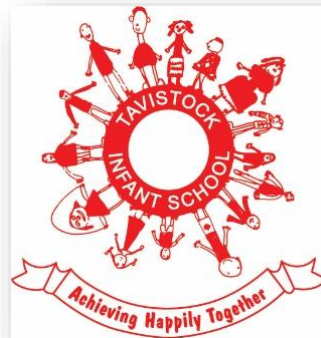


Welcome to

Tavistock Infant School's Reading Evening



Development Matters: Reading

40-60 Months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

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).



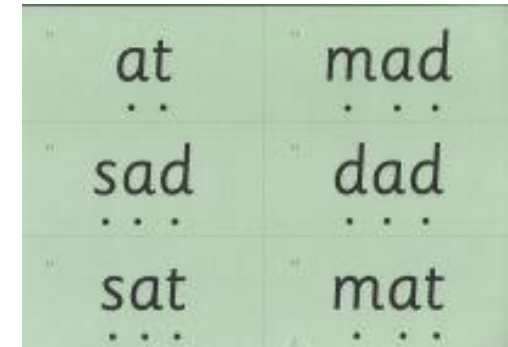
Speed Sounds Set 1 - Word Time!

Once the children know a group of sounds they:

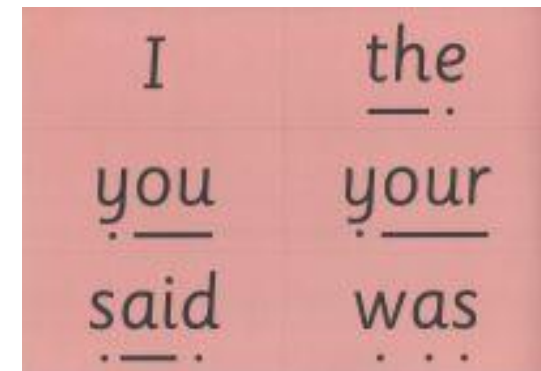
- Make words with magnetic letters for reading and spelling
- Read the corresponding Green Word cards in Fred Talk (sound blending)
- Spell the words using Fred Fingers (finger spelling)
- While children practise reading these words they learn the next set of sounds. This activity is known as Word Time!
- Once the children can read and blend all the Set 1 sounds into words they start the Storybooks.

Word Cards

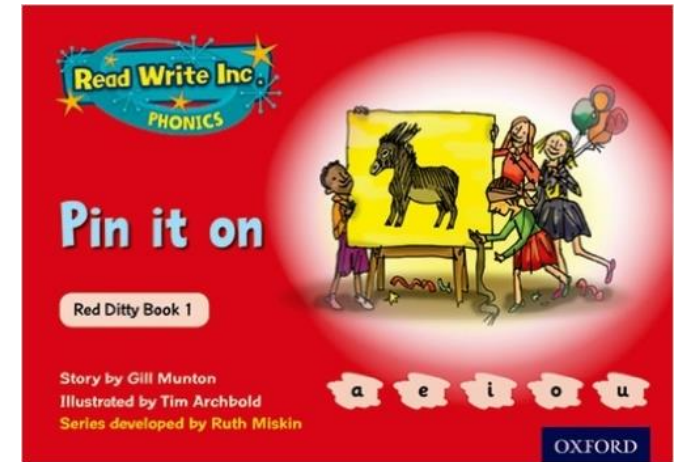
The **Green Word Cards** are used to practise word blending for reading.



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.

They are laid out on the tables for you to look at later.

Reading books, Book boxes and the Library

Reading books

The reading books will get changed on a Friday then you get to keep it 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

Lunchtimes (apart from Wednesday) and after school on Tuesday 3.30-4pm.

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

Reading diaries

Stars

Every time you read 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 noting the reading you have done, how your child found the book, positive comments and any difficulties.

Tomorrow

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 brown envelope 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

Six words at first and six more as they learn them.

am	mat	sad	at	mad	I
in	pin	nip	dog	sat	as
cod	dot	hot	and	fin	go
jug	hat	fat	rat	run	the
zip	van	man	win	ten	of
men	vet	fog	bat	box	said
fox	leg	rub	mug	cat	my
on	cup	bin	fun	sap	she
pot	it	bug	hut	let	he
met	nit	cub	jug	jam	put

Finally...

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

Please have a look at the resources we have put out.

We are around to answer any questions you may have.

Thank you for listening!