

We believe, at Eastergate CE Primary School, learning to become a confident reader is very important, because we recognize that children who can read confidently and proficiently will enjoy reading and this will help their learning in all of the other areas of the curriculum as well as to give them pleasure and enjoyment.

To help children get off to a flying start, we use Read Write Inc (RWInc), which is a synthetic phonics programme and much more. Children learn letters sounds and use these to build words to help them to read easily, fluently and with good understanding. They acquire a good vocabulary, develop the habit of reading widely and often. At the same time children are taught to write letters and words and learn to write coherently, accurately and often. Finally children use discussion in order to learn.

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

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Using RWInc, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

How do we teach children to learn to read?

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds



of a
easily.



Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word.

For example: **m-a-t > mat** or **p-i-n > pin**

Words that children can read by sound blending are called **green words**

To find out more about Fred Games click on the link below:

<http://www.ruthmiskin.com/en/resources/parent-tutorial-preparing-teach-reading-fred-games/>

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example: **'ay, may I play'** and **'a-e, make a cake?'**

The first thing we do then is to give children ditties we *know* they can read – without guessing. These are short sentences with **green words**. At this stage we also start to introduce **red words**. These are words that cannot be blended such as: **the, said, I**.

Once children have mastered reading the short ditties, they progress onto reading short books.

How do we help children to learn to spell?

We use just two simple activities: Fred Fingers to spell regular words and Red Rhythms for tricky words.

Fred Fingers - We teach children to spell using 'Fred Fingers': we say a word and then children pinch the sounds onto their fingers and write the word, sound by sound.

Red Rhythms - We teach tricky words with Red Rhythms. We say the tricky letters in a puzzled or annoyed voice and build the letter names up into a rhythm, for example, s-ai-d.

Children learn to spell new words and review past words every week, they practise spelling them with a partner and – when they're ready – we give them a test to celebrate their spelling success.

How do we make writing simple for children to learn?

We teach handwriting, spelling and composition separately, gradually bringing each skill together step-by-step.

We teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning. They practise handwriting every day so they learn to write quickly and easily.

Once children can write simple words, we teach them to 'hold' a sentence in their heads and then write it with correct spelling and punctuation.

Very soon children are able to write down their own ideas. We try out different sentences together, drawing on new vocabulary and phrases from the storybook they've just read. They practise saying their sentences out loud first so they don't forget their ideas while they're writing. They also learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors.

Story and poetry time

Storytime is the highlight of every day. We have a bank of fairy stories that children get to know really well, and others we read just for fun. Children learn to retell the story, learn the refrains by heart and act out the stories in the role-play area.

How can you help at home?

We appreciate you're busy but here are two things that will make the biggest difference to your child's progress. Every night:

1. Read a bedtime story to your child.

Your child will bring home lovely books from their class story corner. Read these stories *to* your child – don't ask them to read the story themselves as this is beyond their current reading stage. There is some really good advice about how to make bedtime story time fun on www.ruthmiskin.com/parents

2. Listen to your child read the storybook we send home.

Your child will bring home a *Read Write Inc.* Storybook they have just finished reading in their group. They will be able to read this book confidently because they have already read it two or three times. Please do not say "*This book is too easy!*" Praise your child for how well they read it – celebrate what a great reader they are. They'll sometimes bring home previous stories they have read too. Re-reading stories develops their fluency on every reading. There's more good advice on how to listen to your child read on www.ruthmiskin.com/parents and you can buy resources from:

