

Learning to read



In the beginning...

Pre-school
and the beginning
of Reception

What skills do children need
to learn before they can read?

1. First be able to **hear and say the sound** of letters
2. Then **recognise letter sounds** when they see them written down.
3. Next be able to **hear** how letter sounds **blend** to make words.

Then they will be ready to...

1. Read simple two or three letter words by sounding them out loud and blending the sounds together.
2. Begin to read simple, decodable books, that have only a few words on each page.

How to help your child in this beginning stage.

Hearing and saying sounds

Helping your child to develop their listening skills, auditory memory, thinking skills and speech, at this early stage, will have a **massive** impact on the speed of their reading development.

It is really important to:

- Read stories to them daily and talk with them about the stories
- Sing nursery rhymes and children's songs to them and help them to join in and learn the words.
- Spend plenty of time talking with your child

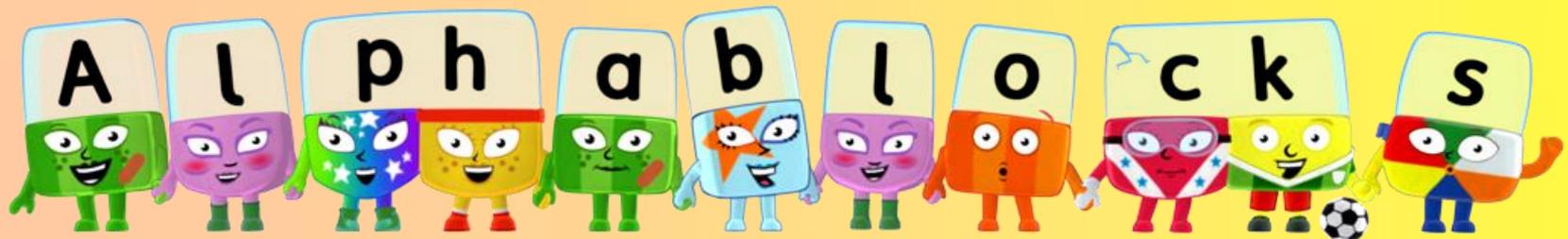
- Games:**
- I Spy something beginning with...
 - Copying games (sounds, silly words)
 - Treasure hunt - find things beginning with 'm' etc.
 - Make groups of toys/objects beginning with 'b' etc.

Recognising letters

- Ideas:
 - Play with foam letters in the bath
 - Spot letters on signs when out and about
 - Identify letters in own name.



Read Write Inc., Alphablocks, Jolly phonics - all useful resources.



Set 1 sounds:

- m a s d t
- i n p g o
- c k u b
- f e l h sh
- r j v y w
- th z ch q x ng nk

(taught in Reception)

Saying the pure sounds

- Avoid saying 'uh' after the sound – this makes sound blending much harder.
- So, for example, instead of 'buh' or 'guh', say a very short pure sound - 'b' , 'g'
- Some sounds can be stretched eg. lllll mmm
- Some can't be stretched so we bounce them eg.
c-c-c p-p-p

Hear how sounds blend



- **Games:**

- “I can see a b-a-t”

- “I’m thinking of an animal, it’s a d-o-g”

- (adult leads, then children can do their own when more confident)

- Selection of toys on table. “I’m looking for a d-o-ll”

Lots of repetition, with adult showing how they stretch and sound out the words.

Beginning to read short words

- Play together with magnetic/wooden/foam letters to build words.
- CVC games and word cards

mat



Reception,
and beginning of
Year One

Moving on...

What are children doing now?

1. Becoming faster at sounding out and blending.
2. Beginning to try blending small words in their heads.
3. Learning a few whole words.

chat

track

when

Pin it on



Red Ditty Book 1

Written by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

OXFOR

Speed Sounds

Consonants

Say the pure sounds (do not add 'uh').

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

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

Vowels

Say the sounds in and out of order.

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

Each box contains only one sound. Focus sounds are circled.

Ditty 2 Let's run

Green words

Read in Fred Talk (pure sounds).

zip run on it up them

Read the root word first and then with the ending.

let → let's

Red words

put

Ditty 2 Let's run

Introduction

Do you like snow? It can be exciting when it snows, but you need to be wearing the right clothes when you go out!

put it on
zip it up



put it on



put them on



let's run



Speed words for Ditty 1

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

it	pin	its	on
yes	leg	<u>chin</u>	not

Speed words for Ditty 2

<u>put</u>	zip	on	up
<u>them</u>	it	run	let

Speed words for Ditty 3

in	fun	hen	a	top
red	hat	sun	fox	man

Set 2 sounds:

ay

ee

igh

ow (as in snow)

oo

oo

ar

or

air

ir

ou

oy

(Begun in Reception, consolidated in Year 1)

Have a go together at reading some set 2 words –
add the sound buttons and read the words.

Gaining fluency

Year One and
Year two

What are children doing now?

1. Blending more quickly
2. Reading increasingly more words without sounding out loud.
3. Recognising more red words and other whole words.
4. Taking more notice of punctuation when reading.



Set 3 sounds (the last set!) :

ea

ow (as in cow)

oi

ai

a-e

ew

i-e

ire

o-e

ear

u-e

ure

aw

tion

are (as in care)

cious

ur

tious

er

- Taught in Year 1 (set 1, 2 and 3 are assessed in the Year 1 phonics screening). Revisited in Year 2.

Fluent readers

What are children doing now?

1. Reading most words without blending
2. Still using blending skills for new words.



What should we encourage them to do?

- Read with expression
- Take notice of punctuation

What else can we do?

- Explain the meaning of new words
- Ask questions to check understanding

Important tips for all reading levels.

- **Pick a good time** and place to read
- Start with lots of talk about the cover and the pictures – ‘I wonder’ questions.
Relate to own experiences.
- **A bit of acting** – be excited about the book!
- Look at what difficult words are coming up before starting to read.
- **Buckets full of praise** and encouragement
- **Don't have to read the whole book in one sitting.**



If they get stuck or get it wrong...

- **Do help to correct words, but be gentle.....**

“Ooo, that was a great try - that’s a tricky word. Let’s sound it out together”

“Have we seen that word before? Let’s have a look together”.

- **If struggling to blend**, sound it out for them – they might be able to blend your sounds.
- **Break down long words** into chunks.

stay calm and positive



Mix it up!

Alternative activities:

- Word spotting
- Sound spotting
- Speed words
- Take in turns to read a page/a sentence/different characters' words.
- Ask them comprehension questions
- Read a sentence to them and play at getting it wrong - can they see what you've read incorrectly.



Rewards and incentives

What works
for you?

