

EYFS Reading Meeting

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Miss Johnson – EYFS Phase leader

Reading is at the heart of our curriculum at school.

Reading develops many important skills, including:

- Enhancing imagination and creativity
- Developing empathy
- Improving concentration
- Discovering new vocabulary
- Building a greater knowledge of the world

READING ADDS UP



1 minute a day

= 180 minutes per
academic year

5 minutes a day

= 900 minutes per academic year

20 minutes per day

= 3600 minutes per academic year

How do we foster a love of reading at school?



- Daily story time sessions
- Talk4Writing - teaching children to tell stories and eventually start to write their own
- Read Write Inc - teaching children to read
- Weekly library visits

How can I foster a love of reading at home?

- Read to your child every day - make it special bonding time with your child.

- Take your child to the library
(Rose Hill Library is our local library).

- Encourage your child to read as they start to bring resources/books home.



My child's reading journey so far ...

Your child has been learning their **set 1 sounds** since starting in Reception.

Learning the sounds that these letters make is the first step in learning to read.

Set 1 Sounds



How to pronounce the Set 1 Sounds



Blending

The next step of the reading journey is learning to **blend**.



To help teach blending, we use Fred the frog. Fred only talks in sounds which we call “Fred Talk”.

Encouraging oral blending



A good way to encourage oral blending with your child is using it round the house with simple CVC (consonant, vowel, consonant) words.

“Can you pick up your c - u - p?”

“Where is your b - a - g?”

“Can you put it in the b - i - n?”

“I can see the s - u - n”

Blending written words

As your child becomes more confident at orally blending, the next step is to blend written words.

We use flashcards with CVC words and encourage children to use “Fred Talk” to sound out the words.



sat

Green words = words we can “Fred Talk”

mad

at

dad

sad

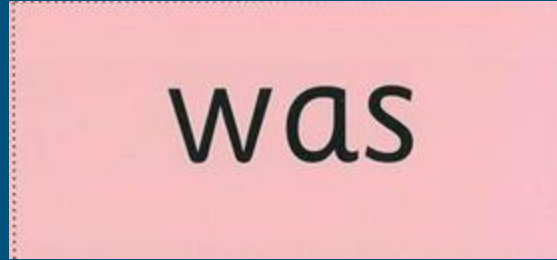
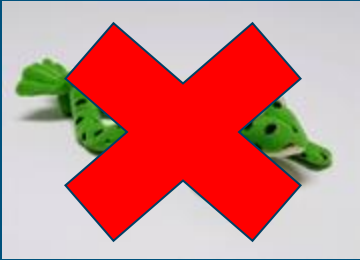
mat

sat



Red words

There are some words that we cannot blend using “Fred talk”. This is due to the sounds in the word making different sounds to normal eg.



We call these words **red words**. We teach the children “you can’t Fred a red” and these words are words that we have to memorise by sight.

Red words = words we can't "Fred Talk"

I

the

you

your

said

was



Ditty sheets

Once your child is able to blend, the next step is **Ditty sheets**. These allow children to apply the reading skills they have learnt so far.

Ditty sheets contain:

- Set 1 sounds
- CVC words (green words)
- Red words
- Simple phrases putting these together

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



Ditty sheets - how can I help?

- Encourage your child to read their sounds, green words, red words and ditty sentences.
- Point to the words with your finger (or a lolly stick like we do at school - we call this 'The Stick Of Power').
- Encourage your child to 'try again' if they make any errors with their blending.

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

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What if my child isn't blending/doesn't know their set 1 sounds yet

All children learn at different rates so if your child is still learning their set 1 sounds, that is okay!

Your child's teacher will be able to give you further guidance if you would like to know their current level of understanding. They can also provide you with resources that you can use at home to support your child further.

Support at home:

If your child is still working on their set 1 sounds, they may have been sent home with a copy of the set 1 sound mat.

Sounds they need to learn will be highlighted.

Supporting your child with these sounds, along with some oral blending will help them hugely.

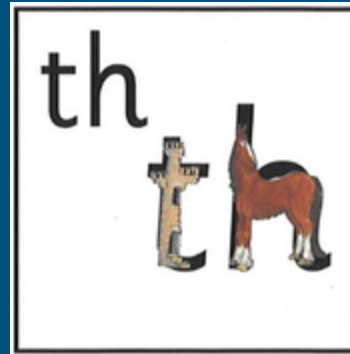
Throughout the year, your child may receive additional intervention resources to help support them further.

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

What is next?

When your child is learning ditty sheets, they will begin to be taught 'special friends'.

Special friends are when **two letters make one sound**.



Special friends

Your child will be encouraged to look for **special friends** in words, before they 'Fred talk' them.



wish

Teacher: "Special friends"

Child: "sh"

Teacher: "Fred Talk"

Child: "w-i-sh, wish"

Support at home:

If your child is reading ditty, they may have been given a sheet like this:

- Go through the 'special friends' at the top.
- Ask your child to find the special friends in the word.
- Ask your child to 'Fred talk' the word and blend the word at the end.

_____ 's Phonics Homework 

Tick the sound that child was able to recognise. Revise gaps.
Do this intervention daily, if possible.
Bring the homework sheet back after Christmas to get a certificate.

| | | | | | |
|----------|----------|----------|----------|---|---|
| sh sh | ch ch | th th | qu qu | nk  | ng  |
|----------|----------|----------|----------|---|---|

Say 'special friends', when your child identifies special friends correctly (e.g. 'sh')
say 'Fred talk' e.g. sh-o-p, shop. Read maximum of 6 words per day. Tick the word when read correctly.

| | | |
|---|---|--|
| shop  | wish  | thin <input type="checkbox"/> |
| ship  | chat  | this  |
| chop  | chin  | quiz <input type="checkbox"/> |
| think  | pink  | thin <input type="checkbox"/> |
| stink  | thing  | this  |
| king  | bang  | quiz <input type="checkbox"/> |

Support at home:

- Your child may have received some extra words to have a go at reading speedily!
- As readers, we recognise most words by sight, so want to encourage the children that they don't have to Fred talk every word if they recognise it already.

These are common words and reading speedily will help your child with the overall reading fluency. Tick the word, if your child was able to read it independently. Revise gaps. Repeat the reading (read as many as your child sustain motivation).

| | |
|-----|-----|
| it | on |
| a | him |
| big | in |
| sat | dog |
| cat | and |
| is | yes |
| up | can |
| got | sit |
| man | get |
| an | us |
| am | not |

Colour in a star each time you read and tried your best!

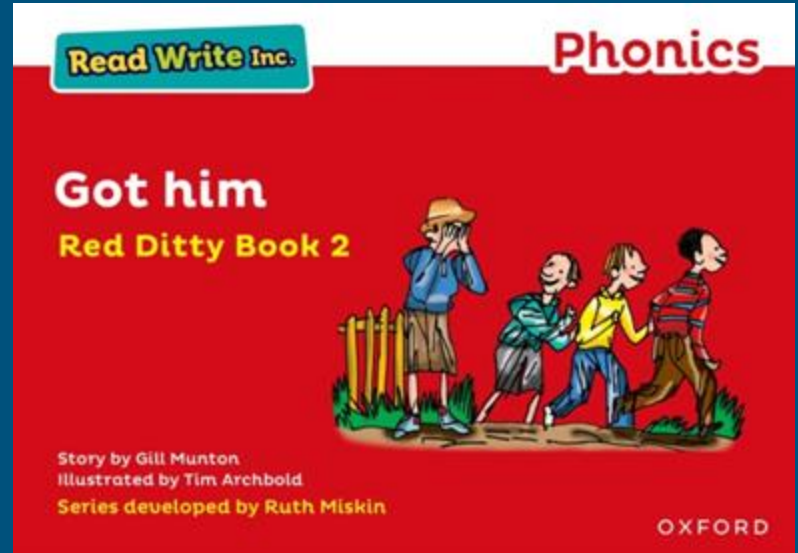


Books

When your child progresses past ditty group, they will bring home a book.

Your child will continue reading RWI books in Key Stage One.

They will change their books every three days, so please keep the books in bags after reading them each night.



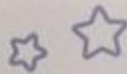
Books

Inside the books you will see sounds, green words, red words and stories.

The stories will get progressively longer and more challenging as they progress through the groups.

Let's look inside a red book:





Speed Sounds

Consonants *Ask children to say the sounds.*

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

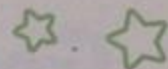
| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

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

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

*Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are **circled**.*

Ditty 1 Got him



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.



van

got

shed

mud

yuk

Red Words

Ask children to practise reading the word.



the

Got him

Introduction

Do you like playing hide and seek? At the start of the story, the children are looking for places to hide. What places might they choose?



1 2 3 4 5 6 7 8 9 10

in **the** van

got him



in **the** shed

got him



in **the** mud

got him...



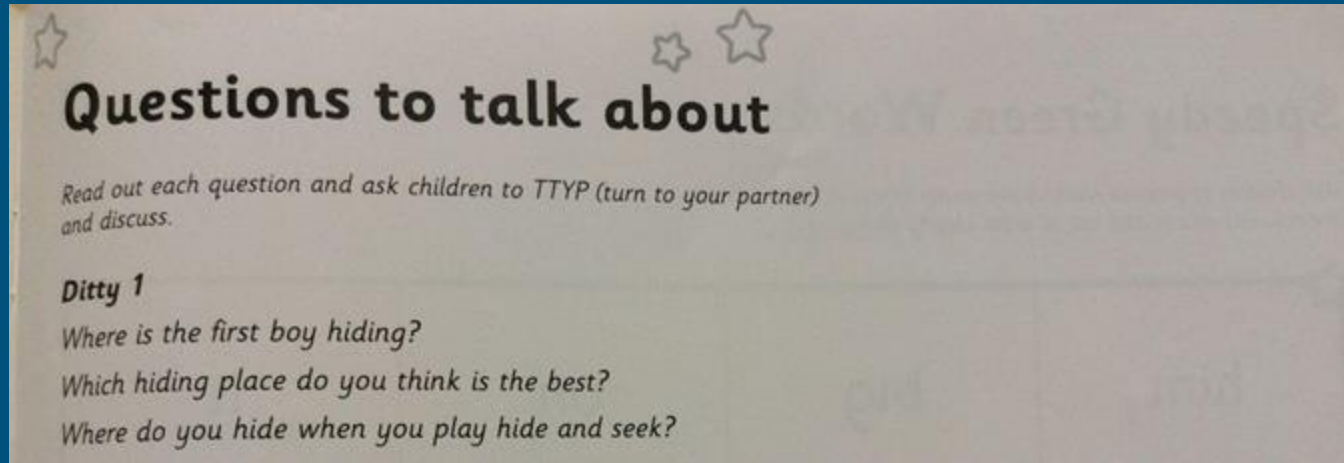
yuk



Using the books effectively

Listening to your child read daily will really help their confidence in their reading ability to grow!

When your child starts reading books, there are some questions at the back which you could ask your child to check their understanding.



Top tips to help my child at home

- Speak to your child's teacher for additional support to help teach any set 1 sounds they are not yet secure with. Your child's teacher may have shared this with you at parents evening.
- Try some oral blending at home eg. 'Please pass me the p-e-n'
- Try blending some simple CVC words using "Fred Talk".
- Listen to your child read their ditty sheet (when they bring one home).
- Read other stories to your child each night before bed.
- Visit Rose Hill Library and help foster a love of reading in your home.
- Visit the Britannia website - Curriculum - RWI for additional information.



If your child reads at home, log it on boom reader to complete the **Reception Reading Challenge!**

| | | |
|--|--|--|
|  <p>Read 1 book each week</p> |  <p>Log it on Boom Reader</p> |  <p>Leave a review</p> |
|  <p>Read 11 books each term</p> |  <p>Receive a certificate</p> |  <p>Complete all 3 challenges and receive a prize</p>  |