

meeting 2



BUNBURY ALDERSEY CE PRIMARY SCHOOL

Tuesday 7th March 2023

PARENTS READING INFORMATION MEETING

Aims



- To learn more about how we teach children to learn to read
- To find out what blending and segmenting means
- To learn how we use RWI to teach reading
- To provide tips for how to support your child with reading at home
- Watch a Read Write Inc reading lesson





Learning to read

- We teach phonics daily
 - We start by teaching the set 1 phonic sounds
 - Then we teach the **Special Friend** diagraph/ trigraphs, set 3 is all the alternative spellings e.g. **ay**, **ai** and **a-e**
 - We start with m a s d t i, this creates early word building for segmenting and blending.
 - 30 second challenge - how many words can you make using m a s d t i?
- | | | | | |
|--------------|------------|------------|------------|------------|
| ◦ mat | Sam | add | sad | Sid |
| ◦ sat | sit | did | at | mad |
| ◦ dad | Tim | as | it | is |

Blending



- We play games using Fred Talk to develop the children's **blending** skills
- m-a-t l-i-p b-i-n p-e-g sh-u-t
- We play games like what's inside *Fred's Fridge* or *Fred's Wardrobe and colours or body parts*

You can have fun with Fred Talk...

"What a tidy r-oo-m!"

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

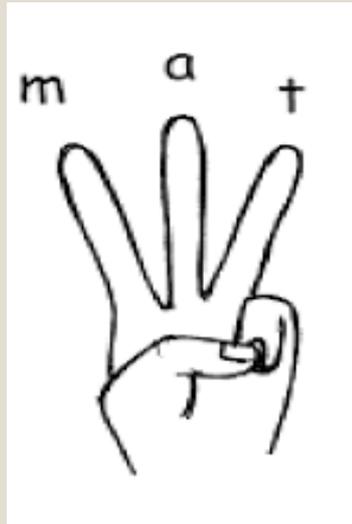
"Time for b-e-d!"





Segmenting

- **Segmenting** is saying each phoneme/sound independently. When reading we **segment** the sounds in CVC words e.g. **r-u-n p-e-g sh-u-t**
- We also **segment** the sounds in a word we want to write using Fred Finger.





Blending and Segmenting

- Both blending and segmenting are needed to read words.
- We **segment** the sounds and then **blend** the sounds together to read words, we say “Fred Talk read the word”
e.g. **r-u-n – run sh-o-p – shop th-i-n – thin**
- We only read words containing the sounds that they know, so that they can experience success and build confidence.

RWI GREEN WORD CARDS (PART 1)

1.1	at	mat	sat	mad	dad	sad
1.2	gap	pan	top	got	dog	pin
	tip	pig	dig	sit	it	in
	on	and	an			
1.3	up	cup	mud	kit	bed	get
	met	bin	bad	cat	can	cot
1.4	hen	hit	had	fan	fat	log
	shop	fun	lip	fish	ship	let
1.5	jet	wet	vet	yes	wish	web
	yet	jam	yap	jog	win	
	yum	rat	red	run		
1.6	wing	chin	thick	chop	chat	quit
	quiz	sing	thing	bang	this	thin
	fix	six	zag	zip	fox	box
1.7	stink	wink	back			
	skin	slid	slip	grin	prop	pram
	from	clip	gran	hand	stand	stamp
	flop	frog	jump	black	flag	think
	skip	best	trip	blob	brat	drip
	drop	blip	fluff	dress	huff	mess
	test	trap	spit	stop	spot	strop

Reading Books/ditties



- We assess regularly to determine if children are in the right group for phonics and reading, groups are fluid, children move across year groups if required.
- We only give children books that contain the sounds they know.
- They read a book/ditty in class with a partner. This book is matched to the sounds they know.
- They read the book/ditty 3 times:
- First read – decoding, Second read – fluency, Third read – comprehension





RWI book levels

If they can read these sounds and consistently read and hear the whole word in Fred Talk games and phonics lessons, they can read these books



The books get progressively harder for each colour change, including more text, more red words and longer words.

We also encourage children to use “Fred in their Head” starting from Green books.

RWI book levels



If children know these sounds and can segment and blend using special friend sounds, to read words such as **black**, **scruffy and play**, they will be reading these books

We are very much looking for speedy reading and that they have a really good understanding of what they've read.



RWI book levels



If they know these sounds they will be reading these books, children will continue with the RWI scheme until they reach grey books.

Complex Speed Sounds

Consonant sounds

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		se			
					ce					

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				dge							

Vowel sounds

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

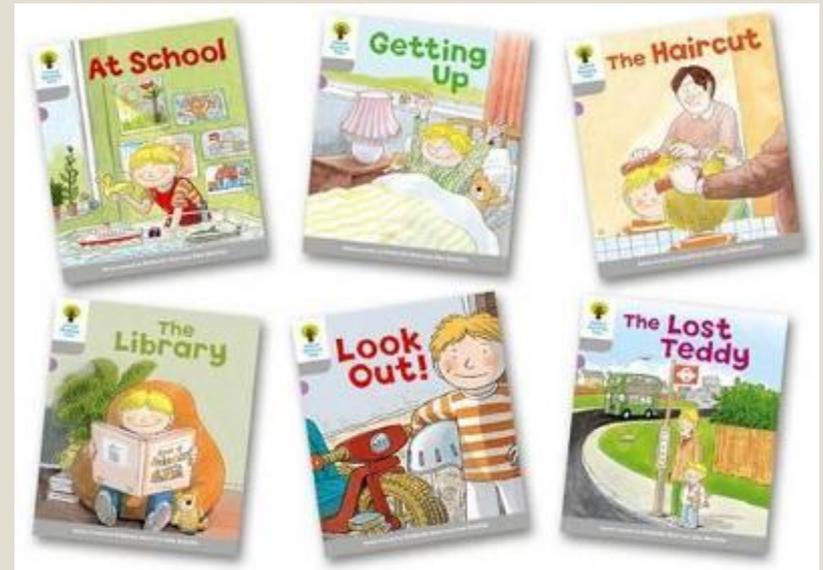
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							



Reading at home – Wordless books



- If your child has brought home a picture book, encourage them to look closely at the pictures and retell the story in their own words.
- This will allow them to develop their oracy skills, imagination and vocabulary. Your child might want to link what they see to first hand experiences, such as going to the park, a day at school or going to a friend's party.





Reading at home – blending books

- If your child has brought home a blending book, it is important you support your child and help them develop their segmenting and blending skills.
- Learning to blend can take a long time and lots of practice. You might need to model this first and then your child can copy. We call this 'My turn, your turn'.



Reading at home – Ditty sheets



- If your child has brought home a ditty sheet, focus on the speed sounds as well as the green and red words, before reading the ditty.
- Continue to practice their segmenting and blending skills
- Encourage re-reading, you may need to model this.
- Ask the questions at the bottom of the ditty, to see if they have understood what they've read.

Ditty 2: tag

Speed Sounds - read the sounds and the letter words

t a s d g n m i

Green Words - read these words by blending the sounds together

is dad it nan am tag

Red Words - read these words that'll give your child the word if they get stuck

I

tag
dad is it

tag
nan is it

tag
I am it



Remember you can read the Ditty to your child first.
As your child reads the Ditty, the pictures will give your child plenty of prompts.

Reading at home



- If your child has a red or green RWI book.
- First focus on the speed sounds at the front of the book, in particular the phonemes that are circled, these are the new sounds that will be read in the books
- Then ask your child to try and sound out the green story words before starting the story. This is displayed at the front of the book.
- You can also look at the speedy words at the back of the book, these are common words that appear a few times in the text
- This is pre-teaching your child the key words that will appear in the text.

Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng		
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowels Ask children to say the sounds in order and out of order.

a	e	i	o	u
---	---	---	---	---

Look for consonant and vowel pairs that sometimes mix! Start one partner.
Focus on groups as there may be added.

Ditty 1 Pin it on

Story Green Words Ask children to read the words like in feet like and then say the word.

pin	on	not	leg
chin	tum	yes	

Ask children to read the word first and then to be checked with the ditty.

that → that's

Speedy Green Words

Ask children to practice reading the words across the rows down the columns and in and out of order clearly and quickly.

it	on	a	on
a	it	on	it

Reading at home

- You can support your child's understanding and comprehension skills by reading lots of lovely stories and asking questions about what you have read

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?

The more time you spend reading with your child the more confident they will become.

Reading Book bags



- Reception children begin with a lilac CVC word book
- When segmenting and blending are secure children will be given a 'Ditty Sheet'
- Reading books will be given to the child when they are ready – stage not age.
- Red books require children to read special friend words like **shut, bang, hiss**

- All children will be given a reading book bag.

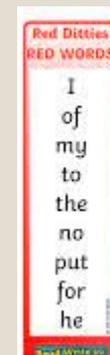
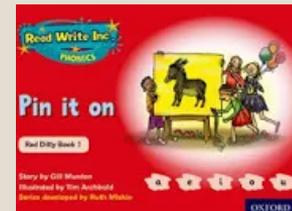
It will contain:

A book/ditty, this will have been read 3 times

A new book/ditty/bingo game to share

Speed sounds book

Red word bookmark – starts at red books





Recap

- RWI teaches children BASIC skills to ensure they become confident readers and writers.
- Stage not age – their reading book is matched to their ability.
- Assessment is continuous. If a child falls behind then support is given.
- **Keep up not catch up**
- **Home practise is vital – we need to work together.**



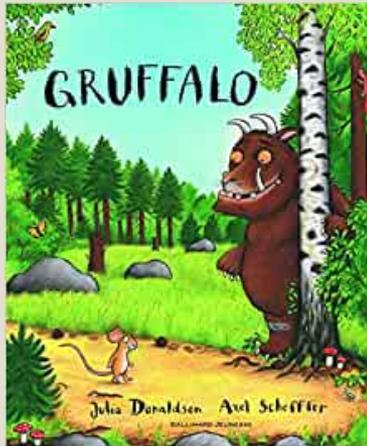
Set 1



TIME FOR A READING LESSON

We will learn to read a Red Ditty book

Happy Reading



The more you READ,
the more things you will KNOW,
the more you LEARN
the more places you will GO

