

# Teaching your child to read in Reception

**PARENT INFORMATION SESSION**  
**Thursday 17th October 2024**

# Why RWI phonics?

- Phonics supports the development of reading, writing and spelling skills
- RWI programme meets the expectations of the National Curriculum
- Daily systematic and structured programme
- Whole class and small group work
- Storybooks align with the sounds learnt in class
- Proven to be successful in early reading

[Overview video](#)



# What have children been learning so far?

Sound books

Multi-sensory approach  
matching handwriting  
phrases to letter formation

Set 1 & 2 sounds

## Simple Speed Sounds chart

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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# The English language is a complex code

ay	igh
play	right
eight	kite
cake	fly
straight	tie

# Set 3 Sounds

Many different graphemes  
(ways of writing) the same  
sound

## Complex Speed Sounds chart

### Consonants: stretchy

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					
					ce					

### Consonants: bouncy

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											

### Vowels

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

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

# Sounds and rhymes

- 1) Hear the sound
- 2) See the sound
- 3) Say the sound
- 4) Write the sound

Sound	Rhyme
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	A toy for a boy

# Sounds and rhymes

For pronunciation guides search YouTube for Read Write Inc set 1, 2 or 3 sounds and there is plenty of choice.



# Fred Talk at home

(Remember to use pure sounds!)

- Meet Fred
- Fred can *only* talk in **sounds**
- He says c\_a\_t. Not cat.
- We call this Fred talk

## *Talk to your child using Fred Talk:*

- What a tidy r-oo-m!
- Where is your c-oa-t?
- Time for b-e-d



## *Fred games:*

- Fred wants you to touch your **h-ea-d**
- Fred wants you to act like a **h-or-se**
- Fred wants you to **h-o-p, r-u-n, s-k-i-p**

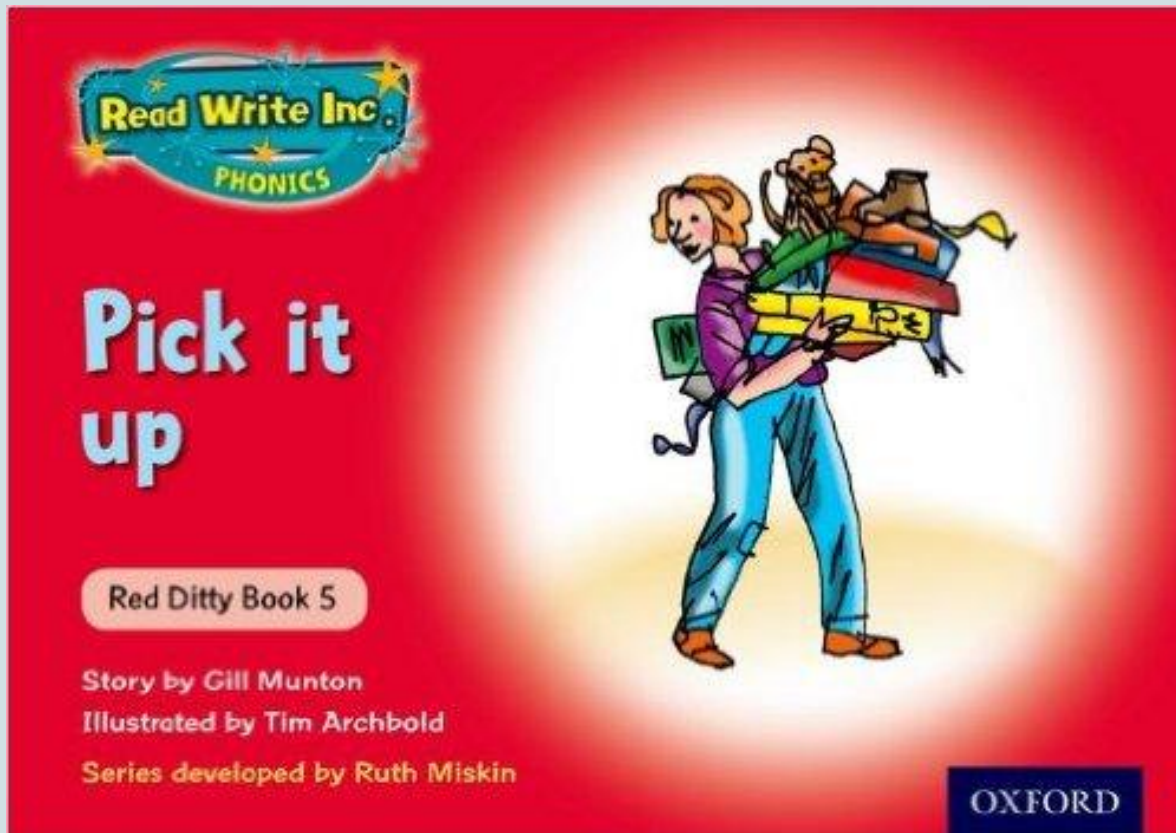


# What next?

- Assessment
- Reading books go home weekly
- Children will also have a class reading book/ library book to share with you at home



# Daily home reading



## Speed sounds

**Consonants** *Say the pure sounds (do not add 'uh').*

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

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

**Vowels** *Say the sounds in and out of order.*

at	hen	in	on	up	day	see	high	blow	zoo
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*Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.*

# Home School Books

- Home School books in EYFS contain pages to support with RWI as well as a recommended reading list and well as maths support
- These books need to be in school each day
- Please read with your child 5 times per week
- We will communicate child's progress
- Children can send in a birthday book to help us to celebrate their special days. We have labels to put inside the book naming the child who donated it. Please speak to us if you want some ideas about which books to buy.
- For additional information on reading at Grange Park, along with further recommended reads, please visit our [website](#)

COMPLEX SPEED SOUNDS CHART

Consonants: stretchy

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	ce	se	ci		

Consonants: bouncy

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							

Vowels

a	e	i	o	u	ay	ee	igh
	ea				ā-e	y	ī-e
					ai	ea	i
							y

**Red Word Lists**

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

# Daily home reading

Red words sent home for children to practise reading and writing:

put

of

the

no

I

# Groupings

- Children will be grouped according to learning needs
- Daily RWI session will include:

Phonics warm-up

Whole class shared reading

Learning 'red' words

Adult - led paired reading and comprehension

Adult-led writing task

Sounding out/blending games

Fine motor skills/letter formation activities

- Child-initiated writing opportunities

# End points

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Grey Storybooks
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read White Reading Hub books with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	

- To be at the **expected** standard by the end of Year 1, children should be on Blue storybooks.
- By Christmas in Year 2, children should be accessing Reading Hub (chapter) books independently with fluency, expression and secure comprehension skills.

## Reminder:

All children develop at a different pace and should not be rushed off the programme. Some may be a little behind or a little further ahead in comparison to their peers.

# Read read read!

- Read favourite stories **over** and **over** again
- Read some stories at a **higher level** than they can read themselves e.g. their library book.
- Aim to listen to them reading their RWI books for **5-10 minutes a day.**
- Daily practise improves confidence and skills.
- Ask your child questions about the books they are reading to develop understanding and comprehension.



Parents can really help their child to read by reading to them before they are able to read themselves and then reading with them when they begin to read. (Higgins et al., 2017)

**Tip 1: Ask questions about the book.** Parents can support their child by asking a range of questions about the book they are reading together.

- The 'five Ws'—who, what, where, when, and why—can provide useful question stems for parents.
- Parents should use a mixture of closed questions (which can be answered with a single word, or a small number of words) and open questions (which require a fuller response).
- Children might also be asked to summarise what has happened in the book or story so far, and to predict what will happen next.

**Tip 2: Link reading to the real world.**

- By talking about links between the book and real life, parents can make the story more interesting and help children develop their understanding of ideas in the book. For example, while reading about Cinderella going to the ball, a parent might discuss the similarities between a ball and a birthday party.



# Reading in preparation for writing

- Developing fine motor skills – thumb, finger, hand and wrist movements
- Pincer or tripod grip for handwriting
- Teaching correct posture - sitting at a table
- Handwriting practice using RWI rhymes



*How can you support the development of the skill at home?*

# Reading in preparation for writing

- Developing fine motor skills – thumb, finger, hand and wrist movements
- Pincer or tripod grip for handwriting
- How can you support development of the skill at home?

