnnngg on a *strin*nnnnngg (curl your tongue at the back of your throat)

nk – I *think* I *stink* (make a piggy oink noise without the oi! nk nk nk)

These next sounds cannot be stretched, so we 'bounce' them. Make the sound as short as possible avoiding uh at the end of the sound:

- t – (tick tongue behind the teeth – unvoiced)
- p - (make distinctive p with lips – unvoiced)
- k – (make sharp click at back of throat)
- c - as above
- h – (say h as you breathe sharply out – unvoiced)
- ch- (make a short sneezing sound)
- x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

- d – (tap tongue behind the teeth).
- g – (make soft sound in throat).
- b – (make a short, strong b with lips).
- j – (push lips forward).
- y – (keep edges of tongue against teeth).
- w – (keep lips tightly pursed).
- qu – (keep lips pursed as you say cw – unvoiced).

The short vowels should be kept short and sharp:

- a: a-a-a (open mouth wide as if to take a bite of an apple).
- e: e-e-e (release mouth slightly from a position).
- i: i-i-i (make a sharp sound at the back of the throat – smile).
- o: o-o-o (push out lips, make the mouth into o shape).
- u: u-u-u (make a sound in the throat).

The Long vowel sounds are all stretchy sounds

- ay: ay may I play
- ee: ee what do you see?
- igh: fly high
- ow: blow the snow
- oo: poo at the zoo
- oo: look at a book
- ar: start the car
- or: shut the door
- air: that's not fair
- ir: whirl and twirl
- ou: shout it out
- oy: toy for a boy

Handwriting phrases

Your child will be taught the following sayings to help them form letters:



1. Form the letter in the air as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sat at a table, encourage your child to have a go
4. Praise your child for their efforts

m: Maisie, mountain, mountain

a: round the apple, down the leaf

s: slither down the snake

d: round his bottom, up his tall neck and down to his feet

t: down the tower, across the tower

i: down the body, dot for the head

n: down Nobby, over his net

p: down the plait and over the pirate's face

g: round her face, down her hair and give her a curl

o: all around the orange

c: curl around the caterpillar

k: down the kangaroo's body, tail and leg

u: down and under, up to the top and draw the puddle

b: down the laces to the heel, round the toe

f: down the stem and draw the leaves

e: lift off the top and scoop out the egg

l: down the long leg

h: down the head to the hooves and over his back

r: down his back and then curl over his arm

j: down his body, curl and dot

v: down a wing, up a wing

y: down a horn, up a horn and under his head

w: down, up, down, up

z: zig-zag-zig

q: round her head, up past her earrings and down her hair

x: down the arm and leg and repeat the other side