



Reading at Stanford School



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WE LOVE TO READ

❖ In EYFS and Key Stage 1 we **learn to read**.

- This is where we learn the foundations of reading, from identifying sounds to blending sounds and reading our first sentences.
- We learn to use punctuation to make our reading fluent and expressive.
- We learn how to read different types of text, from poems to stories.

❖ In Key Stage 2 we **read to learn**.

- This is when we apply our reading skills to learn new things, from how to make cakes, look after a dragon and how to survive in a snowstorm.
- We investigate many different characters and settings and learn to create our own.
- We experience different genres of writing and how they are used in society today.
- We learn how to become authors ourselves, how to entice a reader and capture their attention.
- We experience many different types of text and make choices for ourselves of what we love reading.

JOIN US IN A GOOD READ!



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You can use the cards we send home to help with this. Your child might like to teach them to you too!



In a typical phonics lesson your child will review all the sounds that they have already been taught.



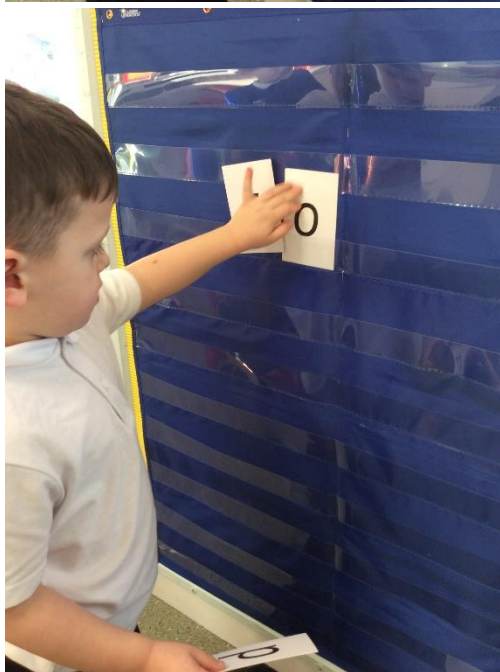
Speed Sounds Set 1

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 	qu 	x 	ng 

This chart shows the first set of sounds that are taught, they have pictures to help children recall them. Each sound has a rhyme that accompanies it to help your child recall it also.

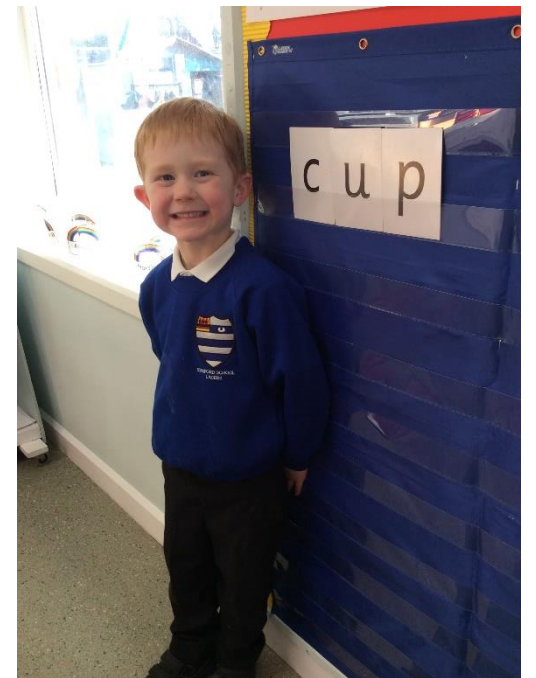
We will send a copy of this home with your child.





Once children start to remember these sounds, they can start to use them to build words.

We can put them together to make words on the wall.



This is how your children should read the words in their reading books.



We can also start to read words with sounds that have already been put together.

Fred Frog helps us do this. Fred talks in sounds only, so he says b-ee-n

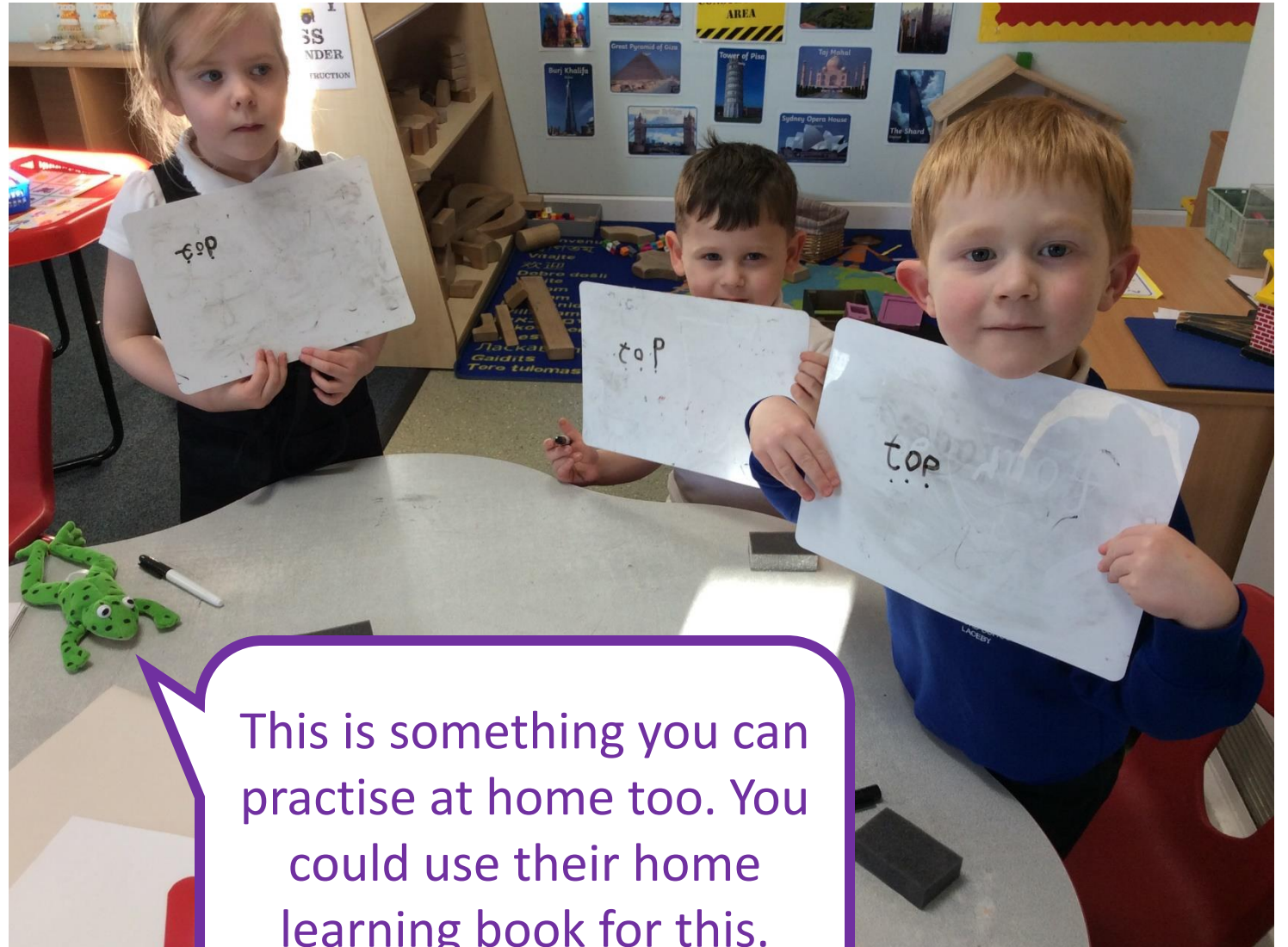
The children learn to put Fred's sounds together to read been.



Then children start to listen to a word that you say and write it down, by listening and identifying all the sounds they hear. We start with simple CVC words like this:

Consonant - Vowel – Consonant

t o p



This is something you can practise at home too. You could use their home learning book for this.





It's lots of fun to use different things. Sound cards, sounds written on bottle tops, scrabble letters are all fun!

The children have lots of practise making words in many different ways.



Simple Speed Sounds

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

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

Vowel sounds – stretchy

Vowel sounds – stretchy

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

This is the chart we use on the wall in class to help us with reading the sounds and writing the sounds in words. We can use a small version in our books to help too.

Having this when your child is writing helps them recall what a letter/sound looks like.



Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
ou  shout it out	oy  toy for a boy			

Read Write Inc. Set 3 Sounds

ea  cup of tea	oi  spoil the boy	a-e  make a cake	i-e  nice smile	o-e  phone home
u-e  huge brute	aw  yearn at dawn	are  cat and shoe	ur  puzzle for a nurse	er  better letter
ow  big welly cow	ai  sing in the rain	oa  goat in a boat	ew  close the stew	ire  fire, fire!
ear  hear with your ear	ure  sure it's pure	tion  pay attention it's a celebration	cious tious  scrumptious delcious	

Children move on to Set 2 and Set 3 sounds as they are ready to retain a greater quantity of sounds.

Again, each sound has a rhyme and a picture to help remember it

Complex Speed Sounds

Consonant sounds

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		se			
					ce					

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				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	y	<u>i</u> -e	<u>o</u> -e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

A complex speed sound chart is used once children start with set 1 & 2 sounds.

Each column on the chart shows all the different 'graphemes' (the ways of writing the sound) for that sound.

This chart is on the wall in all classrooms for children to use when writing.

Green words can be segmented into different sounds using Fred Talk.

at

dad

mat

high

night

light

fright

bright

might

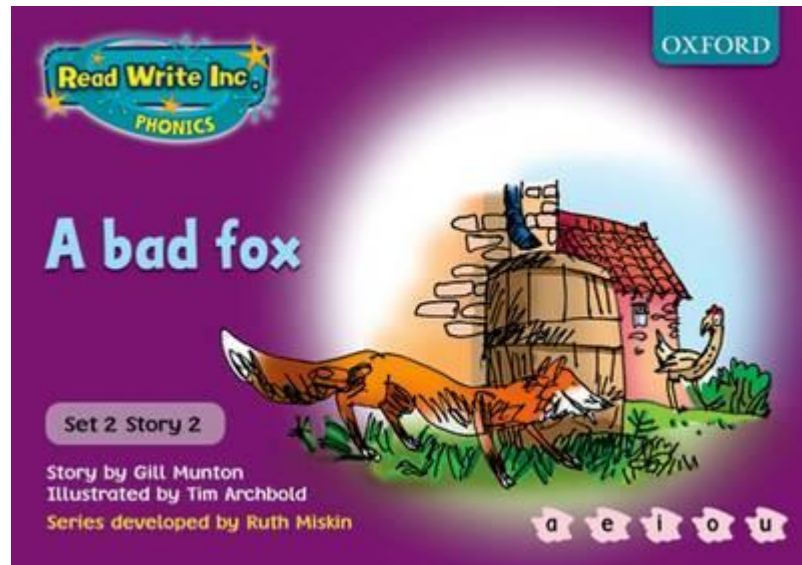
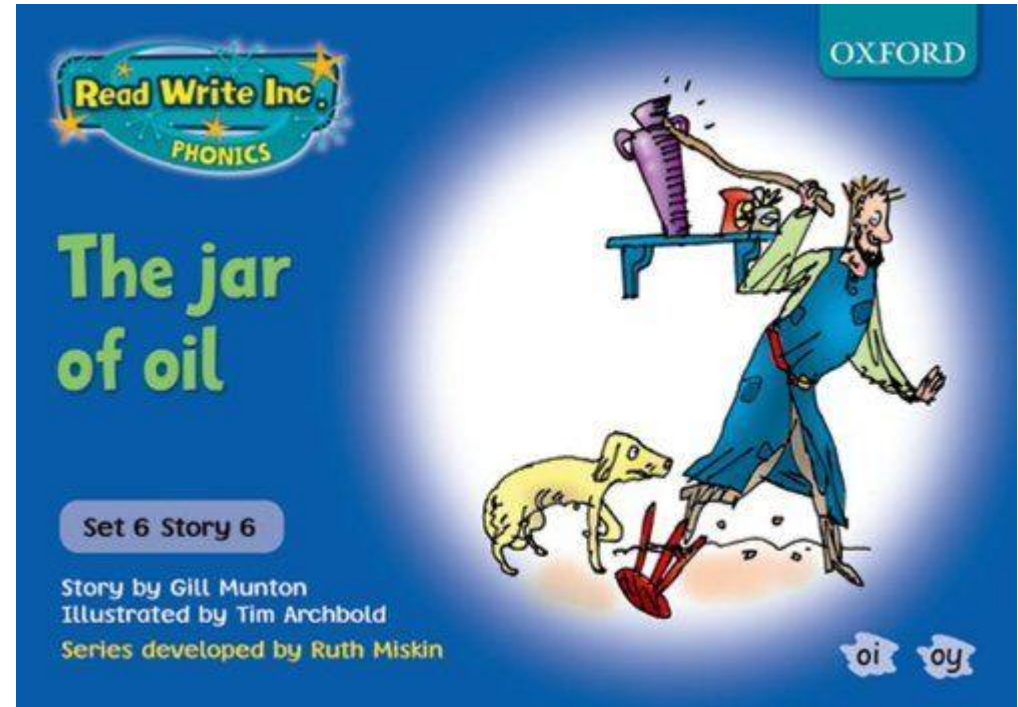
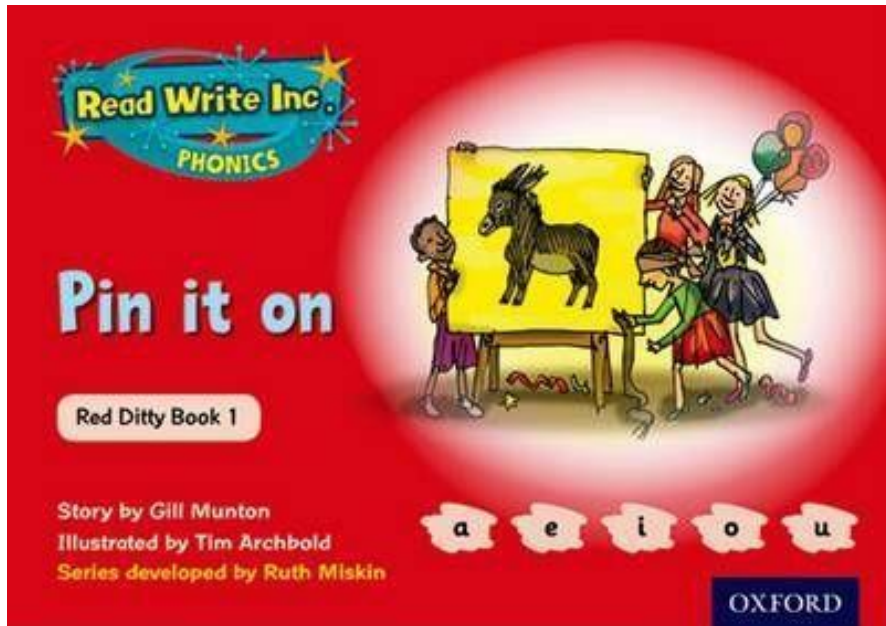


Red words can not be segmented so these are taught by sight.

anyone

would

great



Books used daily in
phonics/reading lessons

Home reading books are matched to the correct phonics sounds being taught.



Helping with Reading at Home

Before and during reading

1 Say the sounds

y	z	zz	qu
---	---	----	----

2 Blend the sounds


Yaz	Zak	yet
un/zip	li/quids	fizz
zap	buzz	quick

3 Read the tricky words

he	my
----	----

Point out the tricky bit of the word (i.e. the 'e' in 'he' sounds /ee/) and then blend the rest.

*More than one syllable?
Blend one syllable at time, e.g.
u-n → un/z-i-p → unzip;
l-i → li/qu-i-d-s → liquids*



Comprehension

Ask the children to read the title. What do they notice about the words? (They all begin and end in the same way but have a different phoneme in the middle.). Do they know what each word means? Introduce the two characters in the book. Yaz and her dad, Zak. They are going to give us some tips for keeping safe in the sun.

Vocabulary check

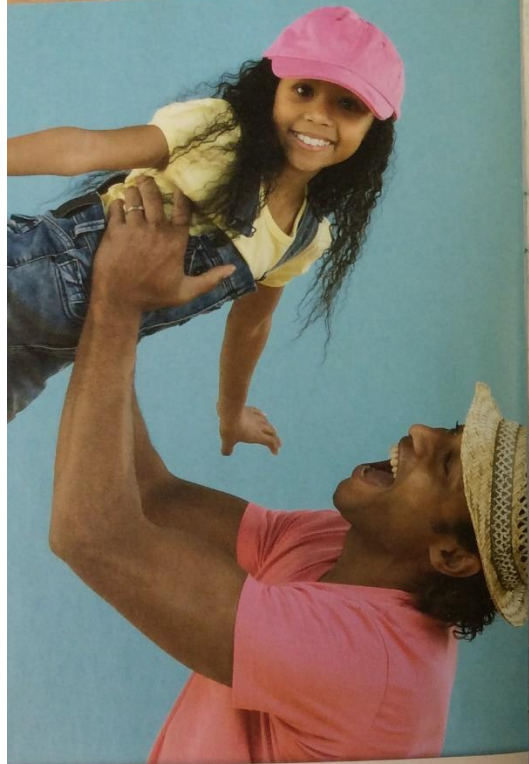
Check that the children understand what 'sun block' is. When would they need to use it? Do they know what 'liquids' are?

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 6, 7 and 8, point out the words in inverted commas. Explain to the children that these show the words of a saying to help people remember what they need to do in the sun.
- On pages 8 to 9, point out the three dots. What does this show us about how we should read this?

Before reading

Whilst reading



p is fun in the sun!

After reading

Comprehension

- Can the children remember the three things everyone should do to keep safe in the sun?
- What kinds of drinks should you have in the sun?
- What does Yaz do to keep the bugs away?



Don't necessarily do all of the activities - just those that your children need.

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place

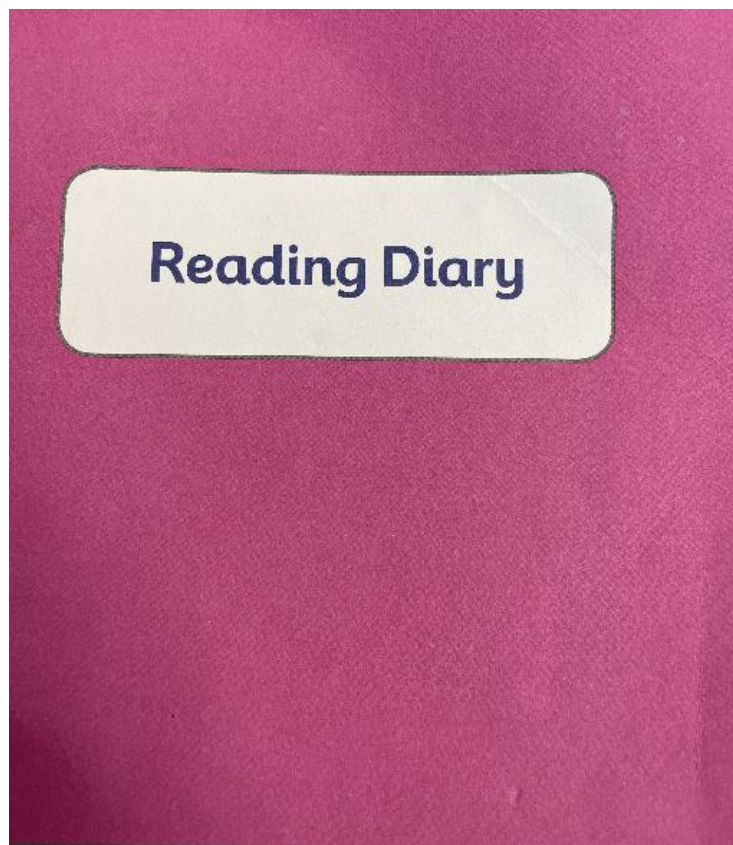
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After reading

Extra for spelling



Please log your reading

