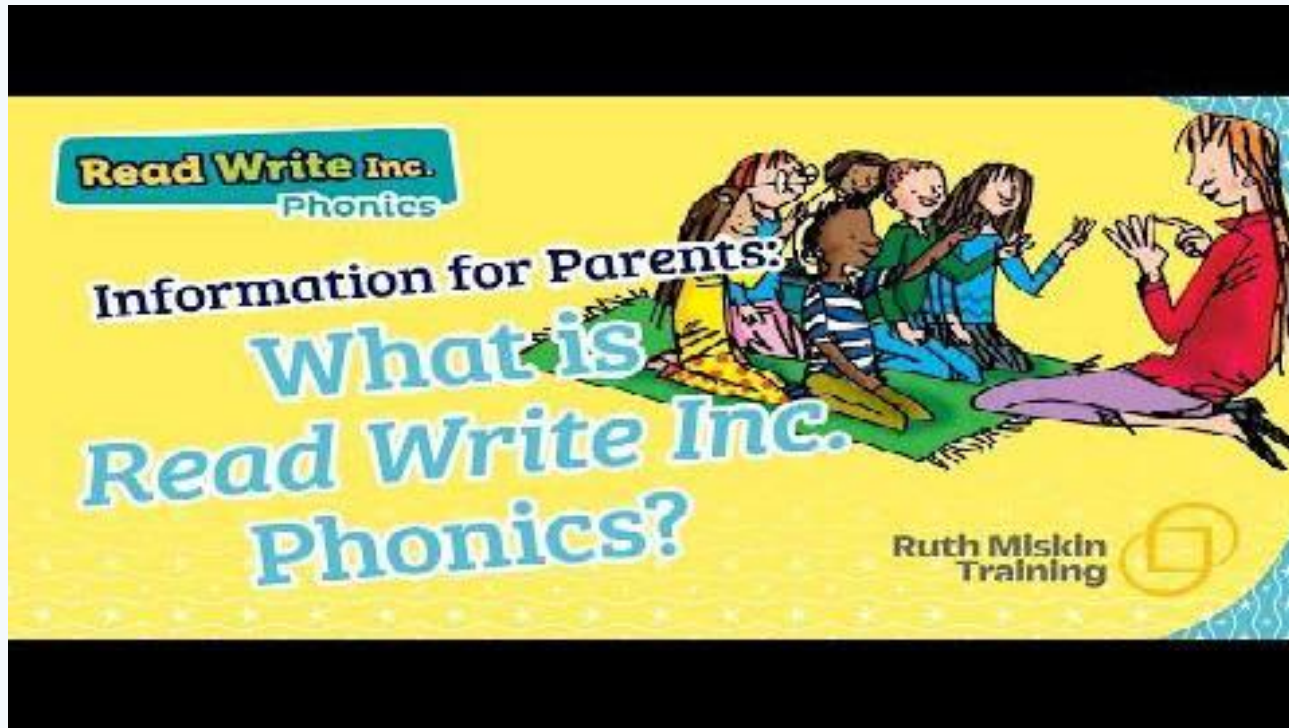


A colorful illustration of a landscape. The sky is composed of horizontal wavy bands of blue and white. In the foreground, there are rolling green hills with brown soil patches. On the left, there is a green tree, a purple flower, and a red bird flying. The text "Learning to read in Chestnut class" is written in a brown, cursive font on the right side of the image.

Learning to read
in Chestnut class

Understanding phonics



Before reading further, please watch the short video to explain the teaching of Read, Write Inc. phonics.

Click on the video on the phonics page.

The Early Years Foundation Stage

At the end of the Reception year, children will be expected to be able to read sentences and to show understanding of what has been read.

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 – Children at the expected level of development will:

- 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.

Phonics

The logo for Read Write Inc. Phonics. It features the text "Read Write Inc." in a bold, yellow, sans-serif font with a black outline, set against a teal rectangular background. Below this, the word "Phonics" is written in a white, sans-serif font.

We use Read, Write Inc. (Ruth Miskin) to teach phonics across the Early Years and Key Stage 1.

The children are assessed regularly and grouped according to their sound knowledge. We mix the groups across Reception, year 1 and year 2.

Assessments

Once the children start school, we carry out a baseline assessment of the sounds the children know. This gives us a good indication of what group they need to learn in. These groups will change due to our regular assessments and the speed in which children learn and we also rotate the teachers so they work with different children.

Please don't worry about which group they are in – all children work at a different pace but reach the same goal in the end!

Fred talk and Fred fingers

How do phonics help us read?

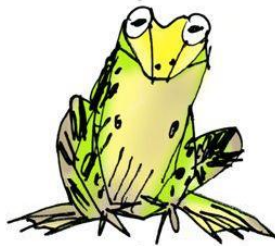
Say "hello" to Fred.

Fred can *only* talk in sounds...

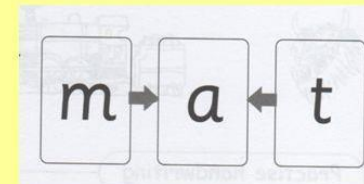
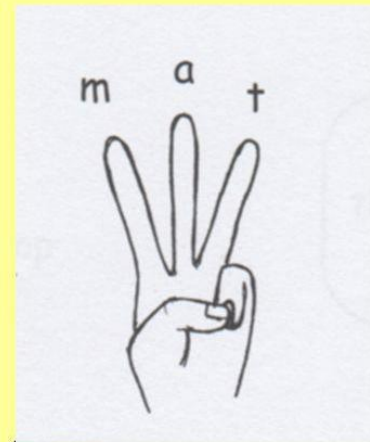
He says "c_a_t." Not **cat**.

We call this *Fred Talk*.

You can also use Fred Talk at home eg get your c-oa-t,
time for b-e-d.



Fred Fingers





Blending (Fred talk)

Your child might talk about a line leader – this is the first sound. We sometimes let children come to the front to hold sound cards. One child is the line leader and their friends are in the line with them. They can hold hands above if there is a split digraph.



a-e

Practising at home

We have sent home a phonics book for you to use with your child. Each page has a set 1 sound on it and a picture on the reverse. Please use this book and ask your child to say the sounds and practise writing them.

See the Chestnut class page phonics section for details about the sounds they are currently learning in their group.



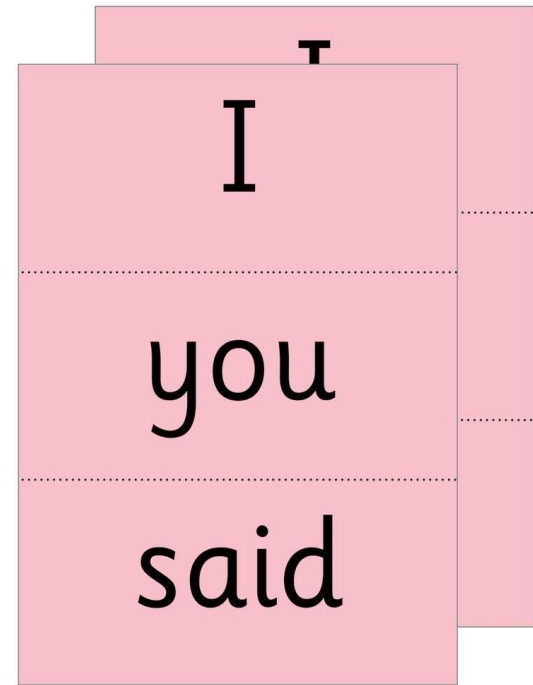
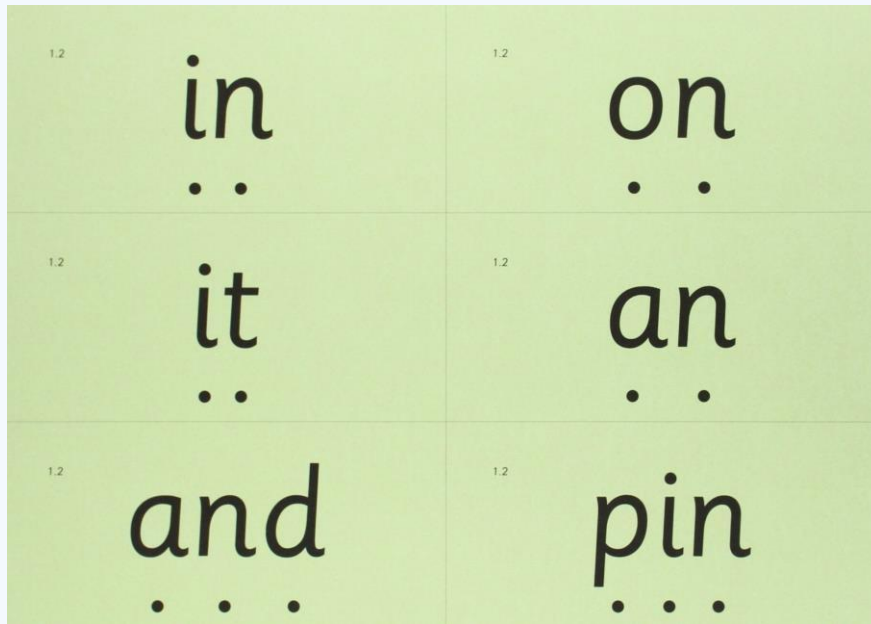
How to say pure sounds



In order to help your child practise correctly, please watch the video which shows you how to say the sounds.

Click on the video on the phonics page.

Green and red words



Green words can be sounded out using Fred talk. Red words are tricky and just need to be learnt. Once children move onto red ditty books, we will send home reading sheets for children to practise these words.

Communication and language

The first books we send home are by Oxford Reading Tree.

Some books only contain pictures and are intended to increase communication and language before the decoding of words happen.

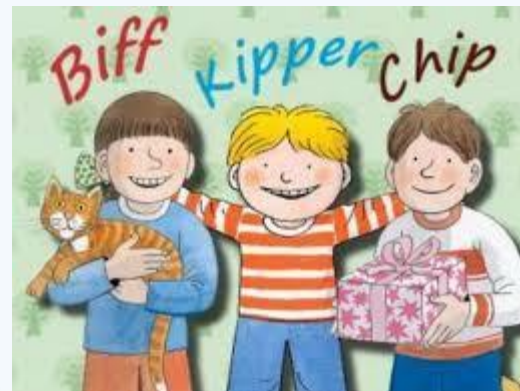
Some books may have words which introduce the characters, and these are repeated throughout – helping with sight reading and repetition.



Talking together is so important

Please look at the pictures with your child and talk about what might be happening in them, discuss the characters and ask them to make up a story. By regularly sharing books together, you will be able to build upon and extend your child's vocabulary.

Each time you look at a book, you could change the story slightly or focus on a different character. Revisiting the book a couple of times is recommended.



Moving onto phonics books

Once your child is able to read words consistent with their phonic knowledge, by sound-blending, we will send home reading books which are part of the Read, Write Inc. scheme.

Reading for pleasure

The books we send home are our choice, therefore we would like to encourage each child to choose their own book to share at home. We will visit our school library every week and your child may borrow a 'reading for pleasure' story book.

We also have a very cosy corner in Chestnut class where children can enjoy all kinds of books to spark their imaginations. Also, the adults in Chestnut class love reading stories throughout the day!





Any questions?

Please contact Miss Dennis via the school office.