

# A Guide to Reading at Home

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These slides have been created to help you and your child enjoy reading at home.

They aim to provide you with clear information about learning to read and how you can help your child make progress.

## Read Write Inc (RWI)

RWI is our phonics programme that enables every child to become a confident and fluent reader.

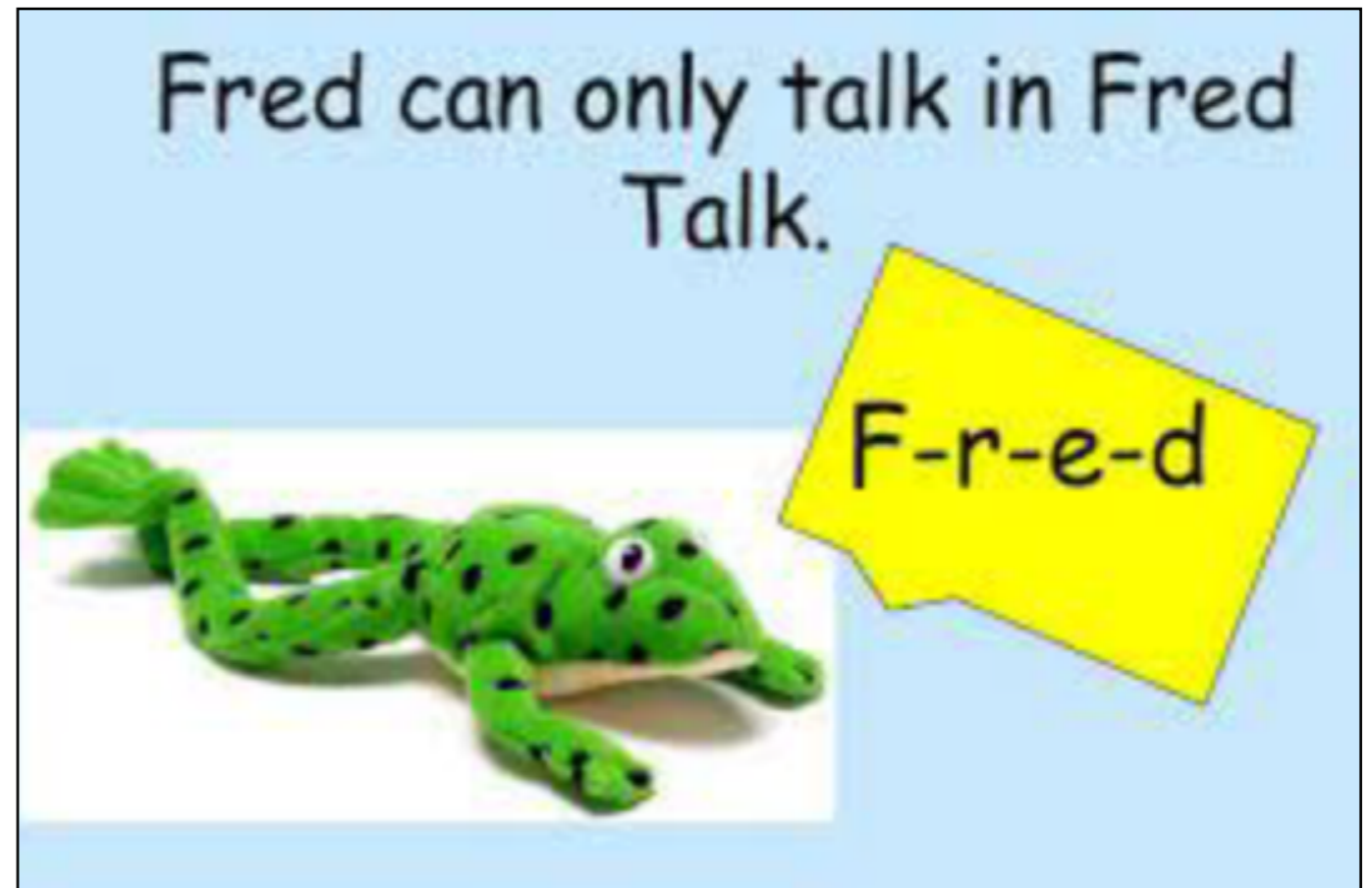
The children:

- Learn 44 sounds and the corresponding letter(s) using picture prompts.
- Learn to read words using blending (Fred talk).
- Read stories featuring pre taught sounds and words they have learnt to sound out.



## How to use RWI at home

1. Help your child to learn the speed sounds.
2. Help your child to read words by sound-blending (Fred talk).
3. Help your child to read short sentences (Ditties).
4. Read their RWI storybook with them regularly and log it on the Go read app.



# RWI Speed Sound Chart

## Simple Speed Sounds

**Consonants:** stretchy

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

**Consonants:** bouncy

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

**Vowels:** bouncy

**Vowels:** stretchy

a	e	i	o	u	ay	ee	igh	ow
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**Vowels:** stretchy

oo	oo	ar	or	air	ir	ou	oy
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Red words do not fit the sound rules and are called irregular. At school, we call them 'Red Words' and children learn to read these by sight.

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

Red Words Set 4				
they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

## Reading at home

### DO...

- Keep reading time relaxed and comfortable.
- Find a quiet place with no distractions.
- Make it a special time together.
- Establish a routine in the day and read for 10-15 minutes.
- Talk about books.
- Encourage use of 'Fred talk' to work out unfamiliar words.
- Ask questions before, during and after reading.
- Discuss any words they may not understand.



## DON'T...

- Let the books be mistreated.
- Correct too often or too quickly, see if your child notices their mistake.
- Get worried or frustrated with slow progress.
- Have distractions in the room you are in.





# Questions for Exploring Reading

<b>Style</b>	<ul style="list-style-type: none"><li>- What type of book is this?</li><li>- Have we read a book like this before?</li><li>- What other story is it like?</li><li>- What do you think it will be about?</li><li>- What is the title?</li><li>- Are there any pictures?</li><li>- What can you see on the front cover/back cover?</li></ul>
<b>Setting</b> <b>Where?</b> <b>When?</b>	<ul style="list-style-type: none"><li>- Where is the story set?</li><li>- When does the story take place?</li><li>- Can you describe the setting of the story?</li></ul>
<b>Character</b> <b>Who?</b>	<ul style="list-style-type: none"><li>- Who are the characters in the story?</li><li>- Who do you think is the most important character?</li><li>- Who is telling the story?</li><li>- Were there any characters you didn't like?</li><li>- What is similar/different about two characters?</li><li>- Were the characters good/bad?</li><li>- Explain why a character did something.</li></ul>

<b>Plot What?</b>	<ul style="list-style-type: none"><li>- What do you think might happen next?</li><li>- What are the main events in the story?</li><li>- What is the problem in the story and how is it resolved?</li><li>- What was your favourite part of the story?</li><li>- What was your least favourite part of the story?</li></ul>
<b>Theme</b>	<ul style="list-style-type: none"><li>- What is the main idea/theme/moral of the story?</li><li>- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish?</li><li>- Do you know of another story which deals with the same issues; e.g. social, moral, cultural?</li></ul>

# What reading book will my child be bringing home?

In Reception:

1. Lilac books (no words) while they are learning their first set of sounds and how to blend (Fred talk).



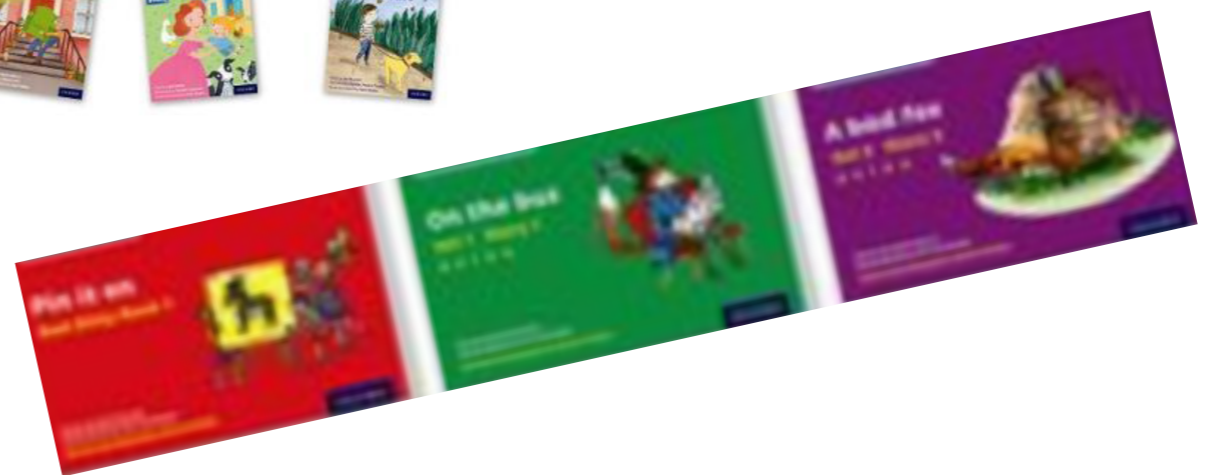
2. Ditties

3. Red books

4. Green books

5. Purple books

At the end of Reception, an on track child should be fluently reading a green/purple RWI book.



Ditty 19: can I?

Speed Sounds - read the sounds (not the letter name)

ch x c i a n s g t p e o b

Green Words - read these words by blending the sounds together

can get box pop

chip chips choc chocs

Red Words - read these words but tell your child the word if they get stuck

I no of

can I get chips?

no

can I get pop?

no

can I get a box of chocs?

no





In Year 1:

1. Purple books
2. Pink books
3. Orange books
4. Yellow books
5. Blue books

At the end of Year 1, an on track child should be confidently reading a blue RWI book.

In Year 2:

1. Blue books
2. Grey books
3. In the summer term, an on track child in Year 2 should be off the RWI programme and using our Collins Big Cat book banded reading scheme that will continue in KS2.
4. At the end of Year 2, an on track child should be reading white/lime books.





## Book Band Reading Progression Guidance

Book Band Colour	RWI Colour	Phonics Phase	Year Group Expected	Word Reading	Comprehension
Lilac	-		Reception	<ul style="list-style-type: none"> <li>- I can read phonically regular words of more than 1 syllable.</li> <li>- I can read many irregular but high frequency words.</li> <li>- I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the main events in the simple stories they have read.</li> </ul>
Pink	Ditty pages				
Red	Ditty pages Ditty book				
Yellow	Green	Phase 2	Year 1	<ul style="list-style-type: none"> <li>- I can match all 40+ graphemes to their phonemes.</li> <li>- I can blend sounds in unfamiliar words.</li> <li>- I can read common exception words.</li> <li>- I can divide words into syllables.</li> <li>- I can read compound words.</li> <li>- I can read words with contractions and understand that the apostrophe represents the missing letters.</li> <li>- I can read phonetically decodable words.</li> <li>- I can read words that end with 's, -ing, -ed, -est.</li> <li>- I can read words which start with un-.</li> <li>- I can add -ing, -ed and -er to verbs.</li> <li>- I can read words of more than one syllable that contain taught GPCs.</li> </ul>	<ul style="list-style-type: none"> <li>- I can say what I like and do not like about a text.</li> <li>- I can link what I have heard or read to my own experiences.</li> <li>- I can retell key stories orally using narrative language.</li> <li>- I can talk about the main characters within a well-known story.</li> <li>- I can learn some poems and rhymes by heart.</li> <li>- I can use what I already know to understand texts.</li> <li>- I can check that my reading makes sense and go back to correct when it doesn't.</li> <li>- I can draw inferences from the text and/or the illustrations (beginning).</li> <li>- I can make predictions about the events in the text.</li> <li>- I can explain what I think a text is about.</li> <li>- I can recognise full stops, question marks and exclamation marks and use them when reading.</li> </ul>
Blue	Purple	Phase 2			
Green	Pink	Phase 3			
Orange	Orange	Phase 4			
Turquoise	Yellow	Phase 5			

Purple	Blue	Phase 6	Year 2	<ul style="list-style-type: none"> <li>- I can decode automatically and fluently without overt sounding or blending e.g. 90 words per minute.</li> <li>- I can blend sounds in words that contain the graphemes for all 40+ phonemes.</li> <li>- I can recognise and read alternative sounds for graphemes.</li> <li>- I can read accurately words of two or more syllables that contain the same GPCs.</li> <li>- I can read words with common suffixes.</li> <li>- I can read most common exception words.</li> <li>- I can read and comment on unusual correspondence between grapheme and phoneme.</li> <li>- I can sound out most unfamiliar words quickly and accurately.</li> <li>- I can read most suitable books accurately, showing fluency and confidence.</li> <li>- I can comment on the plot, setting and character in familiar and unfamiliar stories.</li> <li>- I can comment on features of non-fiction texts <i>Working at greater depth within the expected standard</i></li> <li>- I can make inferences on the basis of what is said and done.</li> <li>- I can predict what might happen on the basis of what has been read so far.</li> <li>- I can make links between the book I am reading and other books I have read.</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about and give an opinion on a range of texts.</li> <li>- I can discuss the sequence of events in books and how they relate to each other.</li> <li>- I use prior knowledge, including context and vocabulary, to understand texts.</li> <li>- I can retell stories, including fairy stories and traditional tales.</li> <li>- I can read for meaning and check that the text makes sense.</li> <li>- I go back and re-read when it does not make sense.</li> <li>- I can find recurring language in stories and poems.</li> <li>- I can comment on word choice e.g. choice of adjective.</li> <li>- I can discuss the meaning of unknown words and link them to words I know.</li> <li>- I can talk about my favourite words and phrases in stories and poems.</li> <li>- I can recite some poems by heart, with appropriate intonation.</li> <li>- I can answer questions and make simple inferences.</li> <li>- I can make predictions using evidence from the text to support my ideas.</li> <li>- I can draw simple inferences from illustrations, events, characters' actions and speeches.</li> </ul>
Gold	Grey	Phase 6			
White					
Lime					