

A decorative border of colorful open books surrounds the central text. The books are arranged in a circular pattern, with colors including pink, green, orange, purple, blue, red, yellow, and magenta. Each book is shown from a slightly elevated perspective, with its pages visible.

Early Reading

Reception

September 2021

A decorative border of colorful open books surrounds the text. The books are arranged in rows and columns, with colors including pink, green, orange, purple, blue, red, yellow, and magenta. Each book is shown from a slightly elevated perspective, open to two pages.

At St. Bernadette's:

We use a programme called Read, Write Inc. It teaches the children the sounds that letters make – not the letter names until the sounds are secure.

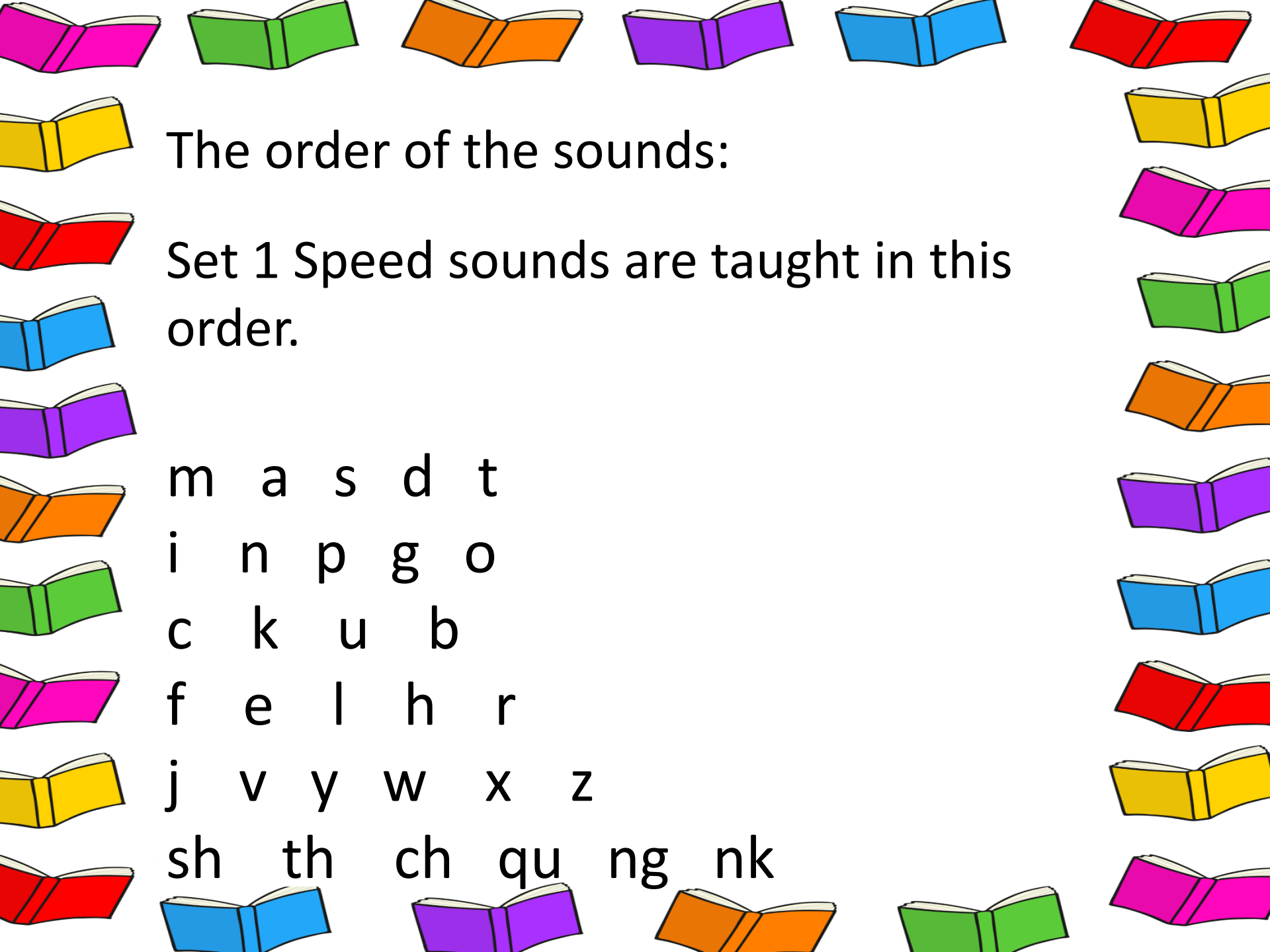
A decorative border of colorful open books surrounds the text. The books are arranged in rows and columns, with colors including pink, green, orange, purple, blue, red, yellow, and magenta. The books are stylized with simple outlines and are shown from a slightly elevated perspective.

## Speed Sounds:

The Speed Sounds have been divided into sets.

Once your child has learnt some of the sounds in a group they progress to sound blending that group of Speed Sounds into words.

Then your child will learn the next group of Speed Sounds until they are confident with reading and blending all of the sounds in that set.



The order of the sounds:

Set 1 Speed sounds are taught in this order.

m a s d t

i n p g o

c k u b

f e l h r

j v y w x z

sh th ch qu ng nk



## RWInc - Pure Sounds

When teaching children the speed sounds its very important we don't add 'uh' to the end of them.


We pronounce them as pure sounds –  
**m** not muh, **f** not fuh **l** not luh.

Set 1 Sound guide:


<https://www.youtube.com/watch?v=yln6PpV1G1I>



Learning to read:



Before your child can start to read they need to be able to say the sound that is represented by each letter or group of letters.



Once children know their sounds, they are then taught to sound out the letters in a word and blend them together to read it. This is called sound blending – Fred Talk.



Sound out the word e.g. **c-a-t**, **sh-o-p**

Blending:



[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)



## Set 2 Speed Sounds

The set 2 speed sounds follow Set 1 and include the following sounds:

ay, ee, igh, ow, oo, (as in moon, spoon) oo (as in look, book cook)

ar, or, air, ir, ou, oy

Eg: p-l-ay, n-igh-t, b-l-ow, s-t-ar-t

Set 2 Sound pronunciation:

<https://www.youtube.com/watch?v=p7hRbrpq5Bo>



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## Set 3 Speed Sounds

The set 3 speed sounds are the final sounds to be taught and include the following:

ea, oi, a-e, i-e, o-e, u-e, aw, are,  
ur, er, ow, ai, oa, ew, ire, ear, ure

These sounds are usually taught in Year 1



# Complex Speed Sound

## Complex Speed Sounds chart

### Consonants: stretchy

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	c	s	ci		
					ce					

### Consonants: bouncy

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				a-e	y	i-e	o-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							

This sound chart shows the children the different ways a sound can be made.

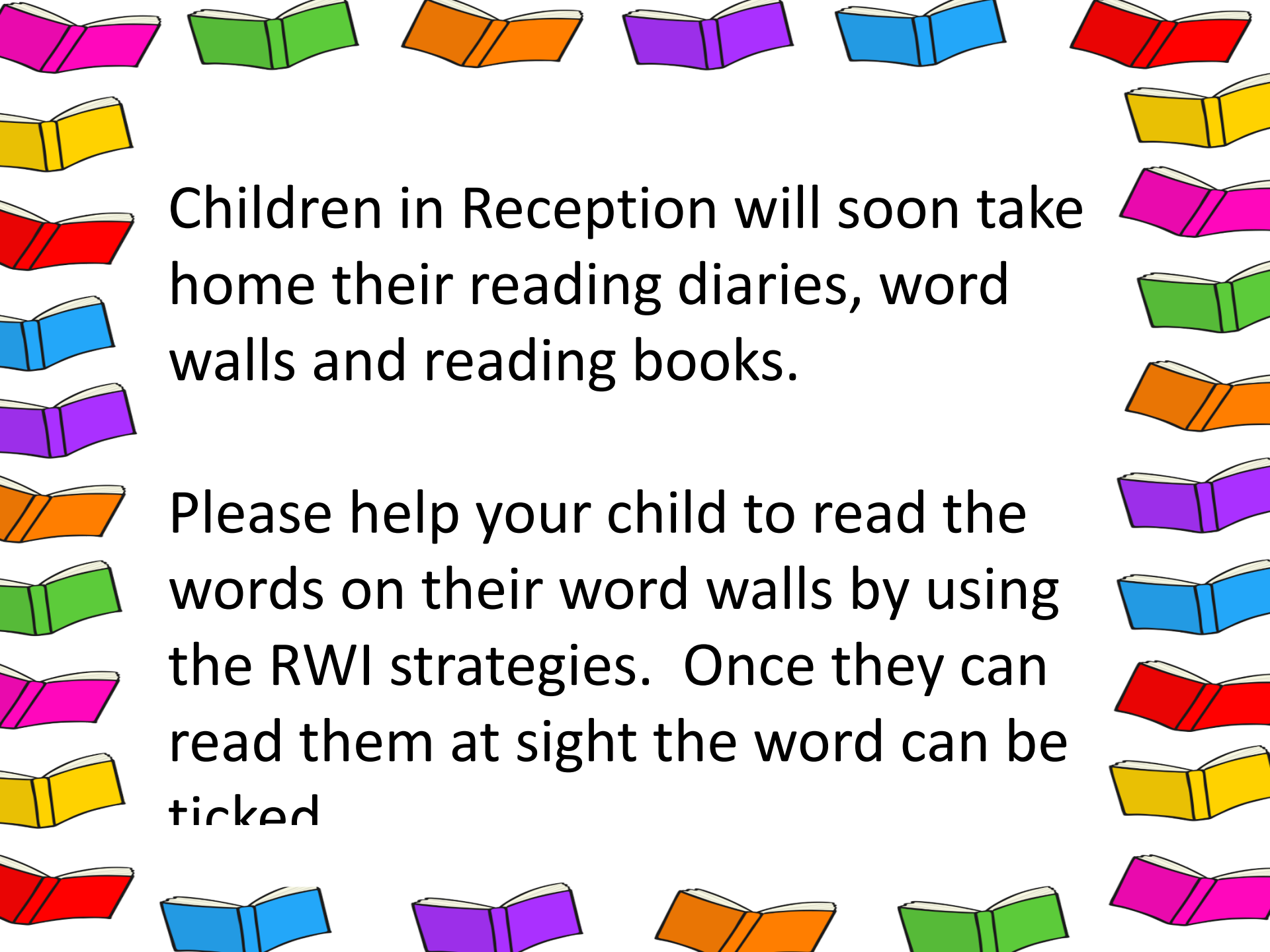


## Assessment of Sounds

Children are assessed each half term to see what progress they have made in terms of their sounds and reading of words containing taught sounds.

They complete a RWI phonic assessment. This allows staff to identify those children who need to revisit particular sounds.

In June of each academic year, children in Year 1 complete the National Phonics Screening Check. Only those children who have a secure knowledge of the set 3 sounds are likely to pass this test.

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Children in Reception will soon take home their reading diaries, word walls and reading books.

Please help your child to read the words on their word walls by using the RWI strategies. Once they can read them at sight the word can be ticked



Help your child with

# reading

## I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

## Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

## Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

## Create

Use reading to inspire drawings or new stories.

## Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

## Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

## Go online

Look online & in app stores for appropriate word & spelling games.

## Make space

Have a special place or a certain time when you read together.


## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!







**Picture books - Reasons they are important!** By Lori Calabrese



7. The illustrations of a picture book help children understand what they are reading and allow young readers to analyse the story. When children are having difficulty, the illustrations can help them figure out the meaning of what they are reading. The illustrations are also a powerful way to help English learners comprehend the story.

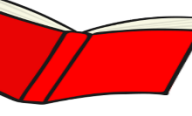

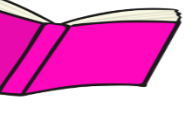

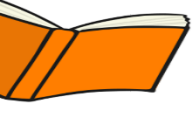
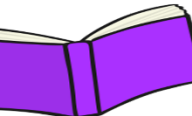






6. Language: Picture books allow children to practice the sounds of language and as adults it's our responsibility to introduce new and interesting words at every opportunity. The rhythm and rhyme in many picture books make for great read-alouds and children learn words more easily when they hear them spoken often.





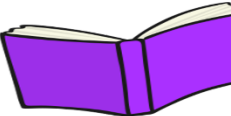

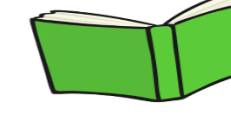


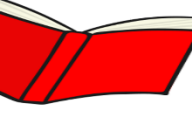

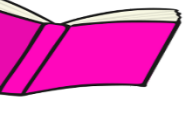

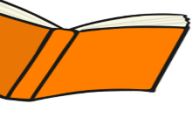
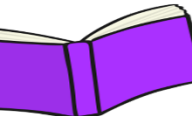



5. Repetition: The repetition in many picture books allows a child to participate in the story. Young readers get excited when they can anticipate a forthcoming line and children learn skills like phonemic awareness, phonics, comprehension and fluency.










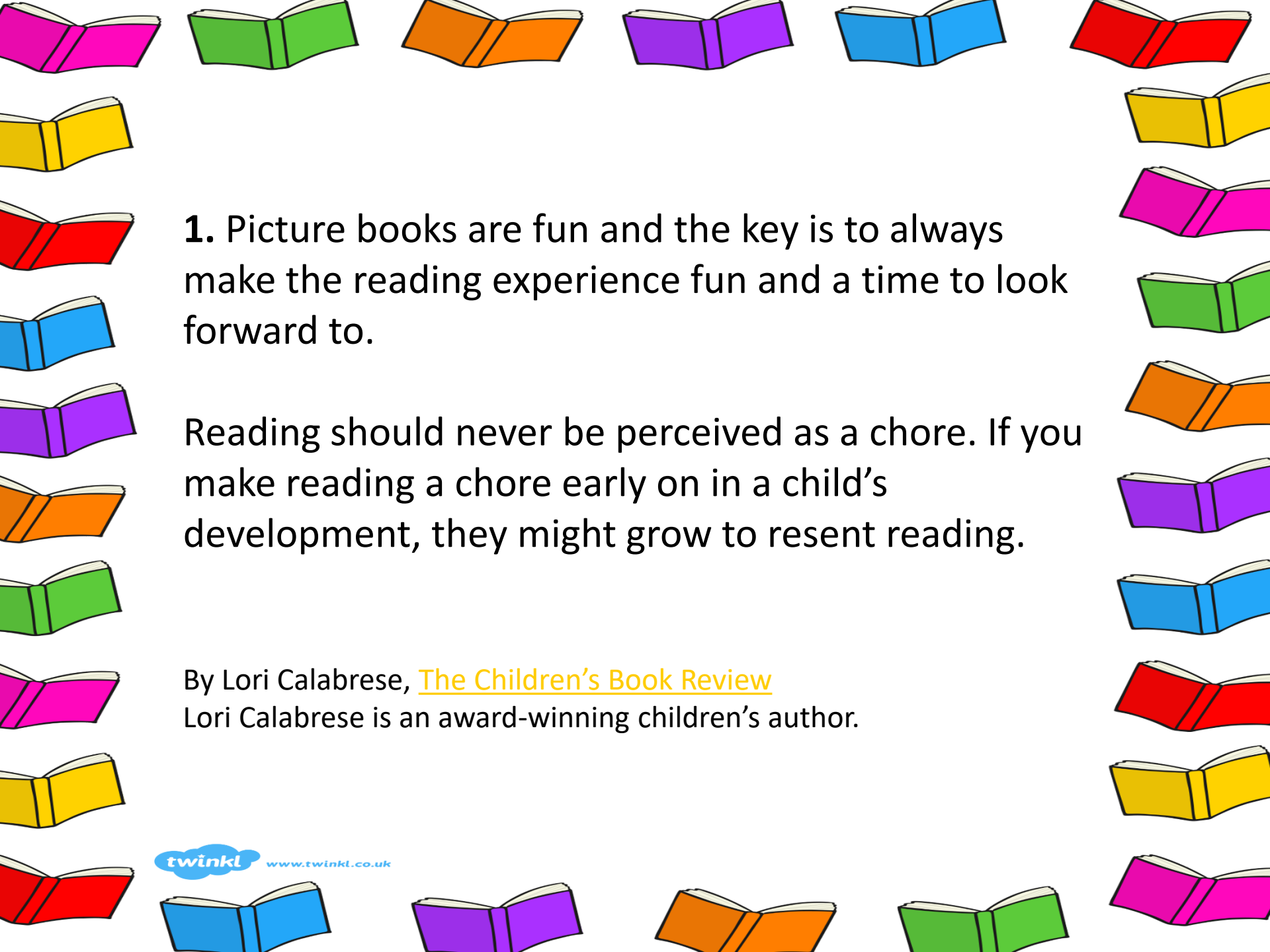
**4.** Picture books are multi-sensory, which aids a child's growing mind and stimulates their imagination. Not only do the children hear the story, they see the illustrations.



**3.** Picture books help develop story sense. Children learn the beginning, middle and end of a story and can often relate to the age-appropriate issues and conflicts presented in a picture book.



**2.** Picture books allow an entirely different, more interactive communication between parent and child. Picture books allow parents to spend time talking with their children about the story, pictures and words. This interaction builds reading comprehension. Picture books allow you to talk about what you see on each page, so be sure to talk about what happened in the story, ask about the characters, how they are feeling, and events that took place.



**1.** Picture books are fun and the key is to always make the reading experience fun and a time to look forward to.

Reading should never be perceived as a chore. If you make reading a chore early on in a child's development, they might grow to resent reading.

By Lori Calabrese, [The Children's Book Review](#)  
Lori Calabrese is an award-winning children's author.





If you have any questions, please ask your child's teacher and they will be happy to help. There will be an opportunity for you to come into school soon to see a phonics session in action. If you can make it, it would be great to see you.