

Working together to
develop early reading
skills at Ladbroke School



Early Reading

What is my aim for this evening?

- o To explain a little about how we begin to teach reading and how we encourage children to **want** to read.
- o To give some ideas for you to use to support your child's phonic development and reading at home...or at school.

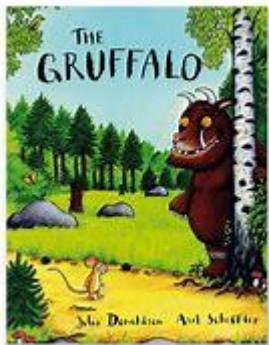
First Steps in reading

At school...

- We read **to** the children using good quality children's books with great illustrations, rich language and lots of features such as repetition and rhyme.

Alongside this...

- We begin to teach the phonic skills that the children will need to begin to read words independently.



Phonics

- We use a phonics scheme called Read, Write Inc.
(RWI)



What do we teach?

RWI is a structured scheme that teaches children to read using a phonic approach.

It starts with children learning the sounds of the 26 letters of the alphabet...but not in alphabetical order

As soon as they know a few of these sounds,
They begin to blend them to read words
s a t to read sat m a d to read mad.

After the 26 letters of the alphabet, they learn
the sounds represented by pairs or groups of
letters such as
ay, ee, igh etc.

Eventually by the time the children reach Year 2 most will know all the sounds from the following chart.

Consonants

| | | | | | | | | | | | |
|---------------------------------|----------------|----------------|--------------------------|--------------------------------|----------------|----------------|-------------------------------|----------------------|----------|----------------|----------------|
| s ss se c ce | t tt | p pp | m mm mb | n nn kn gn | d dd | g gg | c k ck ch | r rr wr | h | b bb | f ff |
|---------------------------------|----------------|----------------|--------------------------|--------------------------------|----------------|----------------|-------------------------------|----------------------|----------|----------------|----------------|

| | | | | | | | | | | | |
|----------------|-------------------------|----------------|----------------|----------|----------|----------------|-----------|-----------------|-----------|---------------------------------|-----------|
| l ll | j g ge | v ve | w wh | x | y | z zz | qu | ch ch | th | sh ci ti ch | ng |
|----------------|-------------------------|----------------|----------------|----------|----------|----------------|-----------|-----------------|-----------|---------------------------------|-----------|

Vowels

| | | | | | | | | | |
|----------|----------------|----------|---------------|---------------|--------------------------------------|----------------------------------------------|------------------------------|-----------------------------------|------------------------------------|
| a | e ea | i | o a | u a | ay ai a-e ey eigh | ee ea e y ey ie e-e | igh i-e ie y | oa ow o-e oe o | oo ue u-e ew ui |
|----------|----------------|----------|---------------|---------------|--------------------------------------|----------------------------------------------|------------------------------|-----------------------------------|------------------------------------|

| | | | | | | | | | |
|------------------|-----------|-------------------------------------|-------------------------------------|-----------------|-----------------|--------------------------|--------------------------|------------|------------|
| oo oul | ar | or aw au oar our | ur ir er ure ear | ow ou | oi oy | ear ere eer | air are ear | ure | ire |
|------------------|-----------|-------------------------------------|-------------------------------------|-----------------|-----------------|--------------------------|--------------------------|------------|------------|

You can find out a lot more about our RWI phonics scheme on the Read Write Inc. website.

It has some videos and information specifically aimed at parents who want to support their child with reading and phonics. Don't feel that you need to buy their resources but they may be of use.

The web address

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Alternatively there is some great information on the phonics pages of the Oxford Owl website including an **excellent audio pronunciation guide**.

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Alternatively the cbeebies app – Alphablocks has some very useful material. You can watch it on CBeebies, YouTube

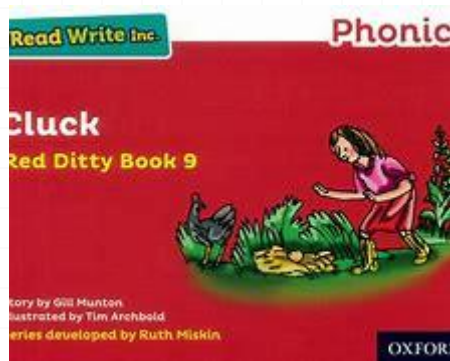
What happens in F2 (Reception)?

Lots!

- o The children learn the 26 letters of the alphabet.
- o They learn sh, ch, th, ng nk and then move on to long vowel sounds such as ay, ee, igh, oa, oo.
- o Beyond that they work on sounds such as ar, or, ur, air, ou, oi

What happens in F2 (Reception)?

- o As the children learn the individual sounds, they begin to blend them to read words
- o Then they will read short phrases and simple sentences
- o They begin to read our RWI reading books, moving through the different colours.





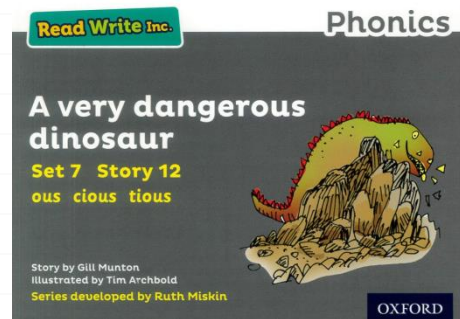
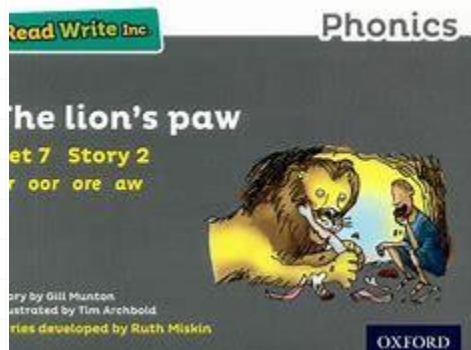
When the children have learnt to blend sounds to read some words, they will begin to bring books home to read.

These will not be the exact books that they read in the class, but they will be closely matched to the phonic skills they have learnt.

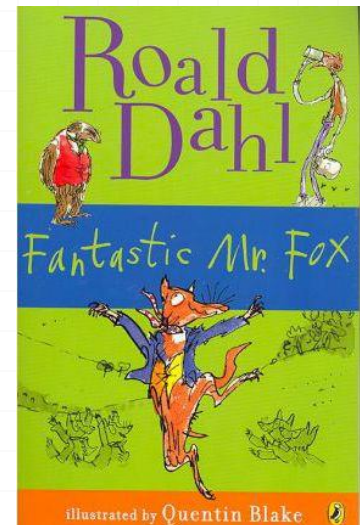
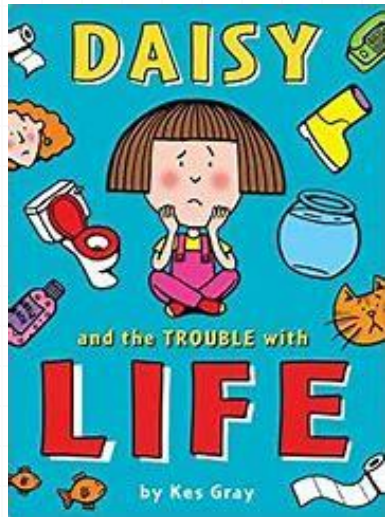
Warning: There are some words that cannot be completely decoded. These are identified as 'common exception words' but in RWI we call them '**red**' words....the...was....there...I and quite a few more commonly used words. These book bag books have them in red to help you and the children to identify them.

When does phonic teaching finish?

- ❑ Most children will have finished learning new sounds by the time they reach Y2 but they will continue to use their phonic skills to tackle new words as they read from a range of books and focus on developing their comprehension skills.
- ❑ Any child who has not quite learnt the sounds will continue to have phonic lessons in small groups.



By the end of Y2 nearly all children are able to read fluently and it is not unusual for them to be confidently tackling a range of longer 'chapter books' such as books written by Roald Dahl.



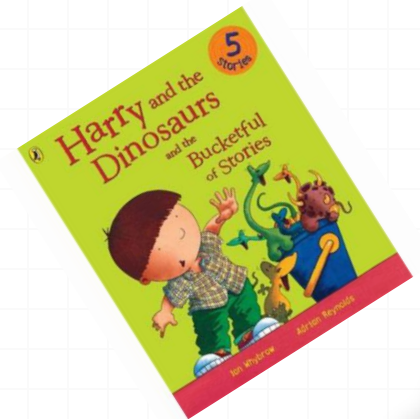
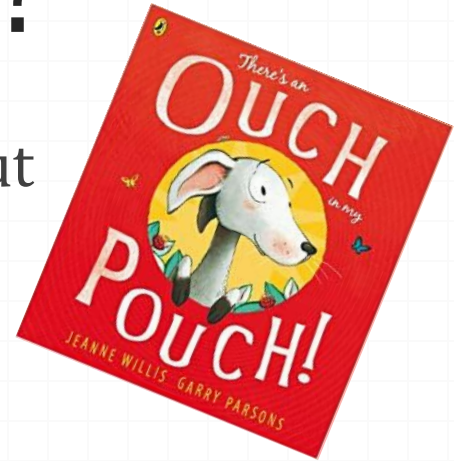
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Supporting at
Home

Part 2

How Can you help?

- At first the children will not bring a reading book home. They will bring library books, but they are not expected to read these independently at this stage.
- Games and activities may also come home including some letter formation sheets as children begin to learn to read and write letters.
- During this period continue to read to your child, discuss stories and say rhymes. This is really important.



Home Reading Books

- When your child has learnt some sounds and they can blend them together to read words, they will start to bring reading books home. Read regularly with your child – every day if possible.
- Encourage your child to ‘sound out’ some of the new words in the book.
- Discuss the book with your child both before and after they read.



Home Reading Books

- o Please make brief notes about how they got on in their home reading diary.
- o Remember that it is often helpful for a child to read the same book more than once...this can help them to learn any new vocabulary and it is also helps them to begin to develop the skills of reading with fluency and expression.

Changing the reading book

- Mrs Friend will let you know the days that she is able to change the reading books. It is a major task so it probably won't be every day.
- If you are looking for some more reading material to supplement the books they bring home you could look at the Oxford Owl website which have a range of ebooks that you can use with your child.
- I have created a class login so that you can access more of the books for free.

Username: ladf2

Password: friend

Other ways to support reading

- Teach your child nursery rhymes and say them often.
- Read and tell stories...repeating the same one again and again if they love it!
- Use the library...buy them books....swap books
- Play with words, breaking them into individual sounds and encourage your child to say the whole word.

National Literacy Trust

- o There is a section for parents on the National Literacy Trust website that has lots of useful ideas.
- o It also gives you milestones of what to expect at different ages.



<https://wordsforlife.org.uk/parent-support/>

Our Information Leaflet

On parents and carers section of the Ladbroke school website, we have produced a simple information leaflet that will give you some more guidance about ways you can help your child at home.

<http://www.ladbroke.herts.sch.uk/images/Helpathome/readingathome.pdf>

The leaflet contains ideas for the sort of questions that you could ask your child before they begin a book, during their reading and after they have finished the book.

Don't forget that many of the school reading books also have a list of questions that you could use with that particular book inside the front or back cover.

STAGE ONE - EARLY READING SKILLS

Before Reading

- How shall we hold this book to look at it?
- Have you seen this book before?
- Do you know what this book is called?
- Where can we find the title? (What is the book called?)
- Where can we find who wrote the book?
- Could you show me the name of the author?
- Why did you choose this book?
- Look at the picture. What do you think the book is going to be about?
- DO you think you will be able to read this book yourself or is it a book you want to share?
- Does this book look like any other books you have looked at?

During Reading/Illustrations

- What is the story about so far?
- Can you tell me who the people are in the story?
- Which person do you like best in the story?
- What do you think is going to happen next?
- Does the picture tell you anything about the story?

After Reading/Illustrations

- Did you enjoy the story?
- What was the best part of the story?
- Did you like the pictures in the book?

Making Connections

Readers think about what they know about the world, their culture, about reading, and link these ideas with the text they are reading. This helps them to understand the text more clearly.

When reading with your child, talk about what your child already knows about the subject. If the story is about a place similar to somewhere you have been with your family, talk about when you went together and what you did. This may give your child some ideas about what to expect in the text.

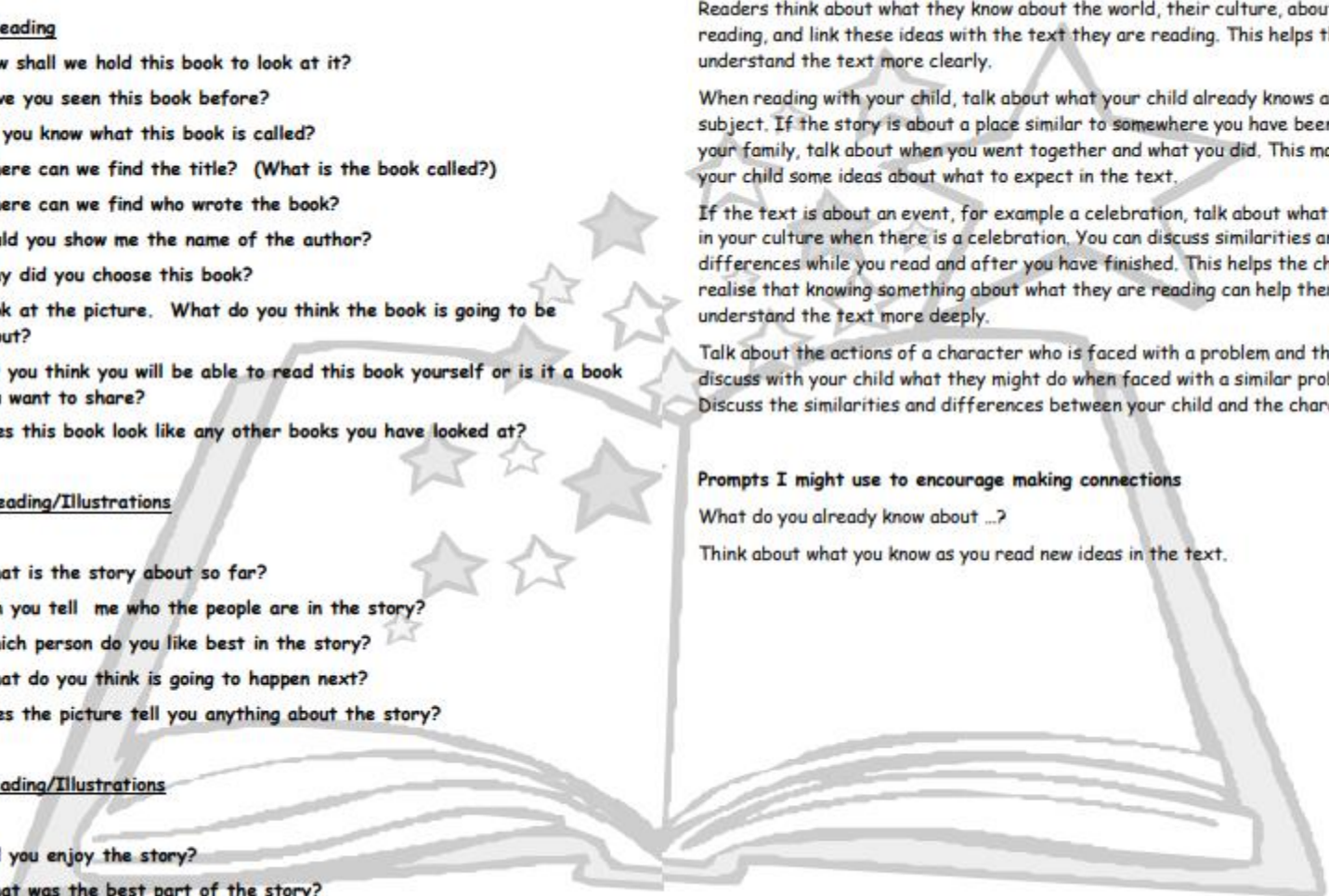
If the text is about an event, for example a celebration, talk about what you do in your culture when there is a celebration. You can discuss similarities and differences while you read and after you have finished. This helps the child realise that knowing something about what they are reading can help them understand the text more deeply.

Talk about the actions of a character who is faced with a problem and then discuss with your child what they might do when faced with a similar problem. Discuss the similarities and differences between your child and the character.

Prompts I might use to encourage making connections

What do you already know about ...?

Think about what you know as you read new ideas in the text.





Over to you

Time for your questions