

Early Reading at Hatfeild Primary

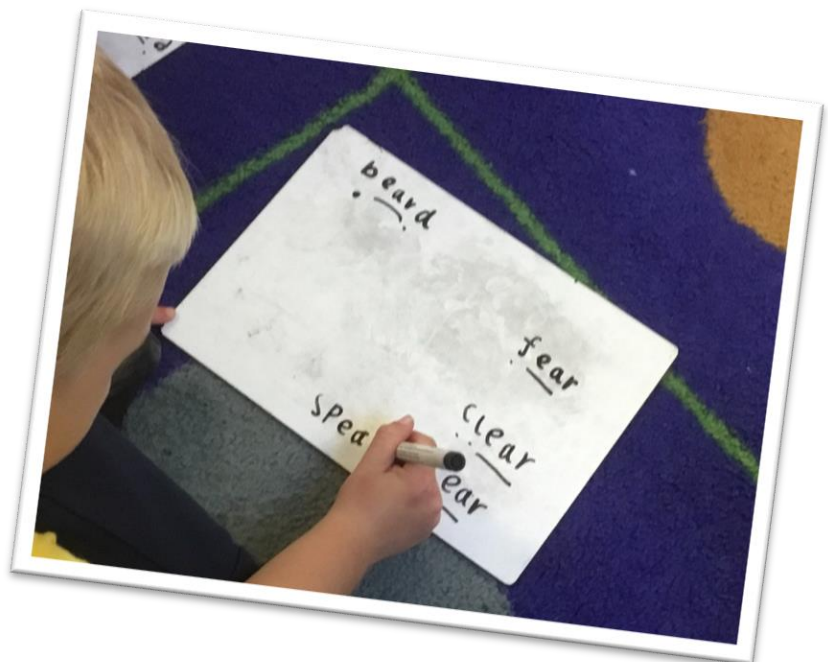
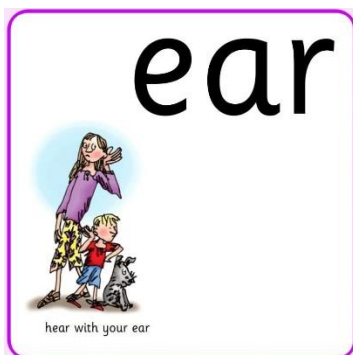
Read Write Inc.
Phonics



Together we learn, we care, we grow

Glossary of Terms

What it is called	What your child may call it	Definition
CVC words		Consonant/vowel/consonant words. <i>e.g. sit</i>
CVCC/CCVC words		4 letters words containing one vowel <i>e.g. jump</i>
Grapheme		The written symbol for a sound. <i>e.g. 'j'</i>
Phoneme	sound	The sound made by a letter <i>e.g. s</i>
Sound button	Speed sounds	A symbol used to show each sound within a word <i>e.g. sack</i>
Digraph	'2 Special Friends'	'Special Friends' 2 letters which make one sound <i>e.g. 'sh'</i>
Trigraph	'3 Special Friends'	3 letters which make 1 sound <i>e.g. 'igh'</i>
Segmenting	Fred Fingers	Where each sound within a word is isolated to break it down.
Blending	Fred Talk	Where each sound is used to read a word.



Early Reading at Hatfeild

Starting in Early Years, children are taught phonics; the journey of learning to read, write and spell. These vital skills are the beginning of a lifelong literacy journey.

At Hatfeild, we follow the phonics programme called '**Read Write Inc.**' which teaches children to segment, blend and read decodable words in a particular order so as to build their confidence and independence through reading first, and then writing.

The process of learning to read and write begins from an early age, where children can learn and practise many skills. This can be done in a range of ways and settings, including at home. We believe at Hatfeild, reading is a fundamental skill and that 'reading for pleasure' should be encouraged from a young age.

Spoken Language

Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing. Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.

Read, Write, Inc,

At Hatfeild, we use the systematic phonics programme **called 'Read, Write, Inc.'** This is a systematic approach to embed reading in a consistent manner across all of our early readers. During this programme, new skills are taught, continually building on previous learning, developing the child's confidence through fun, engaging texts.

'Read, Write, Inc.' Glossary.

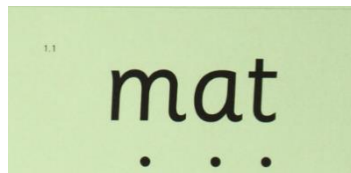
Sound Sets:

These are the sets of sounds in order your child will learn to read and write. There are 3 sets. As they become more confident they will develop their understanding and become more familiar with these. Each sound comes with its own rhyme to help the children remember it.



Green words:

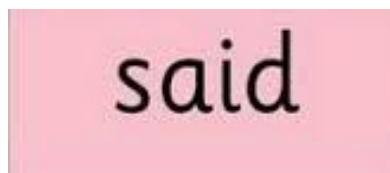
These are words that the child is able to read and sound out. They will contain sounds that your child has been taught and should be familiar with.



Red Words:

Throughout each book, there are also 'red' words. These words are common, age appropriate vocabulary that do not follow the rules of phonics that a child may encounter. *e.g. they* These words progress through the readers and build up as your child develops confidence.

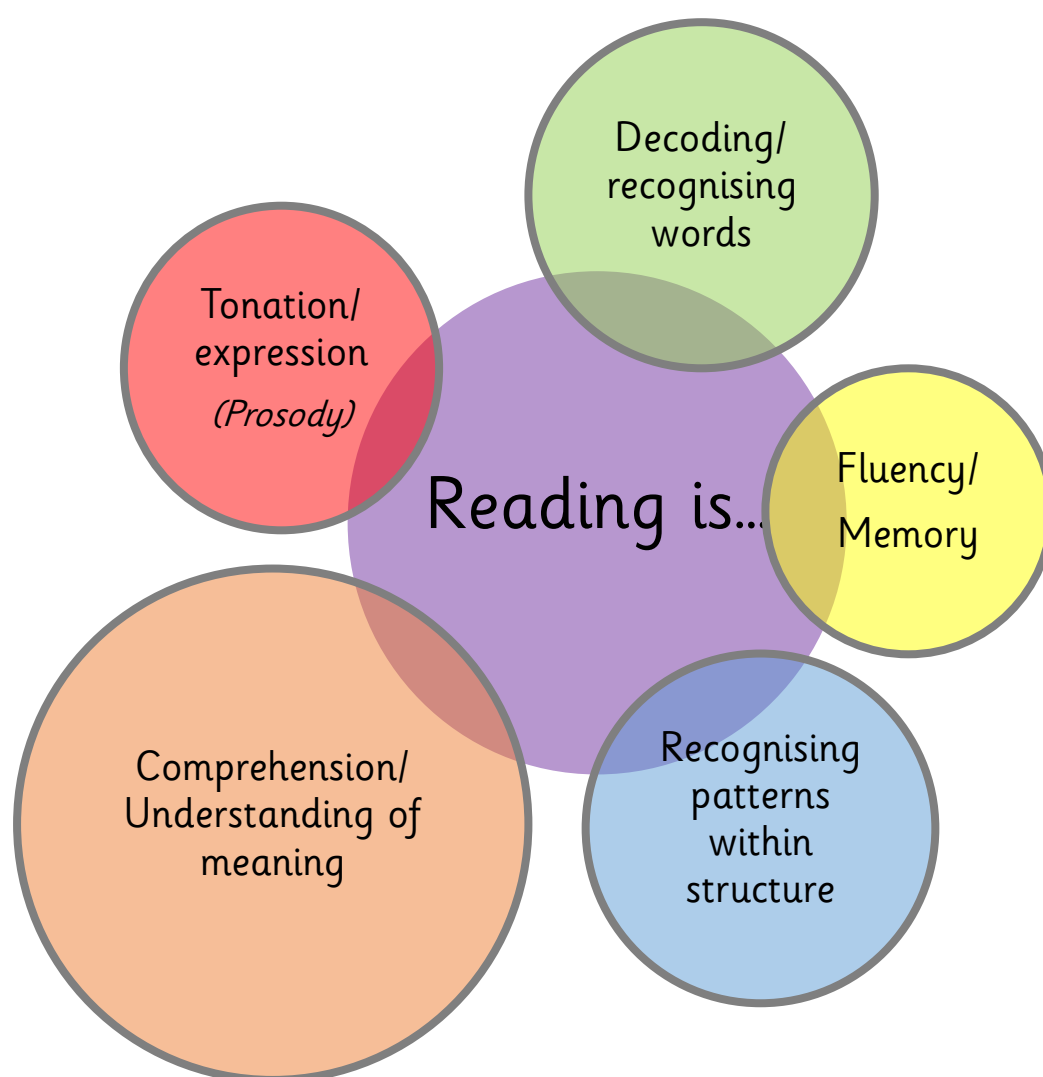
These words will be introduced gradually to your child and they will be required to learn these by rote.



Home Reading Books

In order to build upon confidence in their reading, your child will take home **2 reading books a week** whilst they are learning to read fluently. These will both have 2 purposes. One will be a '**Book for Bags**' for your child to be able to access independently in order to read aloud to an adult. The second book will be a '**Reading for Pleasure** 'book which can be read with support from an adult.

Once a child is able to decode and read with a good speed of fluency and understand a text, then your child will take home a book-banded book.



‘Book for Bags’

These beautiful books are designed to be progressive reads to build upon the prior knowledge of your child from the Read, Write, Inc scheme.

This book will be given to children to read at a level linked to the phonics stage they are learning in class. This enables your child to be able to phonetically decode 95% of the words on their own and build upon their vital skills of segmenting and blending familiar sounds.

How to use these books?

These books will be changed once a week on a Monday. Below are some of the stages we would encourage to ensure that children are learning to read the book confidently.

To install a love of reading, we also encourage you to supplement the Read, Write, Inc. book with your own books to encourage ‘Reading for Pleasure’.

Below is a suggested reading sequence for you to work through the book with on different days.

1. Read the words

At the front of each book, there are the red and green words that your child will be exposed to within the text. Take the time to ask your child to read these words, put them on flash cards and encourage your child to use their Fred talk to read the word. You may need to discuss what some of these words mean.

Remember, red words are un-decodable words and may need to be put on flashcards/post-its to allow your child to speed read these.

2. Decode the text:

Read through the text encouraging your child to use their 'Fred Fingers' to segment any word they are not sure of remembering that they should be aware of these sounds. Encourage and praise your child for their independence and give them time. The book does not have to be read all at once but at a pace that is appropriate for your child.

3. Read the text for Fluency:

Ask your child to read the story again. This may be appropriate after a day has passed from the initial reading. Is your child able to read through the text developing their fluency? Are they able to now read words that before they used 'Fred Fingers' for? Again, little and often will encourage your child and install a love of reading.

4. Read for meaning:

Once the book has been able to be read fluently, at the back there is often a story map or comprehension. Is your child able to orally retell the text or answer questions based around it? Reading for meaning is a vital comprehensive skill that needs to be developed alongside learning to read.



'Reading for Pleasure Book'

As well as their 'Read, Write, Inc.' book your child will take home a reading for pleasure book which they will have chosen from our library. This could be a picture book or a non-fiction book.

These books are a great opportunity to install a love of books within children providing them opportunities to be exposed to a wide variety of stories and genres that they have chosen themselves. These books can be read and discussed with your child throughout the week.

These books are encouraged to be read alongside with adult support to help build upon important reading skills that go beyond phonics such as using pictures for meaning and recognising sentence structures/rhyming patterns.



How to Support your Child?

We believe at Hatfeild that every child should foster a love of reading. We teach our reading through fun, engaging tasks that build upon previous skills and aim to boost a child's confidence and independence. This will enable your child to want to pick up and read a wide variety of books as they grow older.

Your role is to listen with interest and, most importantly, to encourage and praise, enthusiastically acknowledging the child's achievement (even if, at the early stages, this is only small).

- Give constant praise. Reading is a tricky concept to master and children want to know when they have done well.
- Give your child time to answer, be careful not to 'jump in' as this can allow children to become too reliant and distort their confidence.
- Use the phrase 'Fred Talk' or 'Fred Fingers' to help your child read a word. They should be able to segment and blend a word using their known sounds.
- If they sound out a word, encourage them to re-read and blend to ensure they can become fluent readers and develop their long-term memory.
- Identify red words that your child struggled with. Write these on a post-it/flashcard for quick rehearsal.
- Be particular. Without pointing out every mistake, spot if your child misses a letter of the end of a word or accidentally reads a 'b' instead of a 'd' as this can often change the whole context.
- Less is more. We encourage reading every day but you know your child. Reading 1 page or just practicing some red word flash cards is much more useful than spending half an hour discussing a text at length.

Thank you for all your continued support. Happy Reading!