

Parents Reading Meeting Key Stage 1





We have been using Read Write Inc at St Josephs for 11 years.

We have chosen this reading program because it is a vibrant, engaging program.

We aim to ensure that the children at St Josephs develop a love of reading and become confident, expressive readers.

My sound



Children will learn their single sounds first. Each letter is represented by an object or animal that has that letter as an initial sound for example a is represented by an apple.

We teach the speed sounds in
a specific order.

m a s d t l n p g o c k u b f e

l h r j v y w z x

ch ng nk qu sh th wh

ay ee igh ow oo oo ar or air

ir ou oy a-e ea i-e o-e u-e oi

ai oa ew ire ear er aw ow ure

are ur ck kn wr

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				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

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

We refer to the Speed sound chart when we are learning a new sound or when we are revising over the sounds we have already learnt.

When we learn a new sound we find where the new sound is on our speed chart.



blow the snow

2. blow snow slow show know flow glow

OW

When we learn a new sound we use a sound card to show the children what the sound looks like.

We have a picture on the back which has a rhyme that is connected to the new sound. This helps the children remember the sound when they see it again.

When we are learning a new sound we will start the lesson with the

- ◉ Speed chart- going over stretchy sounds and bouncy sounds.
- ◉ Then we will introduce the new sound showing the letter on one side and the picture with the rhyme on the other side for the children to repeat.
- ◉ The teacher will mix the new sound into their pack of sounds and go through the sounds to see if the children can identify the sounds that they have previously been taught as well as the new sound that has been introduced.

Sound lotto - ay

bay	day	pay	away
stay	tray	spray	hay
say	way	play	clay

When we are teaching the children a new sound we will introduce them to a wide range of words with the new sound in them. These words are words which the children will learn to read and spell.

make	cake	name	same
late	date	game	save
brave	shake	take	rake

We will be learning split sounds which look different to the other sounds that have 2 letters in them because the 2 sounds are not side by side in the word. They are split up. Examples of words that contain the split sound a-e are shown above. A line is joining the a and the e to show they are one sound but the line is at the top.

at • •	mad • • •
sad • • •	dad • • •
sat • • •	mat • • •

The first word cards we show children will have short two or three letter words which we will ask them to Fred talk by sounding out each letter in the word.

up ..	on ..
got ..	can ..
yes ..	fish ..

When we use word cards the words will have lines and dots underneath them to help us see how many sounds are in the word. If there is a sound that contains 2 or 3 letters we call this a special friend. This sound will have a line underneath it to identify that it is a sound that contains more than 1 letter.

all

my

the

like

I've

want

There are words that you can not sound out and we call these words red words. The children will be taught these words differently. These words will be identified as words we need to read from memory.



quemp



steck



hild



geck

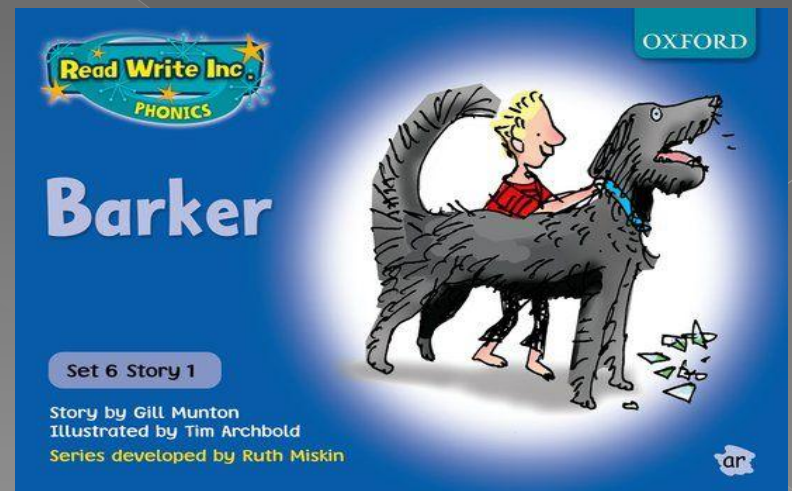
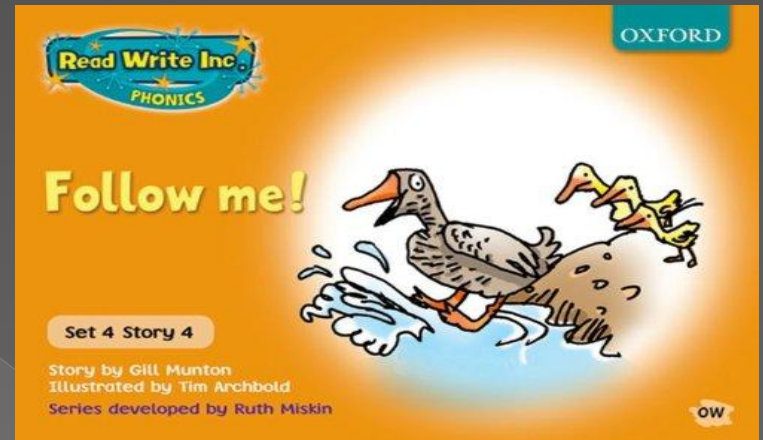
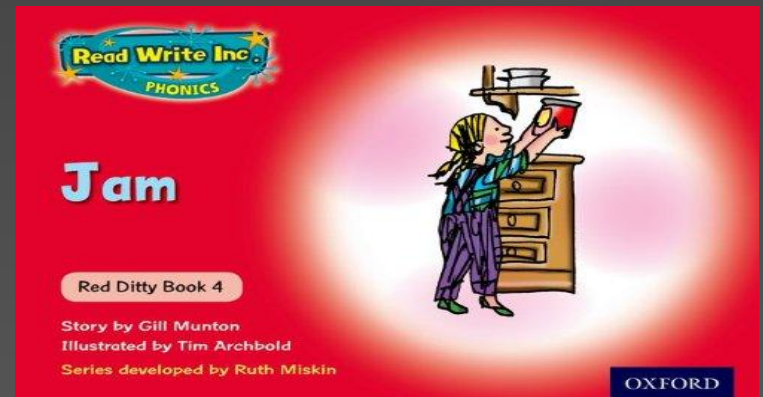
In Year One your child will be taking a phonics screening text. This text is designed to test your child's ability to use their phonics to decode words. Some of these words will be words that are familiar to them but some will be words that we call alien words. These are words that are made up of sounds that they have been taught but they are not real words.

Reading words

- ◉ Fred talk words with new sound and sounds we have learnt before.
- ◉ Fred in the head words that they can read using Fred talk in their head.
- ◉ Speedy words, using no Fred talk. These are usually the red words which we learn from memory.
- ◉ Alien words

The story books for Read Write Inc are colour coded. They start with the red books and go up to the grey books.

- Red
- Green
- Purple
- Pink
- Orange
- Yellow
- Blue
- Grey



Partner reading

- Day 1- The children hear The story introduction.
- The teacher will read the story aloud.
- First read – The children will read the story for the first time.

- Day2

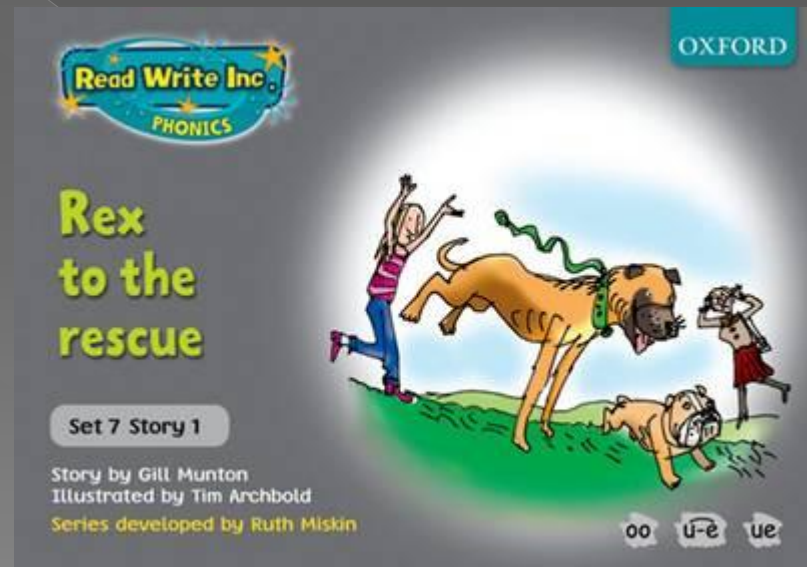
Teacher will read and ask the children to join in by jumping in at different parts.

Second read- The children will read the story for the second time.



Partner reading

- Third reading- children will be asked questions on the story they have read.
- They will be asked to talk about the main events in the story and the different Characters.



Reading a text well. Children are taught

- Good decoding skills
- To be confident and expressive in their reading
- To have a good understanding of the text
- To understand the vocabulary by learning word definitions.

Ways you can help your children at home.

- ◉ Read a good variety of different books
- ◉ Discuss the books you have read together
- ◉ Encourage children to decode words
- ◉ Ask questions

At St Joseph's we ask parents to sign the reading records for their children 3 times per week when they are in Key stage One.

When the children take home a challenge book from the library they can write a book review and will move up the reading ladder in class. Once they reach the top of the ladder they will receive a certificate and medal for their achievement.

We give the children spellings to learn each week. These spellings may follow a spelling pattern. They may all contain the sound that the children have been learning in class. As the children become more confident with their reading and writing we will give them a range of spelling words to learn. These words are words which we know they will encounter in books which they are reading in class and at home.

Book talk questions for parents

1 What is the title of the book?

2 Who wrote the book?

3 Who was the illustrator of the book?

4 What do you think the book is going to be about? Why do you think this?

5 What type of book are you reading? How do you know this?

6 What did you like about the book?

7 Why did you choose this book?

8 Has the author used any wow words in the book?

9 What would you say to your friend to persuade them to read or not read the book?

10 Describe one of the main characters.

11 Describe the setting.

12 Which character did you like the most and why?

13 Which character did you like the least and why?

14 What do you think about the ending?

15 What do you think could happen after the ending?

16 Describe the main events in the story.

17 Would you like to read another book from the same author?

18 Which type of book would you like to read next time?

19 Does your book have a contents page? What is it used for?

20 Does your book have an index page?

What is it used for?

21 How can you tell from the front cover what type of book it will be?