

Reading Talk



RECEPTION
2017

What is the purpose of this talk?

- ▶ Explain how a child learns to read
- ▶ The progression of skills
- ▶ Reading at school
- ▶ Home / school partnership



Who has most impact on your child becoming a successful reader?

You

How does a child become a reader?

- ▶ Shared reading experiences
- ▶ Phonics - system for teaching an awareness for the phonemes or sound units in order to read and write
- ▶ Word building.
- ▶ Reading cues
- ▶ Sight vocabulary



Phonics



- ▶ Read Write Inc Phonics - Ruth Miskin
- ▶ Teaches sounds in a particular order
- ▶ 10 - 20 minute phonic lessons
- ▶ 5 lessons per week

The complex English alphabetic code

Consonants: stretch

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					
					ce					

Consonants: bounce

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				ā-e	y	ī-e	ō-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							

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Set 1 sounds

Set 2 sounds

Simple Speed Sounds chart

Consonants: stretchy

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

▶ c-a-t

Consonants: bouncy

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

▶ ch-a-t

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

▶ l-igh-t

▶ c-r-a-sh

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Fred...



- ▶ Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say c_a_t, he can't say **cat**)

We call this *Fred Talk*

Fred...



- ▶ If children understand Fred
- ▶ they can *blend* orally

Blending is needed for reading

Fred...



- ▶ Fred helps children learn to spell too!

Children convert words into sounds

They press the sounds on to their fingers...

We call this *Fred Fingers*



How can you support the learning of phonics?

- ▶ using pure sounds
- ▶ knowing the graphemes
- ▶ understanding how 'Fred' helps with reading and spelling



<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>



And...

- ▶ By having fun with Fred Talk at home!

“What a tidy r-oo-m!”

“Where’s your c-oa-t?”

“Time for b-e-d!”

*back, head, tum, leg, hand, foot, knee
coat, hat, scarf, zip, sock, glove
run, walk, skip, hop, fast, slow, stop, shop
red, blue, green, black,
knife, fork, spoon, plate, bowl, pan
bread, cheese, meat, soup, jam, cake*

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

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

High Frequency words

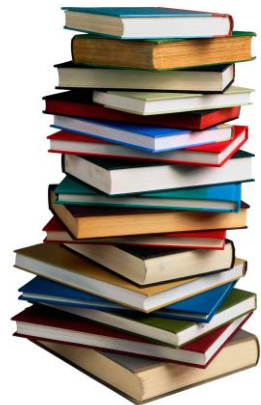
- ▶ Bank of words for children to learn throughout the year
- ▶ Introduced along side phonic programme
- ▶ For example: Mum, look, at, me, Dad,
- ▶ Read words as much as you can, play games with them, build silly sentences

Reading Cues

- ▶ Using illustrations
- ▶ Context– Sensible guesses are helpful
- ▶ Using the initial letter sound in a word
- ▶ Using phonic knowledge to sound out words
- ▶ Recognising word shapes
- ▶ Noticing patterns, rhymes and repetitions in texts

Types of books to choose

- ▶ At the appropriate level.
- ▶ Books need to enthuse and capture a child's imagination, they need to be exciting, interesting and enjoyable.
- ▶ A range of books should include;
fiction, non-fiction, poetry, rhymes, traditional tales, instructional books.



Opportunities to read at school

- ▶ Phonic lessons
- ▶ Shared reading
- ▶ 1:1 reading
- ▶ Self initiated



Home/school partnership



- ▶ All children have a colour group and will change reading books at least once a week on an allocated day.
- ▶ Range of books
- ▶ Home school diary
- ▶ Sharing books - when and where?

Reading at Home



- ▶ Encourage and be patient
- ▶ Talk about the picture before tackling the text
- ▶ Do not discourage any strategy the child uses
- ▶ Build on a child's strengths
- ▶ Introduce and develop the use of other decoding strategies
- ▶ Be positive and make it fun
- ▶ Change tactics if necessary