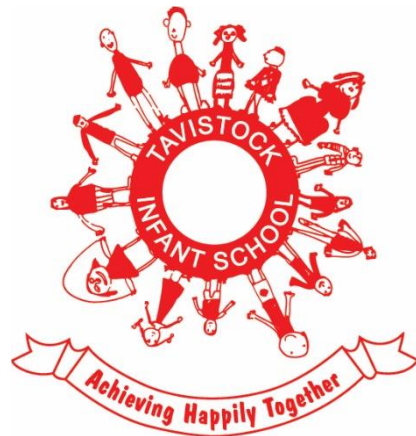


Welcome to

Tavistock Infant School's Reading Presentation



Reading Early Learning Goal

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Read everywhere!
Out and about, shopping,
labels, signs.



Read



- Anything
- Playing reading games, matching words, Snap, I Spy...
- Let them see you reading - be a good role model
- Follow your child's lead
- Make reading an enjoyable shared experience!

Comprehension....

What are we reading?

Does your child understand what they are reading?

Ask them a question after every couple of pages:

- Can you tell me what has happened?
- Who has fallen off their bike?
- How do you think they are feeling?
- Predict, how will the story end?

How can we help them when they get stuck?

- Look at the pictures - could they help?
- Sound it out, get them to say each sound e.g. c-a-t, if they cannot hear the word I would then say c-a-t getting quicker each time.
- Help them with the sound they are finding hard e.g. b-a-t, they are saying d-a-t.
- Read the rest of the sentence.

Phonics

At Tavistock we follow the Read, Write, Inc. approach.



RWInc. has five underlying principles:

- Pace
- Praise
- Purpose
- Participation
- Passion



Speed Sounds Set 1

The children are taught sounds in these groups:

m a s d t

i n p g o

c k u b

f e l h s h r

j v y w

th z ch qu x ng nk

a



They learn to:

- say the sound (stretched or bounced)
- read and write the sound

Sound-letter pictures are used to help the children learn these sounds quickly.

Meet Fred!

Fred is used for sound blending with word cards (Fred Talk) and finger spelling (Fred Fingers).



Speed Sounds Set 1 - Word Time!

Once the children know a group of sounds they:

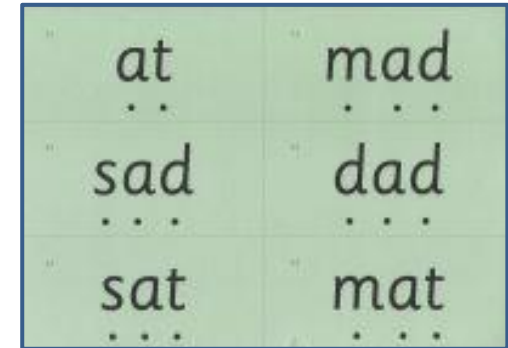
- Make words with magnetic letters for reading and spelling
- Read the corresponding Green Word cards in Fred Talk (sound blending)
- Spell the words using Fred Fingers (finger spelling)

While children practise reading these words they learn the next set of sounds. This activity is known as Word Time!

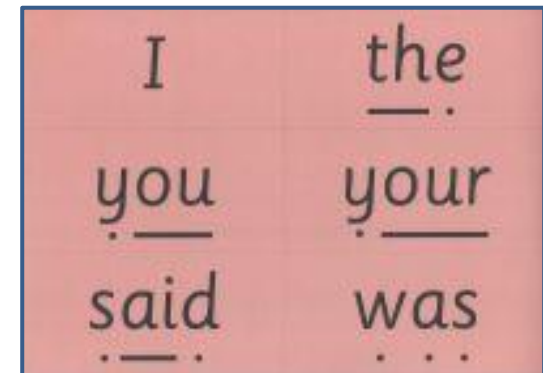
Once the children can read and blend all the Set 1 sounds into words they start the Storybooks.

Word Cards

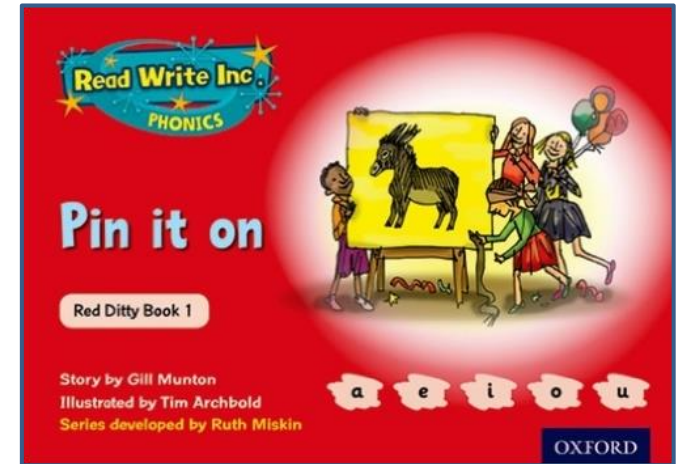
The **Green Word Cards** are used to practise word blending for reading.



The **Red Word Cards** practise reading words with tricky spellings.



Guided Reading



The Read Write Inc. story books are known as ‘ditties’

They are a tool we use to teach reading. The children read in pairs taking turns to be the teacher with a pointing stick.

Reading books, Book boxes and the Library

Reading books

The reading books will get changed on a Monday then you get to keep the book for the week.

Classroom book boxes

In addition to this book you can take out books from the class box and change them as frequently as you would like. The box will be outside the classroom before and after school. Please sign them out.

The library

We visit the school library on a Monday and will choose a book to share at home.

Don't forget to join the local library if you haven't already done so.

Reading Diaries

Stars

Every time you read at home you can colour in 1 star a day.

We award termly Bronze, Silver, Gold and Diamond certificates.

Comment

A member of staff writes in the diary every week. Please write in the diary what reading you have done at home and how your child found the book, positive comments and any difficulties.

Friday 4th October

In your child's red book bag
there will be a book to share.

Share

By 'share' we mean away from any distractions (no television on), find a cosy place.
I used to read in bed with my children before their bedtime story.

Take a picture walk through the story, discussing the pictures.

Then show your child how a book works, e.g. we read from left to right.

Finally look at the words and read them together.

Make this a pleasurable experience and they will soon be reading.

The coming weeks...

Once your child has learnt the first sounds you will see a clear wallet in their book bag with words to learn to read.

If they are **green** the words need to be sounded out and blended.

c-a-t **sh-e-d**

If they are **red** they are a 'tricky' word - they cannot be blended. Your child needs to remember it, learn it by sight.

The

If they are **purple** they are 'nonsense' words.

p-o-s **pos**

The coming weeks...

mad	sad	dad	mat	sat	I
in	on	it	an	and	the
pin	got	dog	op	ip	you

Finally...

We hope this has helped you feel at ease with your child's journey to becoming a reader.

Please ask your class teacher if you want any further information.