

## **St Mary and St Paul's CE Primary School 2016**

### **How we teach your children to read**

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a teaching programme called *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they come off the programme. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too; struggling readers in Year 5 and 6 children follow a similar programme called Fresh Start.

During this time, we group children by their reading progress for half an hour a day (20 to 45 minutes in Reception) and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up.

### ***How do we get children to remember what we teach them?***

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we use partner work. Children answer every question with a partner, the teacher checks what they know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk is fundamental to the success of our school. We use, 'Turn to your partner' in every lesson throughout the day.

### ***How do we make phonics easy for children to learn?***

*Read Write Inc.* Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun.

The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds easily.

Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay, may I play, a-e – make a cake?

### ***How do we ensure children can read every book?***

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these yet.)

Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky red' words, and tell them a thought-provoking introduction to get them excited about the story.

Then, over four days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By day four, your child reads the story for a final time and they will be able to read it confidently with expression.

### **How do we teach children to spell confidently?**

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

### *Fred Fingers*

We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

### *Red Rhythms*

We teach tricky words with Red cards. We say the tricky letters in a puzzled or annoyed voice and build the letter names up into a rhythm, for example, s-**ai**-d.

Children learn to spell new words and review past words every week then they practise spelling them with a partner.

### **Story time**

Storytime is the highlight of every day. We have a bank of fairy stories that children get to know really well, and others we read just for fun. Children learn to retell the story, learn the refrains by heart and act out the stories in the role-play area or through drama activities.

### **How can you help at home?**

We appreciate you're busy but here are two things that will make the biggest difference to your child's progress. Every night:

1. Read a bedtime story to your child.

Read these stories *to* your child – don't ask them to read the story themselves as this is beyond their current reading stage. There is some really good advice about how to make bedtime story time fun on [www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents)

2. Listen to your child read the storybook we send home.

Your child will bring home a *Home Reader* Storybook. They will eventually be able to read their book confidently because we expect them to have read it two or three times. Please do not say "*This book is too easy!*" Praise your child for how well they

read it – celebrate what a great reader they are. They'll sometimes bring home previous stories they have read too. Re-reading stories develops their fluency on every reading. There's more good advice on how to listen to your child read on [www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents)

## **Reading Schemes**

**Reception** – Oxford Reading Tree, Floppy Phonics

Pearsons – Rigby Star Phonics

Read, Write Inc. Dittys, before moving onto RWInc. programme

**Key Stage 1** – Oxford Reading Tree, Floppy Phonics, Collins Big Cat, Read Write Inc. programme

**Key Stage 2** – as above, plus a wide breadth of age appropriate reading books.

We use the Read, Write Inc. "Fresh Start" Materials as an intervention for struggling readers.

All reading books are banded to ensure books are matched to children's individual reading abilities (excludes RWInc. Books)