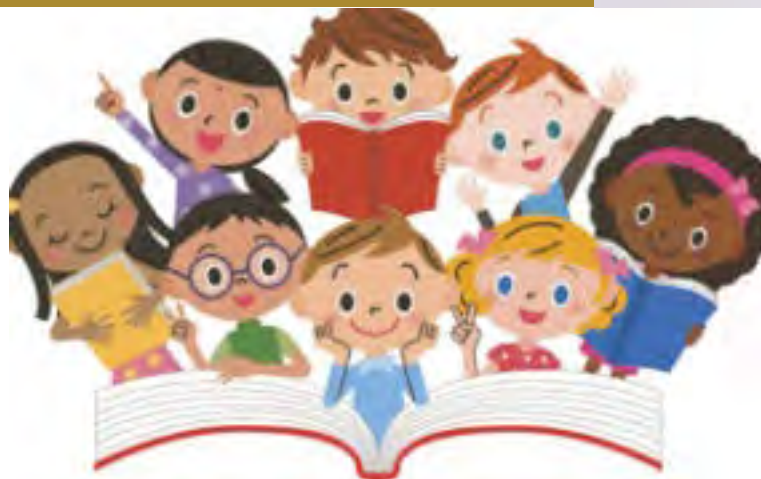


# Welcome to Early Reading

## 3<sup>rd</sup> October 2024

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.



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 identify the sounds and then gradually go onto blend the sounds to form words. Daily phonics sessions in Reception will begin at 20 minutes in Autumn 1 and then in Autumn 2 will then last for 30minutes.

## Consonant sounds – stretchy

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

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

## Vowel sounds – stretchy

## Vowel sounds – stretchy

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

mad	at
dad	sad
mat	sat



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 	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 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

In summer term 2 , 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?



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 from a boy

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.

# 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.



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.*

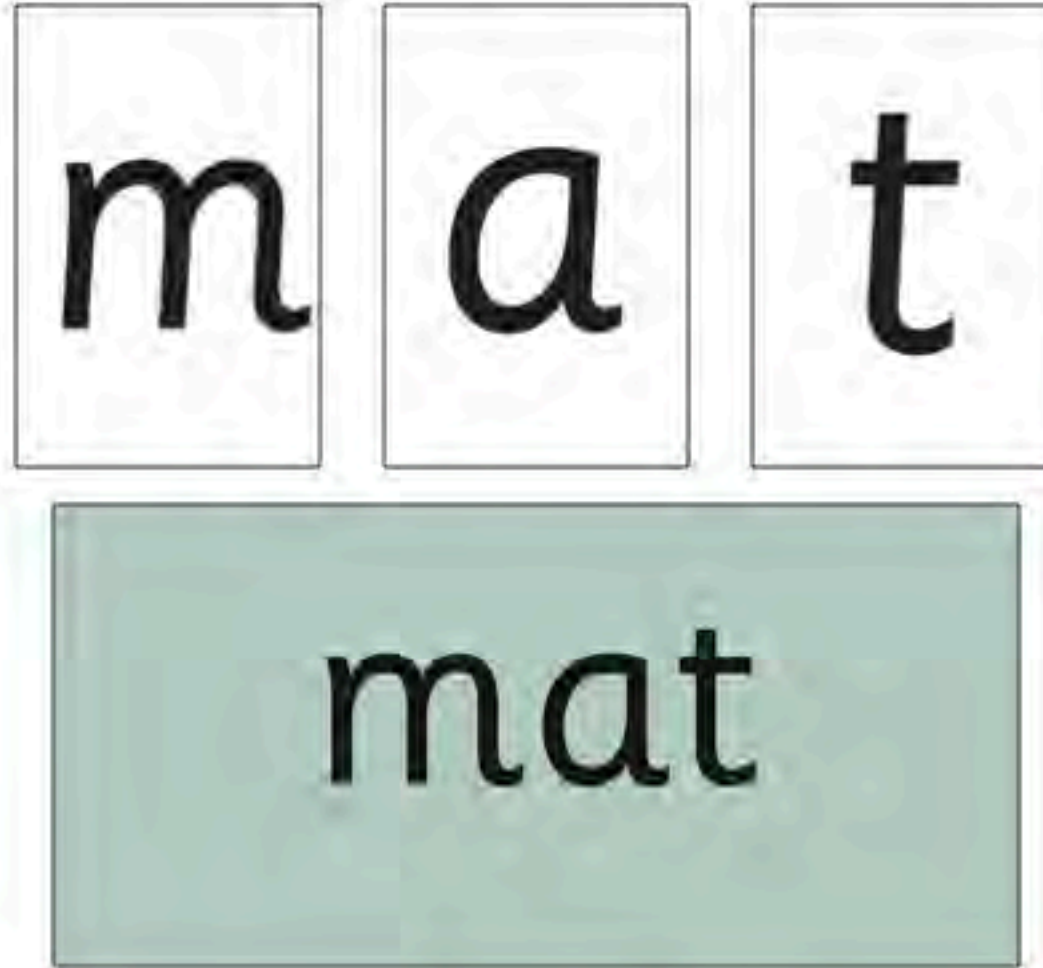
Shall we have some **l-u-n-ch**?

What would you like to **p-l-a-y**?

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



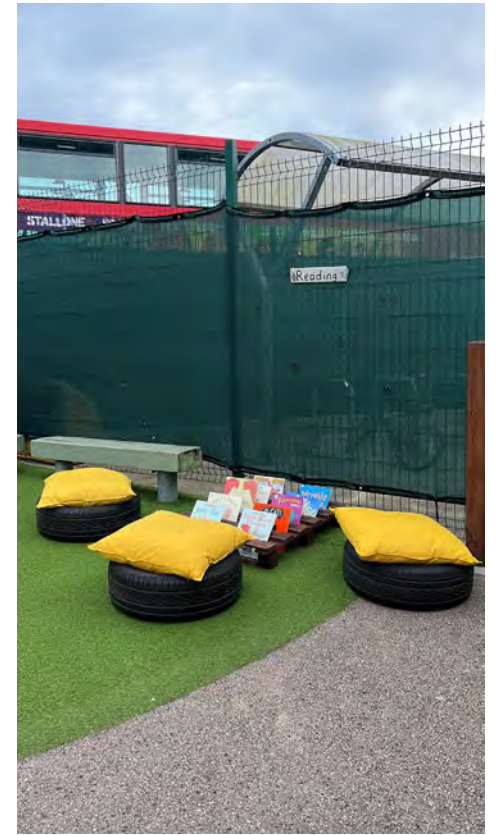
We teach children to read words using Fred Talk to blend together the sounds they know e.g. m-a-t, mat. We say 'Fred Talk, read the word'.

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.

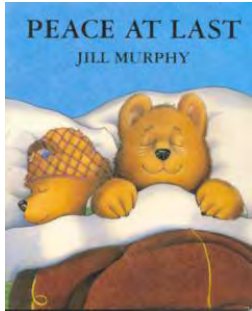


We have started teaching them the first set 1 sounds this week and we will be assessing their phonic ability to prepare to group them with KS1 in Autumn 2. This will mean they will be taught to their ability in smaller groups from Autumn 2, once they are settled into the routines of school.

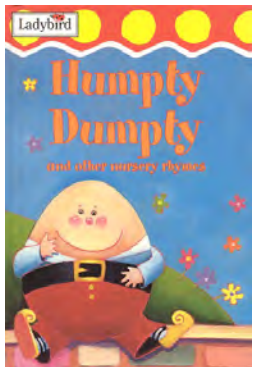


# Reception

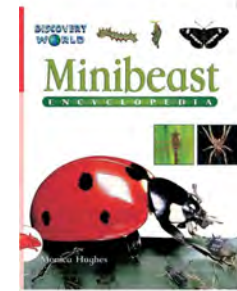
Every week, your child will choose a book from the class library to take home for you to read to them.



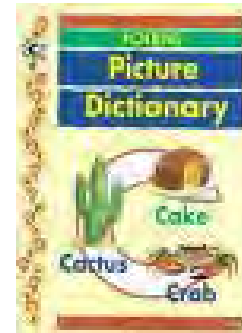
They might choose a story book



a poetry or rhyme book



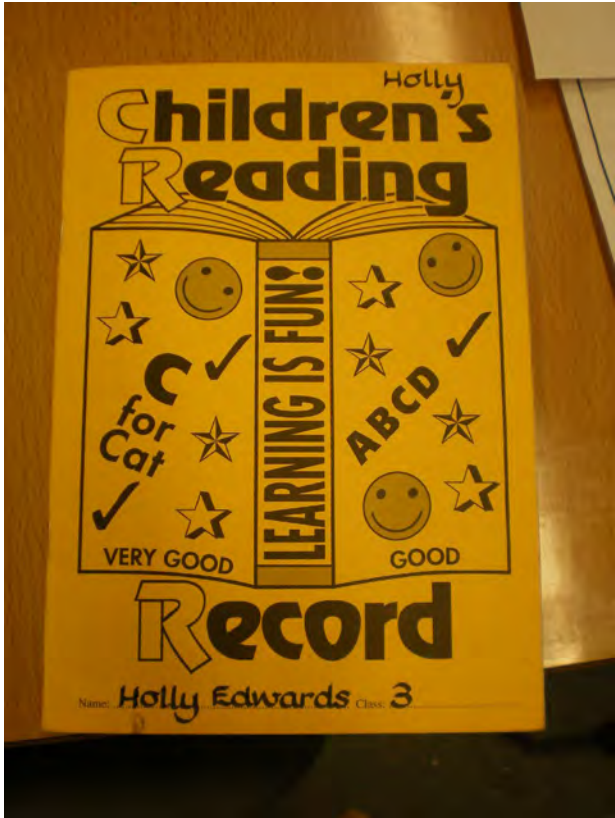
or an information book



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
14/2	<del>The Big Box</del> Fetch	- Holly thought 'Fetch' was really good. - Did well with her words - just 'He' - unsure sometimes.
29/2	The Apple	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.
7/3	Who Is It?	Holly really enjoyed this work, she worked out words well. Did very well with this work words too.
12/3	"	Read through story v. well.
14/3	Six in a bed	Read + discussed the story really well. Haven't met all 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-oat**?*  
*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!