



# Reading

September 2024

# Literacy

## Early learning Goal (End of Year Expectation)

### Reading

#### Word Reading

Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

# Our Phonics Scheme

At Kingfisher we use the Read Write Inc phonics programme

## Reception starting point

Recognising initial sounds in spoken words.

Recognising sounds in the written form (Graphemes)

Orally blending sounds together to say words. (Fred Talk)

Wprd blending

Tricky Red words



# Word Reading- What you can do at home

## Recognising initial sounds in spoken words.

- Games or instructions – if your name starts with s, touch something on your face that begins with n
- Parachute games/Bulldog outside
- Making links to sounds learnt throughout the day wherever possible. For example, what do apple begin with? What sound can you hear at the start of the word chocolate?

































# Word Reading- What you can do at home

## Recognising sounds in the written form (Graphemes)

.Some sounds include 2 letters which we refer to as special friends  
Some include 3 letters which we refer to as trigraphs.

**Read Write Inc. Phonics** Desktop Speed Sounds Chart

Speed Sounds Set 1

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 
sh 	th 	ch 	qu 	ng 

# Meet Fred

Let me introduce you to Fred.

Fred helps children learn to blend sounds into a word.

Fred can only speak in sounds.

He says d-o-g, h-a-t etc.

He says the sounds c-a-t, and then children help him to say the word.

When children can read sounds speedily and understand Fred (m-a-t...mat) they can decode words.



# Word Reading- What you can do at home

## Sight Blending

at	mat	sat
mad	dad	sad

wing	chin	thick
chop	chat	quit
quiz	sing	thing
bang	this	thin

# Word Reading- What you can do at home

## Tricky Red Words

### Red Words Set 1

I	the	my	you	said
your	are	be	of	no

### Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

### Red Words Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

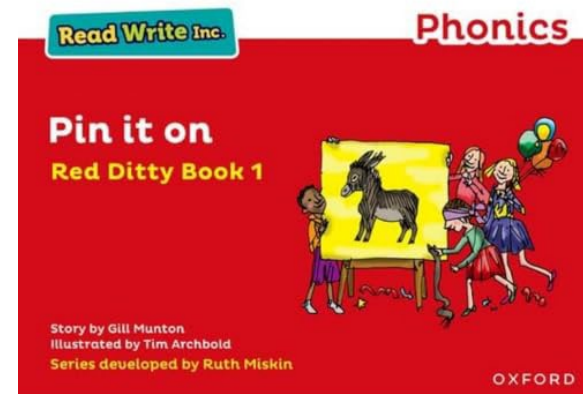


# Word Reading- What you can do at home

Once your child can blend the sounds they know to read words, they will bring home a sound blending book to practise reading words

Children love reading the word and then using the picture to check if they are right.

Throughout the year, as your child progresses through the scheme the level of book will offer more challenge.



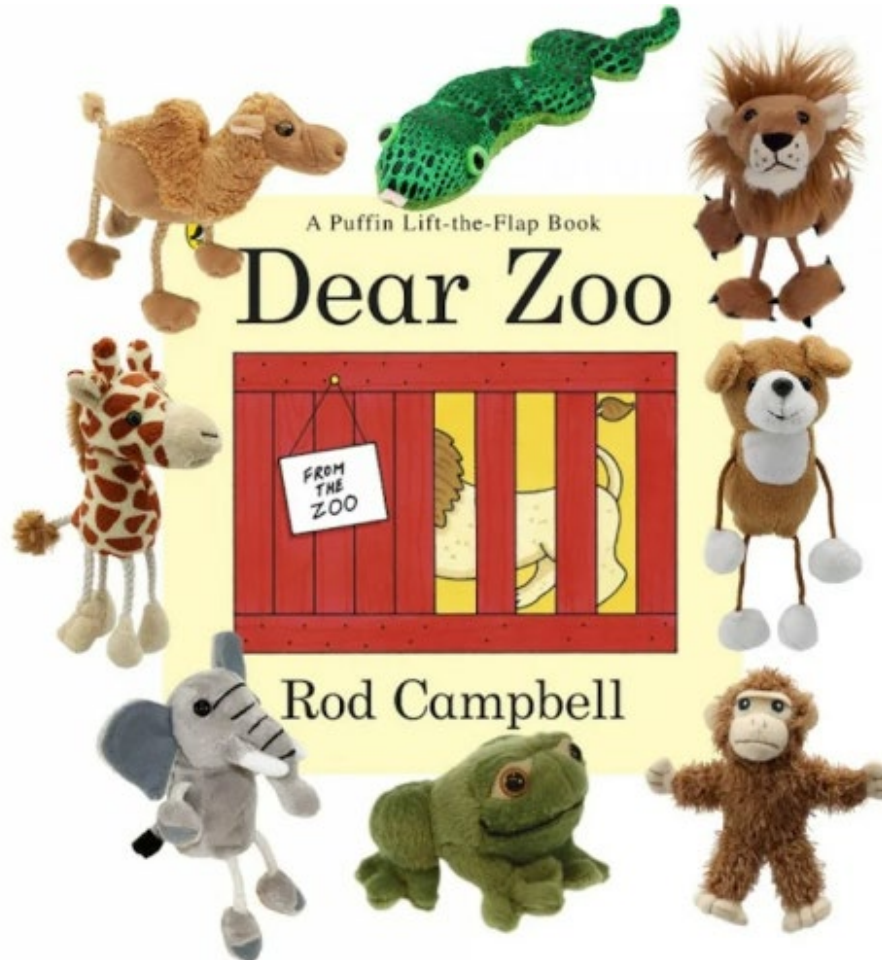
# Comprehension- What you can do at home

- To help your child develop their vocabulary, talk to your child as much as possible about what you are doing. Ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?
- Talk about key words that come up in texts and encourage them to point at and name things that they see in the pictures.
- Ask questions about the pictures. Can you find a bird or a cat?', 'What else can you see?', 'What are the children playing? Have you played that before
- When out and about help them to make connections between real life things and things that they have seen in books. Look there is a red bus just like the one in our story yesterday.
- If they name things they see describe them and repeat it back. For example, if they say "look a cat," you say "yes I can see a big black fluffy cat."



# Comprehension- What you can do at home

- Talk about what they see on the front cover and ask them what they think the book might be about?
- Encourage them to join in with repeated words and phrases.



# Comprehension- What you can do at home

- Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.
- Ask questions when you are reading together, such as 'How do you think the characters feel?', 'What is the story about?', What do you think will happen next?
- Ask questions that encourage them to recall events from the story?
- Encourage family and friends to share books with your child. The more your child sees you and others reading, the more they will want to read too.
- Visit the library and share books together



# Comprehension- What you can do at home

Making story sacks with props or having toys that match the books is a great way to help them retell stories using role play.

## Retelling stories using The 5 Fundamentals

Once upon a time

One day

After that

Suddenly

In the end



# Useful Websites/links to use at home

<https://www.phonicsplay.co.uk/>



<https://home.oxfordowl.co.uk/reading/>

