



At Gagle Brook we  
care about reading





## Our Vision and Values

At Gagle Brook, we aim to provide your child the best possible education and the securest of environments. Our vision is that all our children care about their learning, each other and the world around them. We follow the One Planet Principles in our learning and embed values throughout the school to support that vision and ensure every child flourishes.







1.

## Phonics - RWI

How we teach reading when children start at school.

Further teach-ins coming

2.

## Reading for pleasure

Read with your children and share a passion for reading.

The more they are read to, the more they will read.

# Phonics and early reading





## Read Write Inc.

We teach early reading through the use of a phonics program called Read Write Inc. Inc.

It is a fun, engaging and thorough way to teach early reading, through the use of pure sounds (phonemes).

We use Fred Frog and Fred Talk to break words down in to their individual sounds. This helps us to segment (break down) and blend (together) words.



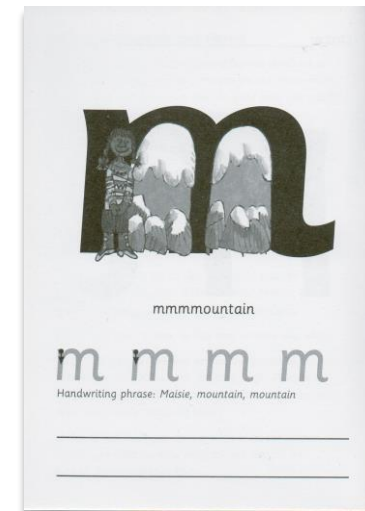
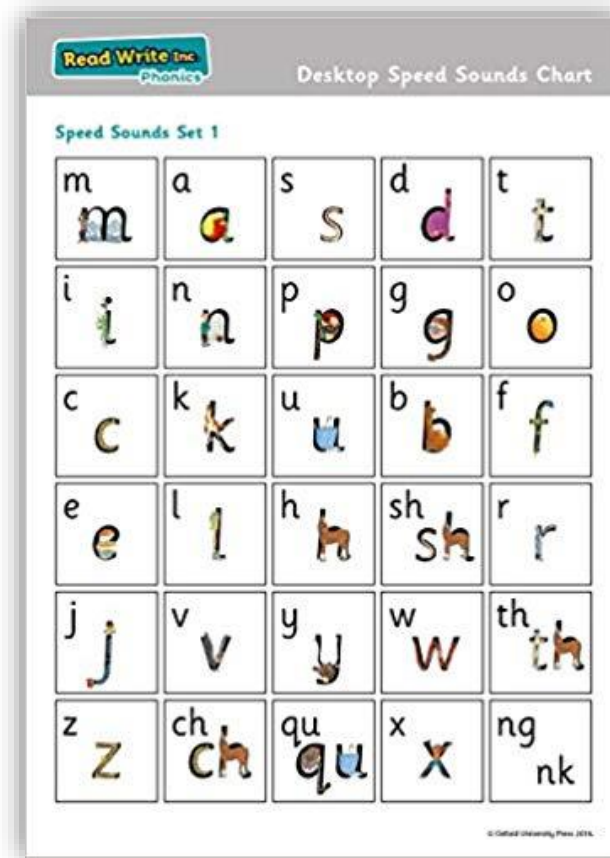
## Set 1 sounds

First we teach the 'pure' sounds of individual letters

It is so important that a child says these sounds correctly (see link for sounds)

There are single letter sounds and sounds made from more than one letter, we call these "special friends" as they work together to make one sound.

e.g. sh, ch, nk...



<https://www.youtube.com/watch?v=UCI2mu7URBc>

## Blending sounds

After we have learnt the individual sounds we then learn how to blend them to make words.

This is the first stage of reading, initially we use CVC (consonant vowel consonant) words: cat – dog – sit – mad

Then we progress to 4 sound words:  
frog – pram – clip – drop

We play “Fred Talk” games to practise this skill. You can too...

s a t = sat

qu i z = quiz

Shall we have l-u-n-ch?

Can you h-o-p?

Let's put on your c-oa-t



## Blending sounds

Using “Fred Fingers” helps us to identify individual sounds within a word.

This helps us with writing and spelling words.

Remember:

A “**special friend**” is a sound made from more than one letter.



c a t



sh o p

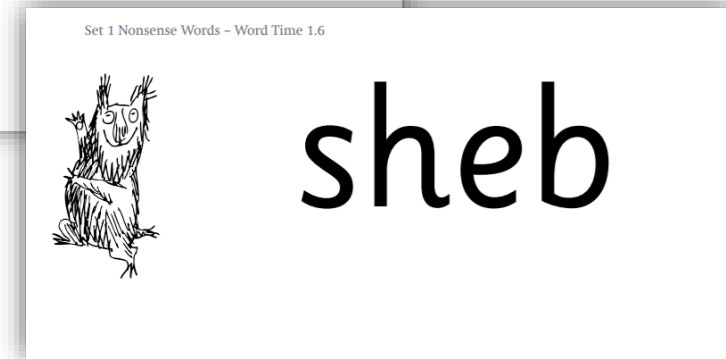




## Nonsense words

The Year 1 phonics screening check is not a formal test but a way for teachers to ensure that children are making sufficient progress.

Nonsense words are made up, phonetically decodable words e.g. brip, snorb. They are included specifically to assess whether your child can decode a word using phonics skills and not their memory.



They are shown to your child with a picture of a monster and are asked to say what sort of monster it is by reading the word. This not only makes the check a bit more fun, but provides the children with a context which is independent from any existing vocabulary they may have.

## First reading - ditties

Now the children have learnt all these skills they are able to read!

We start off with reading a Ditty and the children build an online book of their stories that they bring home to share.

Always practice the speed sounds and **green** words and **red** words before reading the ditty.

Red Words are words that trick you! We need to

learn these as we cannot Fred Talk them / decode phonetically e.g. I - the - put - to

Alongside the reading they are starting to write short captions and learning about Finger

Spaces. (gaps between words)



**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.

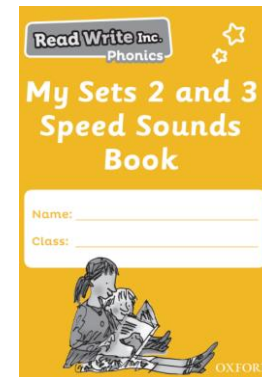
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# Reading books at home

When your child is ready we will send home a book for reading. This may be a book they have read in school but should be followed up at home.

We will provide a booklet to explain how to support your child reading at home.

<https://www.oxfordowl.co.uk/api/interactives/29318.html>



Date: \_\_\_\_\_

# OW

a better letter  
over, never, after  
Review words  
crawl, spare, burn

<https://www.oxfordowl.co.uk/api/interactives/29317.html>

## Glossary

**Fred Talk** – sounding out the word before reading (blending)

**sound-blending** – putting sounds together to make a word, e.g. c-a-t cat

**special friends** – sounds written with more than one letter, e.g. sh, ng, qu, ch

**Speed Sounds** – the individual sounds that make up words



Read stories to your child with feeling! The more you love the story, the more your child will love reading.

Booklet 1 tells you how to help your child:

- read Set 1 Speed Sounds
- blend sounds into words
- read the Blending Books
- read Red, Green and Purple Storybooks.

www.ruthmiskin.com/parents has many videos to help you help your child.  
For more information on Read Write Inc., please talk to the Read Write Inc. manager in your child's school or visit www.readwriteinc.com.

## Read Write Inc. Phonics

### Reading at home Booklet 1

Your child is learning to read with Read Write Inc. Phonics, a very popular and successful literacy programme. This first booklet shows you how you can get your child off to a quick start.

Your child will learn to read in a very simple way. He or she will learn to:

1. Read letters by their 'sounds'
2. Blend these sounds into words
3. Read the words in a story





## Reading red ditty books

When a book has been covered in class, we will send it home. The red books contain 3 ditties.

Please note: the children would have read this book a minimum of 3 times in school. It may appear too easy for them but, practicing text over and over will improve the fluency of their reading.

Please make sure they are also accurate with what they are reading too.

**Ditty 2 Let's run** ☆ ☆

**Story Green Words** Ask children to read the words first in Fred Talk and then say the word.

zip	up	run
-----	----	-----

Ask children to read the root first and then the whole word with the ending.

let → let's

**Red Words** Ask children to practise reading the word.

put
-----

7

**Speedy Green Words** ☆ ☆

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

it	on	a	on
a	it	on	it

16

**Pin it on** ☆

**Introduction**  
In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail to the right place. Let's see how they do!

pin it on




not on its leg

4

**Read Write Inc. Phonics**

**Pin it on**  
**Red Ditty Book 1**



Story by Gill Munton  
Illustrated by Tim Archbold  
Series developed by Ruth Miskin

**OXFORD**

## Reading further books

As your child gains confidence and fluency, they will learn more sounds (Set 2 and 3 sounds)

They then learn how there are different graphemes (letters to write the sounds) and how they can make the same sound (phoneme).

The Complex Speed Sounds Chart show us all the graphemes that make the one sound and puts them into one box.

The children will progress through the coloured books in the series. For extra practice and variety, they will be given other books to bring home that they may not have read previously in school as well as a story or library book.

**Speed Sounds Set 2**

ay may I play?	ee what can 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

**Speed Sounds Set 3**

ea cup of tea	oi spoil the boy			
a-e make a cake	i-e nice smile	o-e phone home	u-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

**Complex Speed Sounds**

Consonant sounds

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	sc		se	ci		
					ce					

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

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



igh	night
i-e	nice
ie	pie
i	hi
y	fly

Every child has the right to...



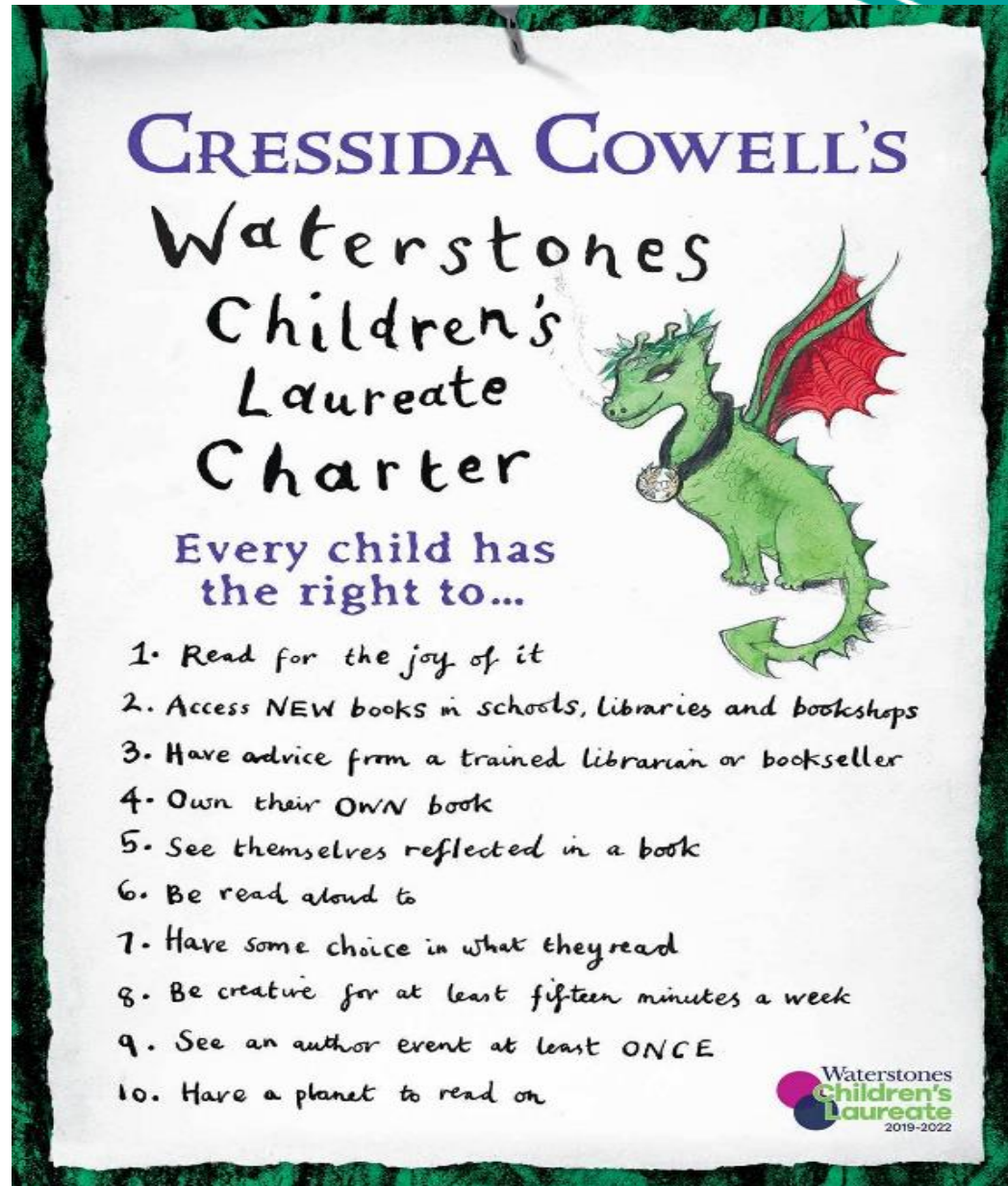


## From the child's laureate

Reading for pleasure means “non goal oriented transactions with texts as a way to spend time and for entertainment”

In other words – just doing it for the pleasure!


We want our children to fall in love with words, books and the worlds within them.



**CRESSIDA COWELL'S**  
**Waterstones**  
**Children's**  
**Laureate**  
**Charter**

**Every child has**  
**the right to...**

1. Read for the joy of it
2. Access NEW books in schools, libraries and bookshops
3. Have advice from a trained librarian or bookseller
4. Own their OWN book
5. See themselves reflected in a book
6. Be read aloud to
7. Have some choice in what they read
8. Be creative for at least fifteen minutes a week
9. See an author event at least ONCE
10. Have a planet to read on

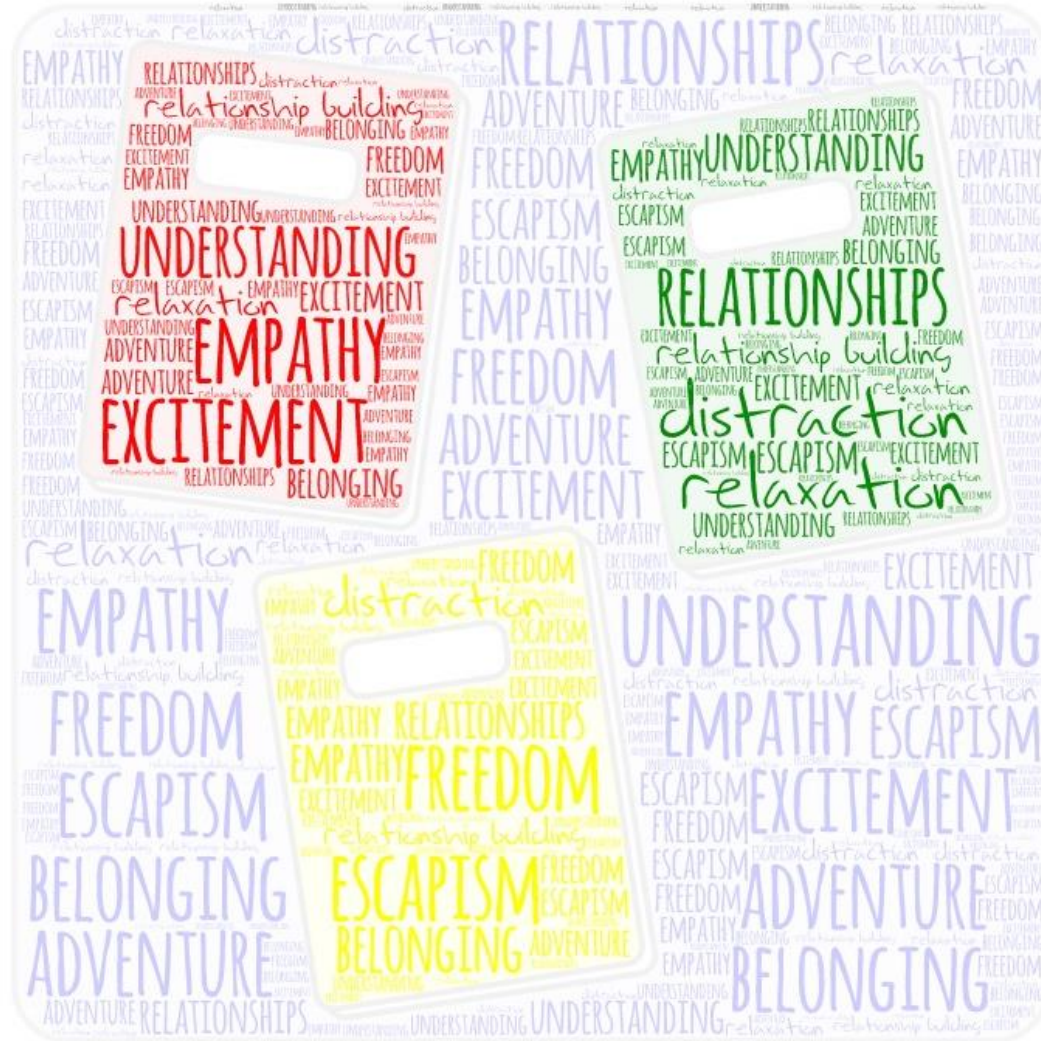
  
Waterstones  
Children's  
Laureate  
2019-2022

## Your view into the school - where we care about reading





# Why do we read?





## Where it appears in school

Phonics lesson (35 minutes every day)

Guided reading (25 minutes every day)

English (based on quality text)

Teacher reading (10 minutes every day)

Over the year – exposure to over 50 books and authors

## READING FOR PLEASURE WHAT WE KNOW WORKS

1. **Developing an ethos and an environment that excites, enthuses, inspires and values**
2. **High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter**
3. **A read aloud programme**
4. **Teachers who are knowledgeable about children's literature**
5. **Creating a community of readers with opportunities to share responses and opinions**
6. **Planning for talking about books and stories, providing structures within which to do this**
7. **Understanding the importance of illustration in reading both in terms of creating a text and responding to a text**
8. **Using drama and role-play to help children to understand and access texts**
9. **Working with authors and author/illustrators to understand the process of creating books**
10. **Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point**



## Where it appears out of school

Being read to by parents, siblings, grandparents

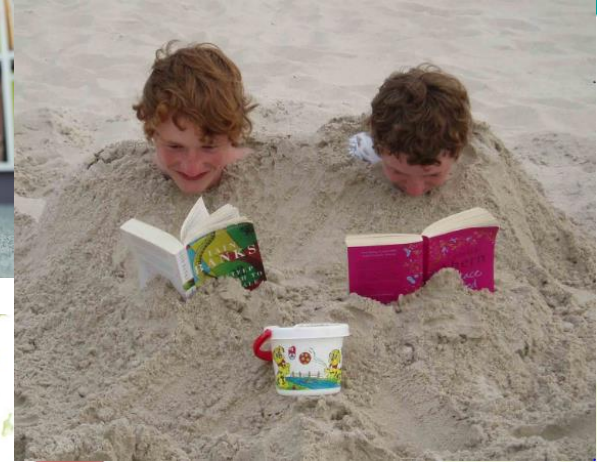
Reading to themselves

Reading to an adult

Reading with friends

Watching you read

Reading in exciting places



## Why does it matter?

Pupil "A"

Reads **20** minutes each day  
3600 minutes / year

**1,800,000 words**



Pupil "B"

Reads **5** minutes each day  
900 minutes / year

**282,000 words**



Pupil "C"

Reads **1** minute each day  
180 minutes / year

**8,000 words**





## What to read

Books you love – do the voices, discuss the characters, follow authors

Ambitious books

Magazines, newspapers, recipes, cereal packets, maps, instructions

Books in the library or bookshop

Online resources

<https://home.oxfordowl.co.uk/books/>



### Browse the library

Show all eBooks

Covers  Detail

All Ages

Levels

Book type

Series



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# Thank You

Proud to be part of The White Horse Federation Multi-Academy Trust | [www.twhf.org.uk](http://www.twhf.org.uk)

