

# Welcome to Early Reading

INFORMATION MEETING FOR PARENTS AND CARERS



What does reading look  
like in Enfield Heights  
Academy?

At Enfield Heights Academy, our aim is for all our children to become fluent, confident readers who love reading!

Children who read regularly or who are read to regularly have the opportunity to open the doors to so many different worlds!

Reading will give your child the tools to become independent life-long learners.



How is phonics taught in  
Reception ?

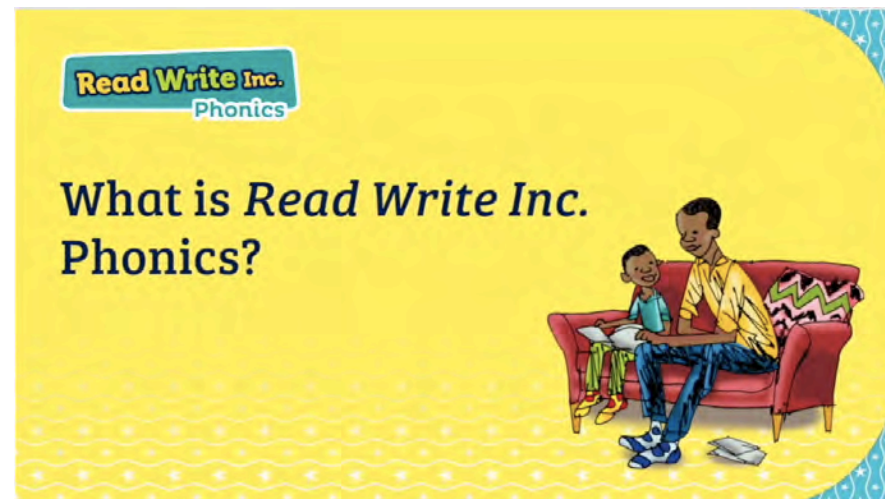
At Enfield Heights Academy, we follow the Read Write Inc Scheme of work to teach phonics to reception and KS1.

The children are assessed and grouped according to their ability. Daily small group phonics lessons are taught by trained staff and there are consistent expectations across the range of abilities.

At the end of each half term the children are assessed to check on their progress and regrouped. Children may be assessed and grouped if they are finding a particular group too easy, this way they are always taught to their ability.

We will now watch a short video taken from the parent section of the Ruth Miskin Training website. There are many videos in this section which you can access to get more information on the scheme we follow.

<https://www.ruthmiskin.com/parents/>



<https://schools.ruthmiskin.com/training/view/CT0f25yb/cRMAad6z>

The Read Write Inc programme helps all children learn to:

- read **fluently** and at **speed** so they can focus on developing their skills in comprehension, vocabulary, and spelling
- spell **effortlessly** so that they can put all their energy into composing what they write.

Children learn sounds in school which help them to read and write. They then practise these skills through reading 'Book Bag Books' at home which are specifically pitched to both consolidate learning and provide challenge in an engaging and fun way! This is what they look like.



# Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down. Those who are ready, will begin to read simple words within books and write some of these. Daily phonics sessions in reception last for **20 minutes**.

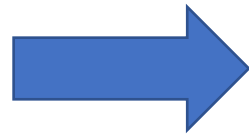
mad	at
dad	sad
mat	sat

 Maisie, mountain, mountain	 Around the apple and down the leaf	 Slither down the snake	 Around the dinosaurs bottom and up to his neck	 Down the tower, across the tower
 Down the insects body and a dot for his head.	 Down Nobby and over his net	 Down the pirates plait and around the pirates face	 Round the girls face, down her hair and give her a curl	 All around the orange
 Curl around the caterpillar	 Down the kangaroo's body curl his tail and leg	 Down and under the umbrella, up to the top and down to the puddle	 Down the laces, over the toe and to the heel	 Down the stem and draw the leaves



The children are taught the sounds in 3 sets.

**Set 1 Sounds** are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.



- 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





## Speed Sounds Set 1

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

Please do not use letter names at this early stage.  
Watch the video below to find out how to pronounce  
the 'pure' sounds.



<https://youtu.be/TkXcabDUg7Q>

We won't play the whole video – up to 1.58

The children are then taught **Set 2 Sounds** – the long vowels.

### Set 2 Sounds

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at the 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

ay



May I play?



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 from a boy

# Fred Talk

We want to help you understand how your child is learning to read words in *Read Write Inc.* Phonics by blending sounds together:

Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.

We use Fred Talk to help children read.



Let me introduce you to Fred.



Fred can only speak in sounds. He says d-o-g, h-a-t etc.

Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog.

This is how we **quickly** teach **all of our children** to blend.

**Consonant sounds – stretchy**

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Remember that:

- Children need to know sounds – not letter names – to read words.
- We pronounce the sounds clearly, using pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds together to make words more easily.

**Consonant sounds – bouncy**

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

**Vowel sounds – bouncy**

a	e	i	o	u
---	---	---	---	---

**Vowel sounds – stretchy**

ay	ee	igh	ow
----	----	-----	----

**Vowel sounds – stretchy**

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Fred Talk follows a consistent routine:

# Fred Talk routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



# Fred games and Fred talk throughout the day

Try to use Fred Talk throughout the day at home to help your child practise blending sounds together. Fred Talk words at the end of sentences and keep the words short and simple.

*With the person next to you, have a practise of the three sentences on the screen.*

*Remember to Fred Talk the last word of the sentence.*

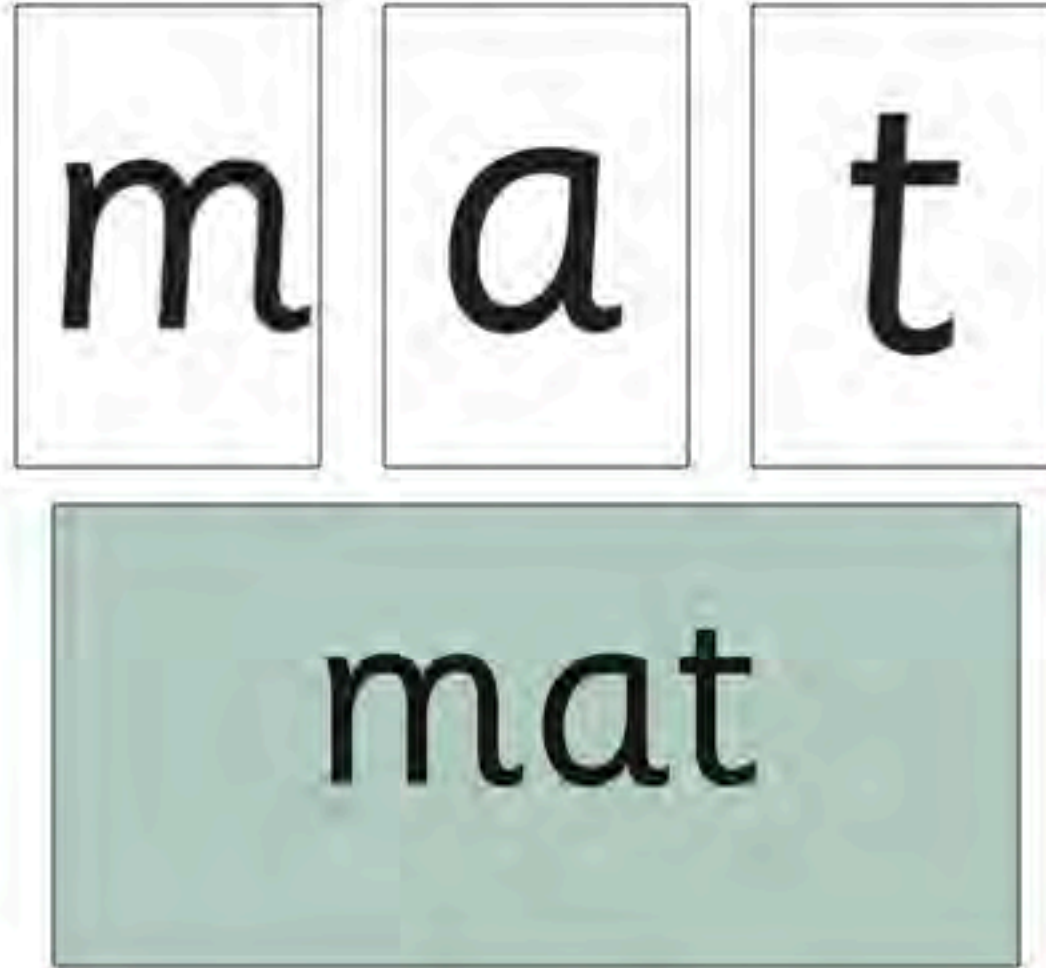
Shall we have some **l-u-n-ch**?

What would you like to **p-l-ay**?

Let's put on your **c-o-a-t**.



You can also play games with your child at home using Fred Talk, e.g. Simon says or Eye Spy



We teach children to read words using Fred Talk to blend together the sounds they know e.g. m-a-t, mat. We say 'Fred Talk, read the word'.

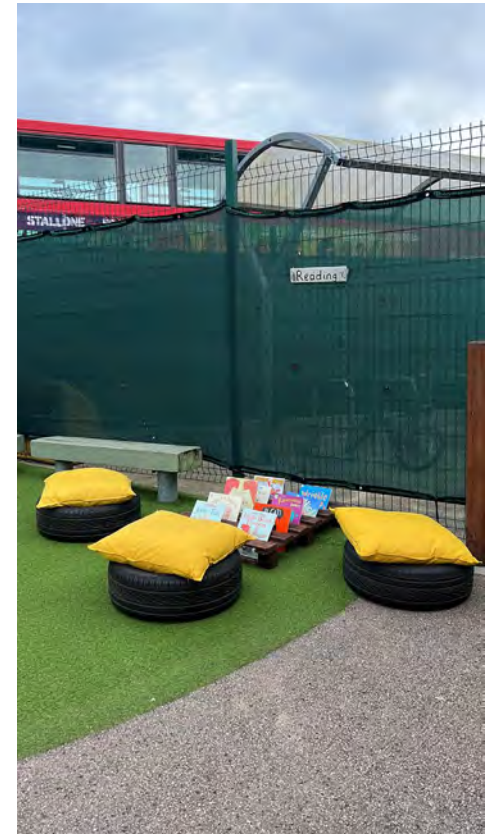


How is reading taught in  
Reception ?

One of the first things you will notice in our reception and KS1 classrooms, is that they are very language rich. There are words all around the environments and displays are clearly labelled.



The classrooms have a good selection of picture books in different genres for the children to look at.



There is also a 'listening station' in our Reception and KS1 library where children wear earphones and listen to stories whilst looking at the books.



Teacher modelling when reading is so important to make reading exciting and fun during our daily story sessions. We use puppets, props, repetition, rhymes and actions to bring stories alive!



In reception we will also begin our **dialogical book talk** sessions in Autumn 2.

This is a small group activity in which teachers and children together develop shared understandings of a book through talk. Children enjoy exploring their ideas using the books, the vocabulary, the props and the images.

It is a collaborative act of enquiry in which children:

- Use language for thinking
- Make connections to things they already know
- Ask questions of the book
- Explore the book at different levels
- Give reasons for what they say



In reception, we have a home corner in our classroom and an outdoor role play area.

We will specifically put items which encourage interest in reading and writing in both of these areas and therefore give reading and writing a purpose in our setting.



During their settling in period, reception children have been doing fun activities based on 'sounds' and encouraging them to listen...

- Environmental sounds
- Instrumental sounds
- Body percussion – using their bodies to make sounds
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting





In reception, children have been enjoying fun activities in which we have been using our RWI picture cards to introduce them to key vocabulary. As Autumn 1 is their settling in period, we will teach them phonics as a whole class, in the surroundings that they are comfortable with and with the adults they know best.

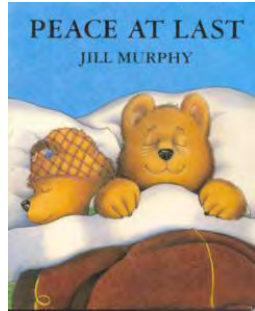


We have started teaching them the first set 1 sounds this week and we will be assessing their phonic ability to prepare to group them with KS1 in Autumn 2. This will mean they will be taught to their ability in smaller groups from Autumn 2, once they are settled into the routines of school.

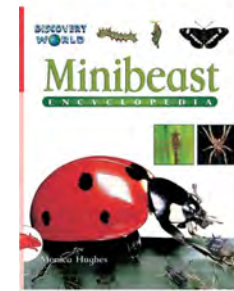


# Reception

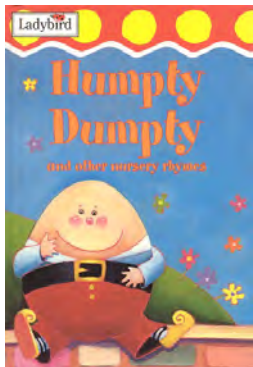
Every week, your child will choose a book from the class library to take home for you to read to them.



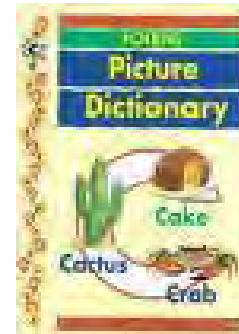
They might choose a story book



or an information book



a poetry or rhyme book



or even a dictionary

**It will be totally their choice!**

All children will have a 'Reading Record Book' which they will bring home with their reading books. When your child brings these home, we ask you to write a **short comment** in them to confirm that you have read the book to or with your child.



Date	Book and Page Number	Remarks
4/2	<del>THE BIG BOX</del> Fetch	- Holly enjoys 'Fetch' - we really 'good' - Did well with the words he found 'the' + 'away' quite easy.
29/2	The Apple	
7/3	Who Is It?	Nearly there Holly. Can you learn 'the' and 'we' this week? Read + discussed book well. Did very well with her words - just 'he' - unsure sometimes.
12/3	"	Holly really enjoyed this work, she worked at words well. Did very well with this week's words too. Read through story v well.
14/3	SIX IN A ROW	Read + discussed the story really well. learnt most of the words - still need more practice on 'are'.
		Followed text well. Good girl





How can you support your  
child with reading at  
home?

Try to read to your child at least once a day. This can be in English or in your home language. A bedtime story is a much more relaxing way for your child to end the day than watching television or playing a computer game.



When your child brings home a reading scheme book to read to you, make sure you choose a time when your child is not too tired. Choose a time when you are not tired and not rushing to do something else. Reading should be a pleasurable experience not a traumatic one!

Please also support your child by encouraging them to read their reading books to you and make sure you sign their reading records with a short comment for their teachers!

If your child does a drawing, make up a story or a caption together with you acting as the scribe.



*Once upon a time, there was a huge orange hotel and in that hotel, there lived a.....*

Take your child to the library!



Look out for signs together when you are out and about.



You can practice pronouncing sounds – have fun with Fred Talk!

Remember no ‘fuh’ or ‘luh’!

1. Speak like Fred throughout the day
2. Play Fred games
3. Use ‘Fred Talk, read the word’ to read words.



*What a tidy **r-oo-m!**  
Where's your **c-oa-t?**  
Time for **b-e-d!***



Remember that all children mature and learn at different rates.

Most children are well on their way to being confident readers by the end of Year 2.

Occasionally, some children will find reading difficult.

If you have any concerns, always talk to your child's class teacher first.

We will talk to you if we are concerned and if necessary, interventions will be set in place.

Thank you for coming.  
Any questions?

Please take a Book Gift and hand-outs before you leave!