

More information

Our school website has a phonics page where you are able to find information.

Please do not hesitate to ask your child's teacher for more information or you can ask our phonics lead Mrs Hyde who teaches Class 2.

Useful Links:

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Thank you for taking time to read this information. Happy Reading!



Phonics at Kimbolton St. James' CE Primary School



At Kimbolton St. James' CE Primary School we follow *Read Write Inc. Phonics*. Your child will learn to read in a very simple way. He or she will learn to:

- Read **letters** by their 'sounds'
- Blend these sounds into **words**
- Read the words in a **story**.

How will my child learn to read?

First, your child will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter: **m a s d t i n p g o c k u b f e l h r j v y w z x** and sounds written with two letters (your child will call these 'special friends'): **sh th ch qu ng nk ck**
- Words containing these sounds, by sound-blending, e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*, s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- Blending Books and Red, Green and Purple Storybooks.

Second, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**
- Words containing these sounds
- Pink, Orange and Yellow Storybooks.

Third, he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**
- Words containing these sounds
- Blue and Grey Storybooks.

Your child will be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em'; 's' as in 'sun' not 'es'.

How to listen to your child read



- Choose a quiet time to share a story (easier said than done-we know!) Make sure you are comfortable and relaxed before you begin. Look at the cover. Talk about what the story might be about.
- As you go through the book, look and talk about the pictures. (Initially books may only have pictures, so encourage your child to look carefully at the pictures and tell you what is happening in the story.) Make time for this as you are reading the text, they give lots of clues about what the story is about.
- Make sure that your child can see and follow the print with you. Encourage your child to read the words that they know or can predict themselves. Your child may guess sentences. Don't try and stop this. Guessing which words might come next is an important part of learning to read.
- Your child might learn sentences off by heart. Don't worry if this happens. Children love the security of knowing what will happen next! Put expression into your shared reading. It will make the story more fun and they will pick up the idea quickly.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- If they get stuck, encourage them to use all available information and everything they know to make a guess. They should look at the pictures and try to remember what happened in the story. Their ability to predict and guess accurately will gradually improve. Help your child see that they already know the biggest part of the words like play-ing, eat-en by breaking the word down.
- Help with long words by clapping along together or counting out the different chunks in the word. When your child reads and gets a word wrong, let them finish the line before you put them right. Children often realise what the word should be, go back and correct themselves. If your child doesn't know the word in the sentence, get them to say something instead. They can often work it out from other words around it.
- Try to read with your child as often as possible. Aim for five to ten minutes each day, or more if your child is keen. You will be rewarded with their progress!
- Children develop their reading skills in different ways. Some may want to get every word right, while others will race to the end of the story. Other children will read hesitantly. Try to respond to your child's needs and let them read at their own pace.
- Allow your child to re-read favourite and familiar stories, or to hear you re-read them. Knowing a familiar book will help them notice more about the words on the page and the will start to recognize patterns in the new words and stories.
- Let your child see you reading. They will follow your example. Encourage them to observe print all around them e.g. shop signs and food labels. Raise their awareness of reading for pleasure and reading for information- TV guides, instructions, magazines, an Argos catalogues are included!
- Visit the library regularly and take an interest in their choice of books, fiction and non-fiction.
- If your child is tired and doesn't want to read, don't force it! You could take it in turns to read a page each. You could read to them or they may want to just read a couple of pages. It's okay not to read the whole book!

Reading at Home

Books to Share

As well as the decodable books children will continue to bring home a 'book to share'. These will be books that are semi-decodable. This means your child may be able to read most of the words but they will need help reading some words as they will contain sounds that they have not yet learnt.



Year 1 and 2

Children will continue to bring home a decodable book to match their phonic ability as well as a 'book to share'. They will also have a library book that they have chosen for you to read/ share with them.

Once your child has finished the phonics scheme they will move on to the coloured book bands which will then continue into Key Stage 2.

We hope that you are able to read daily and we do expect a minimum of four reads a week.

Please ensure you sign your child's diary to let us know when you have read at home.

Learning Sounds

The sounds are taught using pictures and rhymes. e.g. e...e..egg, ee, ee, what can you see

Speed Sounds Set 1

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

Speed Sounds Set 2



Speed Sounds Set 3



Reception Term Two

Decodable books

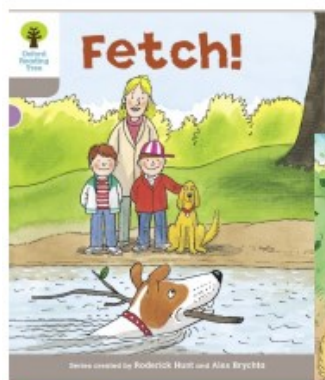
After the Christmas holidays your children will start to bring home decodable books. This means books they can read using their 'fred talk'. These books will follow the Read Write Inc. Phonics scheme and will be the books that they are reading in their phonics sessions. These books will stay with the children for a week. This is because it is really important to read a book more than once so that we build our fluency (speed) of reading and become accurate readers. We begin by ensuring we can read every word accurately. Then we can begin to read the story more quickly and even begin to use expression. Finally we can understand the story and answer questions about the story.



Reading at Home

Reception Term One

To begin with your child will bring home wordless picture books. This will help develop your child's speaking skills as it will enable them to tell stories. Share these books with your child and encourage them to use ambitious language. As well as the wordless books your child will bring home a 'book to share'. These will be a variety of story books chosen from the reading corner in their classrooms. These are books for you to read to your child and will make an ideal bedtime story. Discuss these books with your child asking them what happened in the story.



What is mum saying?



Where are they going for their



Think of a word to describe how the dog is moving.

We also display the sounds on sound charts to show the children how different sounds can be represented by different

Special friends... 2 letters that make 1 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		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											

Splits... where's my friend, he's on the end!

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
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Single sounds - sounds represented by 1 letter - e.g. a, b, e

Special friends - 2 or more letters that make 1 sounds e.g. ee, ch

Split diagraphs - these are chatty friend sounds so need to be split up by another sound e.g a-e as in cake

Reading Words

Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.



We use Fred Talk to help children read.



Let me introduce you to Fred.

Fred can only speak in sounds. He says d-o-g, h-a-t etc.

Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g,

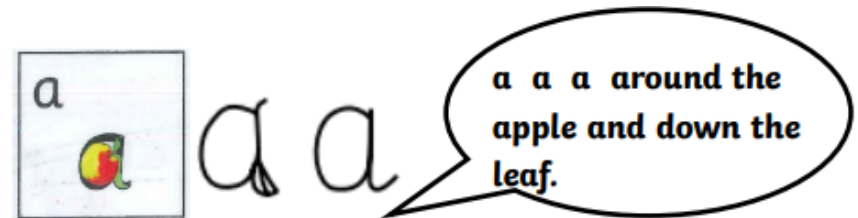
Red Words

Red words are tricky words that can't be sounded out. They are also known as the common exception words. They have silly sounds in them. We teach the children to read these by sight.

I	the
you	your
said	was

Writing Letters

Children will be taught to write letters using rhymes. A list of these rhymes can be found on the phonics section of the school website.



Writing Words

We use Fred Fingers to help children sound out words to spell easily. It means they do not have to memorise lists of spelling words. It is a tool so they will be able to spell any word.



When practicing our spelling we also use dots and dashes to show the sounds. A dot is for a single letter sound and a dash is for a special friends sound.

mat chat cash cake