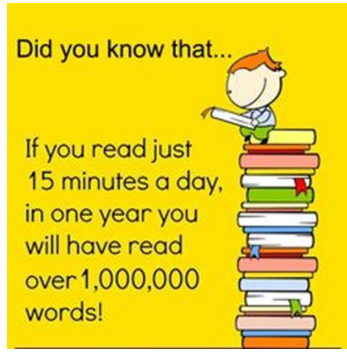




Early Reading 2024





Reading aloud to your child at home builds their oral language and early literacy skills. It develops their love of books and encourages reading for enjoyment. Vocabulary knowledge underpins a child's ability to read with understanding; the more they read, the more they will learn.



Phonics

In the Foundation Stage, children begin to learn the sounds associated with each letter of the alphabet. We use *Read, Write Inc.* as our systematic approach to teaching phonics. There are 44 sounds in the English language with over 150 ways of making those sounds! We use sound cards, word cards, graded reading books and writing activities daily to support this learning. The sounds are split into 3 sets:































Set 1 – m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, sh, r, j, v, y, w, th, z, ch, qu, x ng, nk

Set 2 - ee, igh, ow (snow), oo (soon), oo (*book*), ar, or, air, ir, ou (out), oy

Set 3 – ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (cow), ai, oa, ew, ire, ear, ure, tion, tious/cious





















Sounds

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

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Rhymes for letter formation - taken from Read Write Inc.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				



come to the rescue!

rescue, blue, glue, queue, due

ue



Red Words



Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Speedy Green Words

Red Ditty 1 Pin it on Speedy Green Words

it

it



Red Ditty 1 Pin it on Speedy Green Words

a

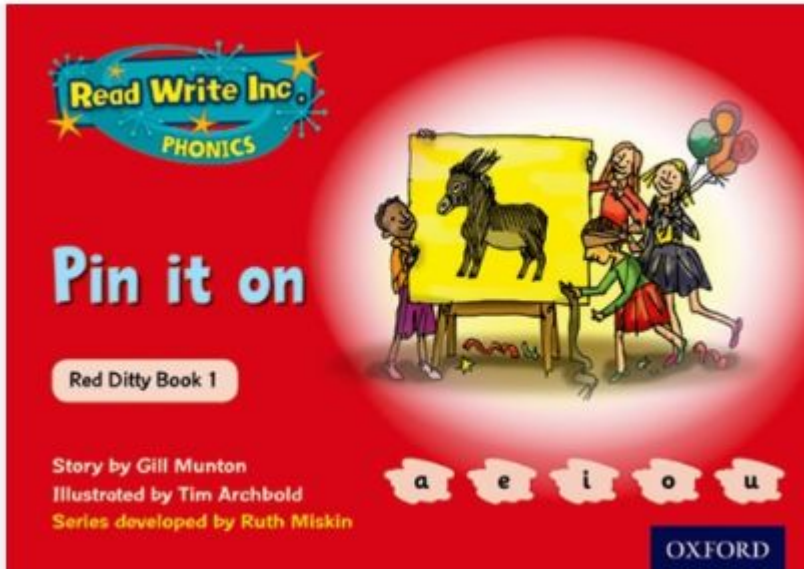
a

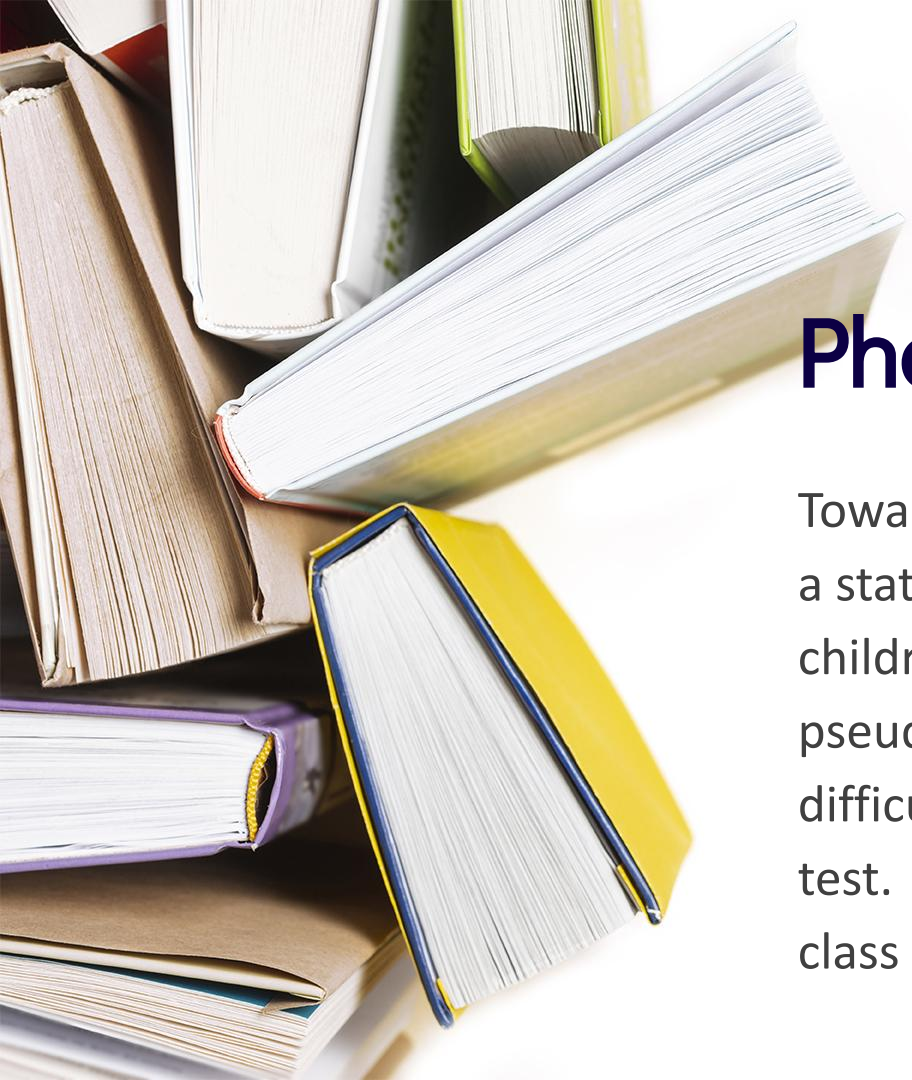
Red Ditty 1 Pin it on Speedy Green Words

on

on

Phonics books and ditties





Phonics Screening

Towards the end of Year 1, children complete a statutory phonics test. This involves the children reading 20 real words and 20 pseudo-words (nonsense words). The word difficulty increases as they move through the test. They complete this test 1 to 1 with their class teacher.



Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect





Book Band Colour
Lilac
Pink
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime

Banded Reading Books

Reading books are graded by difficulty, each book band has its own colour. Children are assessed regularly to ensure they are on the right colour band for them, one that poses enough challenge to encourage growth, but which also allows for previously learnt skills to be consolidated.

Children tend to learn in fits and starts, periods of growth followed by periods of consolidation, when their progress seems to halt for a while. Although it may seem worrying, particularly if you have seen some rapid improvement, these periods are important and a time when your child is developing confidence in using and applying their newly acquired skills.

Thank You!

