

School Mission Statement



Love • Respect • Shine

At Cheadle Catholic Infant School we **love** and **respect** each other.
We **love** to learn and let our inner light **shine** brightly in all that we do.

How do we teach reading at Cheadle Catholic Infant School?

It is crucial for children to develop a life-long love of reading.

Reading consists of two dimensions:

1. Language comprehension
2. Word reading

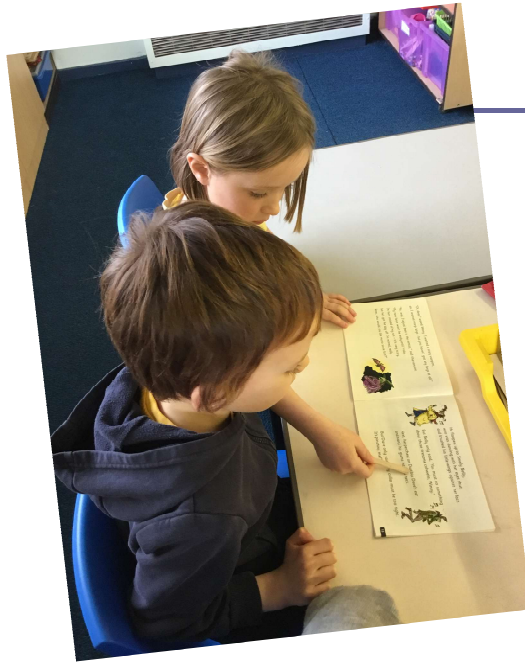
Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

How do we do this?

1. Language comprehension is taught through shared and guided reading every day.
2. Word reading is taught through phonics.

Language Comprehension





Aims of Session:

- Discuss how we teach reading at CCIS
- To introduce Read, Write, Inc
- Discuss structure of our phonics lessons
- Discuss 'reading at home.'
- Answer any questions you may have



Phonics at CCIS

- We use Read Write Inc (RWI) as our phonics program.
- This is a sequenced and structured synthetic approach to teaching phonics, with writing aspects included.

Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers” Sir Jim Rose

Rose Review of Reading 2006

Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

Why Read Write Inc Phonics?

- Tried and tested over many years
- Systematic and structured
- Early success in reading
- Training and ongoing staff development
- RWI Introduction
- <https://www.youtube.com/watch?v=bXOJUPNVnLc>

What is Read Write Inc Phonics?

- A rapid *Learn to read* programme

so children can...

- *Read to learn* for the rest of their lives

How does it work?

Children:

- Learn 44 sounds and matching letters/letter groups
- Learn to blend sounds to read words
- Read lots of specially written books

Learning to identify sounds (phonemes) and blend them together is called decoding.

How does it work?

Children:

- *Talk a lot about what they have read to show they understand*
- *Listen to and discuss other ideas to deepen understanding*

This is comprehending

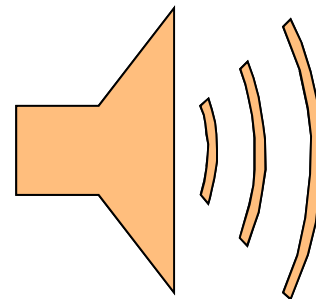
We do lots of talking in partners



Sounds

All words are made up of sounds

In English there are 44



Sound Pronunciation Guide

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Graphemes

- A grapheme is a sound written down
- English has more than 150 graphemes
- There are more than 150 ways to represent the 44 sounds using our 26 alphabet letters

A complex code!

The complex English alphabetic code

Consonants: stretch

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bounce

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Learning the code

Children learn a simple code first

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

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

Fred...



Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say c_a_t, he can't say cat)

We call this *Fred Talk*

Fred...



If children understand Fred they can blend orally

Blending is needed for reading

Fred...



Fred helps children learn to spell as well!

Children convert words into sounds

They press the sounds they hear on to their fingers...

We call this *Fred Fingers*



Fred Fingers



Green words

- Green words are words we can Fred talk. Words we can segment and blend.
- For example – play and coin



Red Words

- These were called tricky words.
- Red words are words we can't Fred talk.
- For example the and said
- You can't Fred a red!

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u

Vowels: stretchy

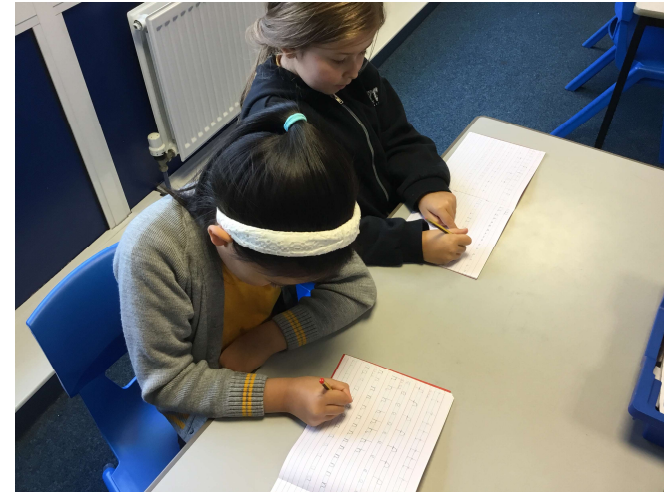
ay	ee	igh	ow

oo	oo	ar	or	air	ir	ou	oy

Set 1 sounds

Set 2 sounds

Phonic teaching at Cheadle Catholic Infant School



Organisation - Reception

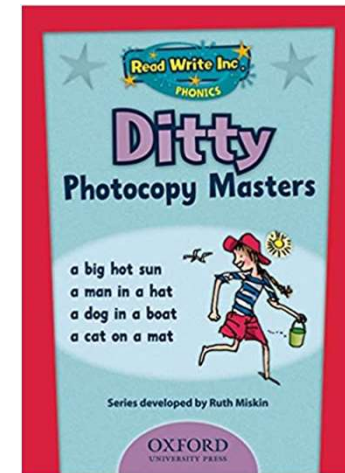
- During the Autumn term, the children are assessed and put into groups.
- They learn to say, read and write each sound.
- Within a small focus group in the classroom with the teacher/TA, each day the children are learning skills to support them with their reading.
- Focused teaching using the storybooks alongside the phonics will enable children to read with increasing accuracy and fluency.
- When the children can read fluently they are much better equipped to understand the text.

Year 1 and Year 2

- Children continue learning phonics in the same way as they move into Year 1. They are assessed a minimum of half termly and grouped based on their phonic knowledge and supported to continue to develop their phonic skills in readiness for taking the phonics screening check in June. Any children who require additional support in Year 1 will have a period of 1:1 phonics tuition.
- Most children will have completed the RWI phonics programme by the end of Year 1. Children who would still benefit from the programme in Year 2 can continue this in the early part of Year 2.

RWI RESOURCES

ten copies of the following items:

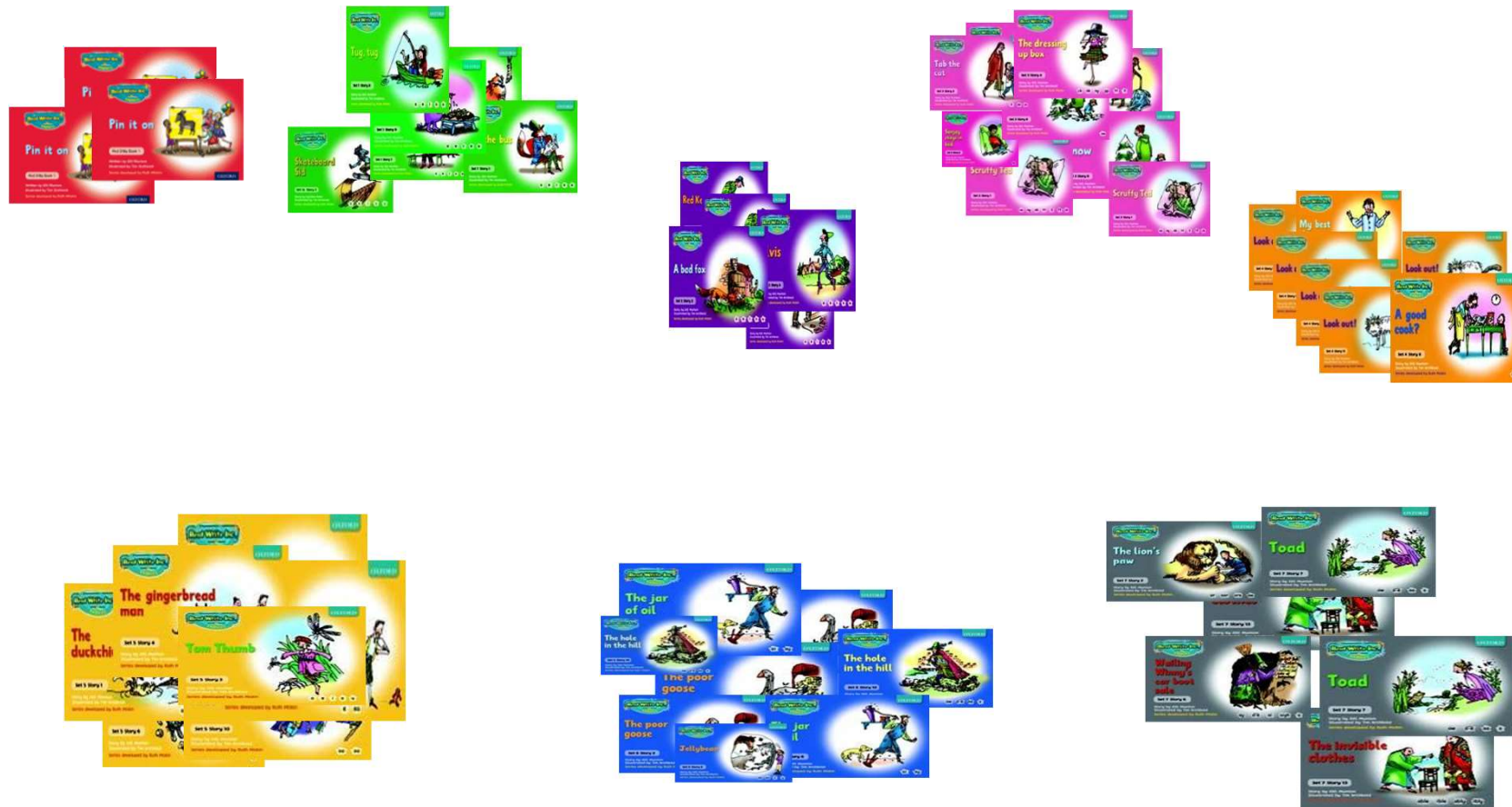


Practice handwriting

Practice sound-writing



Story Books

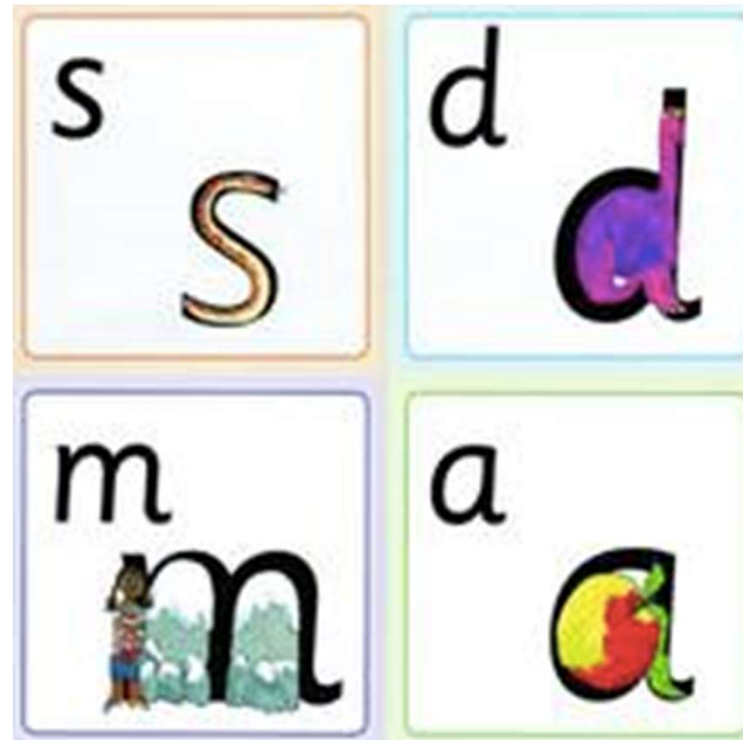


How to help your child at home...



You can practice pronouncing sounds.

Remember no 'fuh' and 'luh'!



Reading books home

- Books will be sent home to be shared with your child.
- These are called 'Book Bag Books'. They will match the sounds your child would be learning in the classroom.

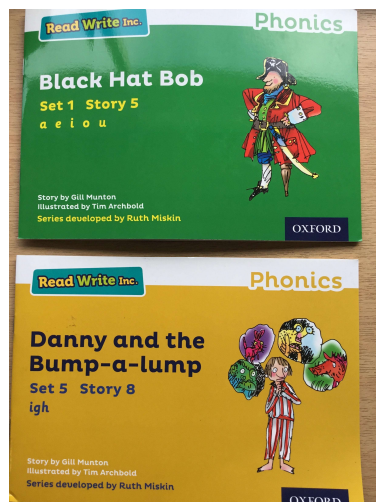


Your child should be able to read their book bag book with confidence because they have practised many of the words in school. Reading the book bag book at least 3 times will build their fluency and confidence. This will help them gain a pride in their ability. It will also give you opportunities to ask questions and improve their comprehension skills.

Books sent home are not meant to be too challenging to read.
We want your child to love reading and to become confident in their ability.

Give your child lots of praise and tell them that they are amazing!!

The challenge will happen in school.



So how can you help your child?

- By knowing the 44 sounds

Simple Speed Sounds

Consonant sounds - strictly												
f	l	m	n	r	s	v	z	sh	th	ng		
										nk		
Consonant sounds - strictly												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
Vowel sounds - strictly						Vowel sounds - strictly						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - strictly												
oo	oo	ar	or	air	ir	ou	oy					

- By knowing how to blend using Fred Talk for reading
m_a_t



And...

- By having fun with Fred Talk at home!

"Where's your c-oa-t?"

"Time for b-e-d!"

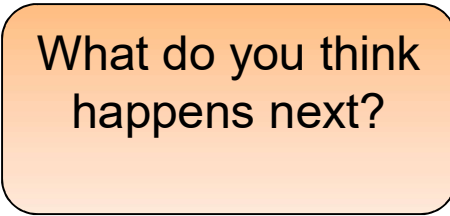
And...

By reading to your child lots of lovely stories and asking lots of questions!

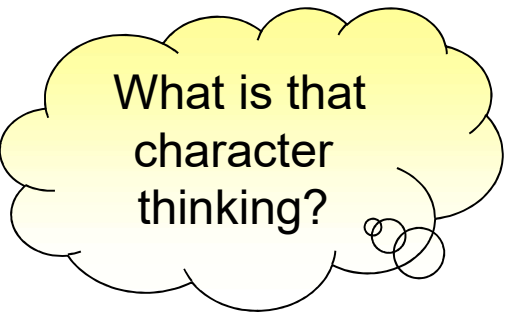
Use these prompts to help you:



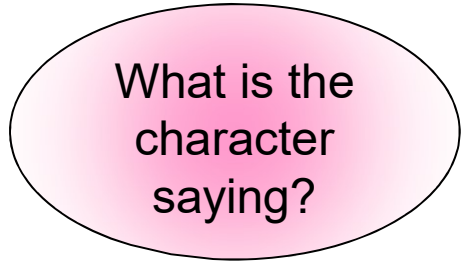
What is happening?



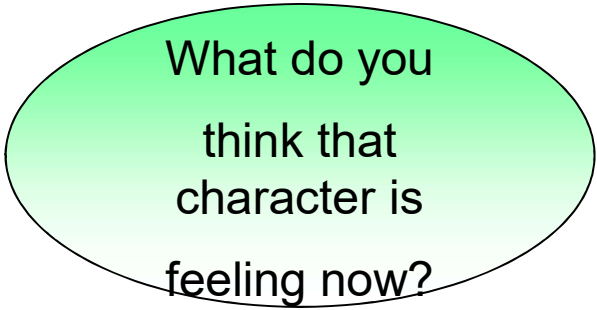
What do you think happens next?



What is that character thinking?



What is the character saying?



What do you think that character is feeling now?


And...

- By enriching conversations through description:

"Look at that rain. It looks like little diamonds sparkling on the window pane!"

- By praising your child for using new words or interesting images
- By having a look at the parents' pages on the web for tips and resources for supporting your child at home:

www.ruthmiskinliteracy.com



We want your child

to **love** reading – and to want
to read for themselves. This is
why we put our efforts into
making sure they develop a
love of books as well as simply
learning to read.



And...

Please don't forget to read to your child!
This is a vital part of learning to read!
Your child will experience the pleasure of
reading and sharing stories and this will
encourage them on their own reading
journey.



Thank you...

Happy reading!

