

An illustration featuring an open book with gold-leafed pages at the bottom. Above the book, a mountain range is depicted with three peaks of varying heights. The mountains are rendered in shades of light blue and white, with a soft glow. Several stylized white clouds are scattered across the scene, some appearing to float in the sky and others resting on the mountain slopes. The background is a dark, gradient blue, suggesting a night sky or a deep blue atmosphere. The overall style is clean and modern, with a focus on light and shadow.

Let's Read

# Session Aims:

*"Once you learn to read you will be forever free."*

Frederick Douglas



1. To gain an understanding of our intent for reading.



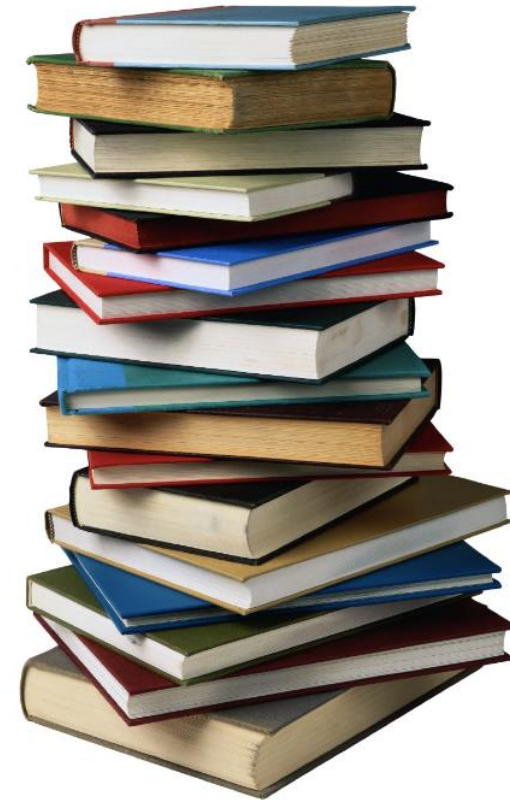
2. To understand how children learn to read.

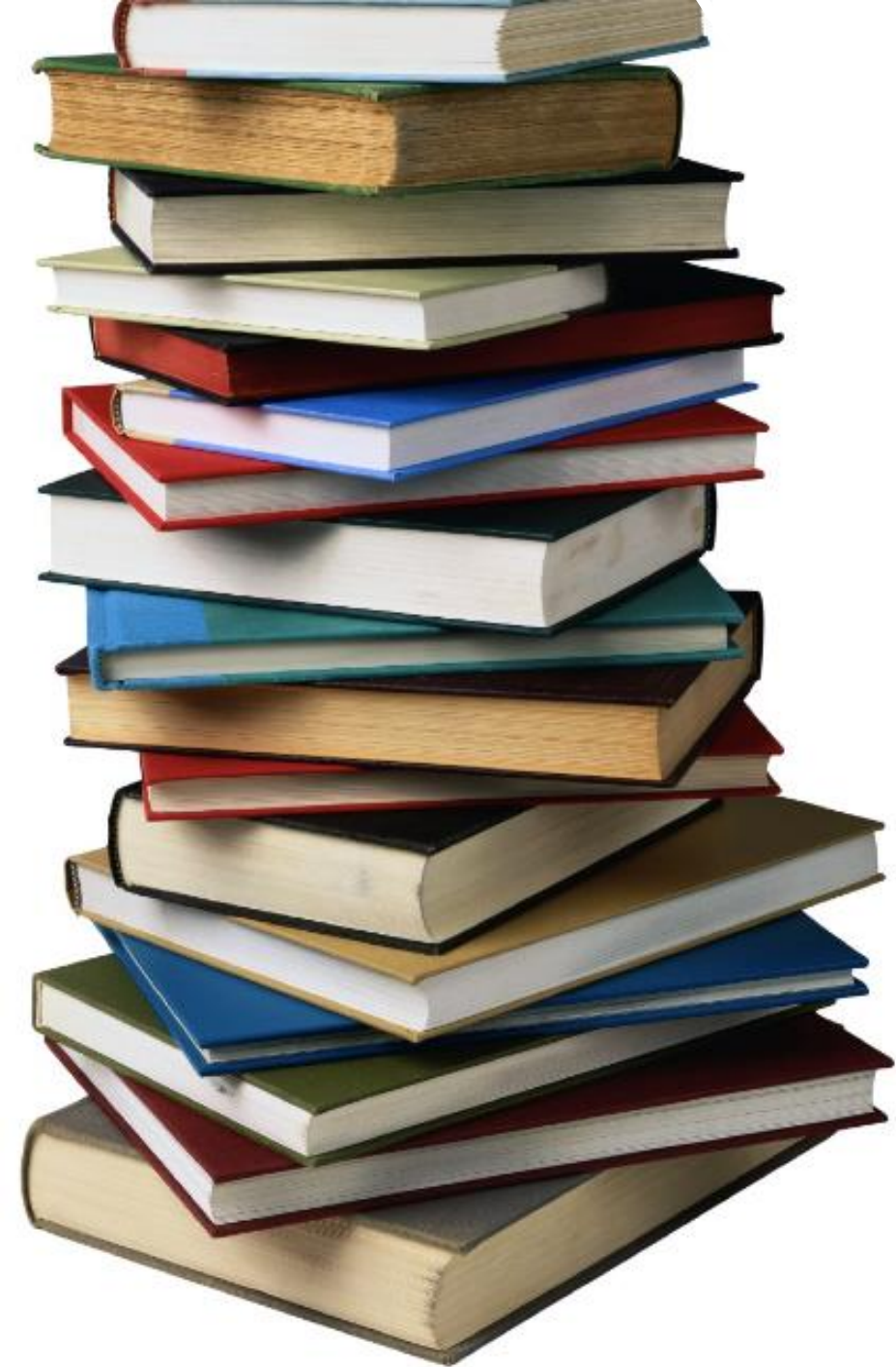


3. To understand how we teach children to read (and spell).



4. To understand how you can help at home.





# Our Reading Intent:

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- We aim to create successful, fluent readers who read to gain information and for pleasure. We are committed to exposing children to a rich and diverse reading curriculum and strive to instil a passion for reading in pupils , which they will continue develop throughout their education and in later life.

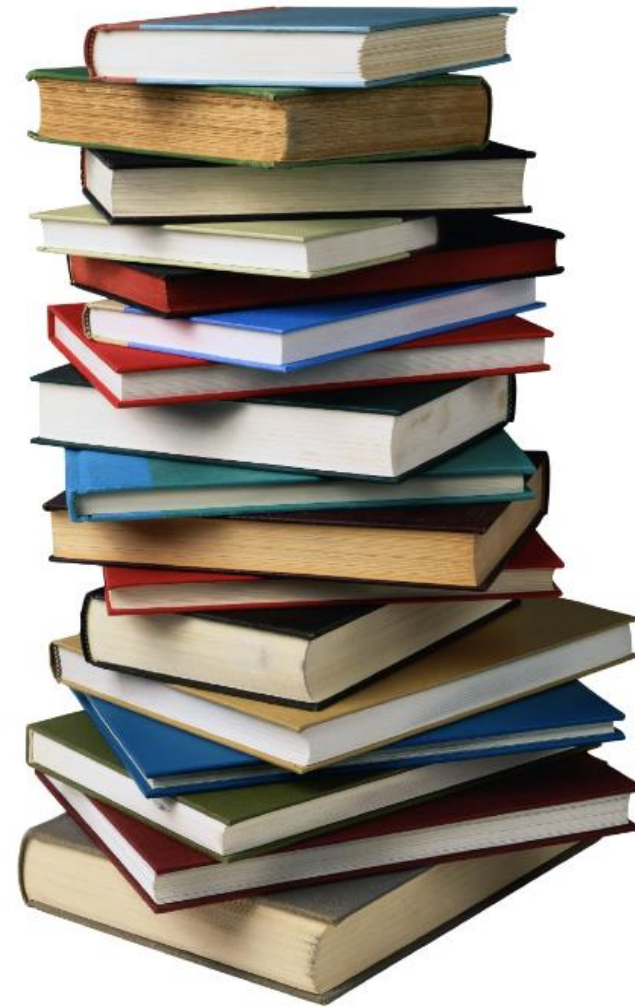


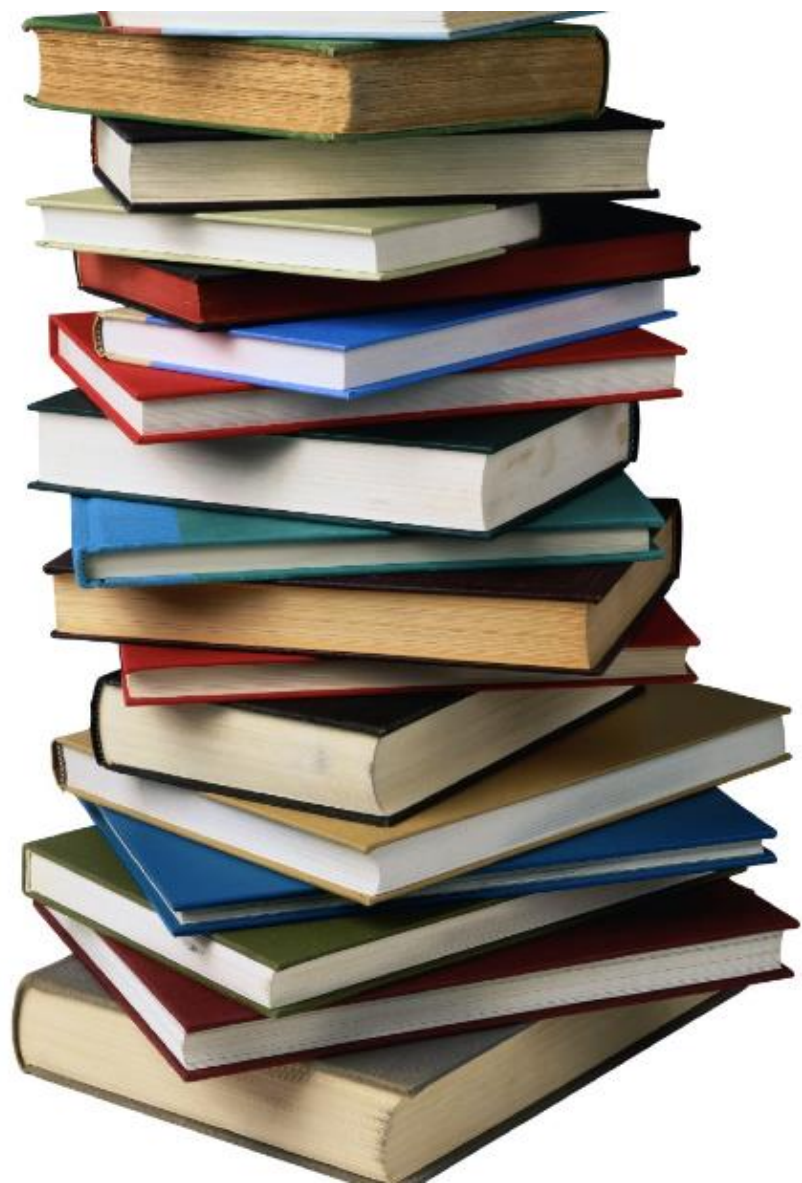
# How children learn to read:

A complex process where word recognition and language comprehension work together:

Word recognition: Ability to decode text to read words.

Language comprehension: The ability to understand what has been read.





# Synthetic phonics:

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- Teaching synthetic phonics in a systematic way drives up standards in reading and writing.
- Phonics is a way of teaching children to read and spell through understanding the relationship between the different sounds in the English language (phonemes) and the letters or groups of letters that represent those sounds (graphemes).

Oxford **OWL**

How to pronounce

pure sounds





# Fred Talk

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- This is Fred
- Fred can only say the sounds in a word and needs your child to help him read the word. Fred will say the sounds and children will work out the word. For example, Fred will say the sounds c-a-t, and children will say the word cat. This is Fred Talk: sounding out the word.

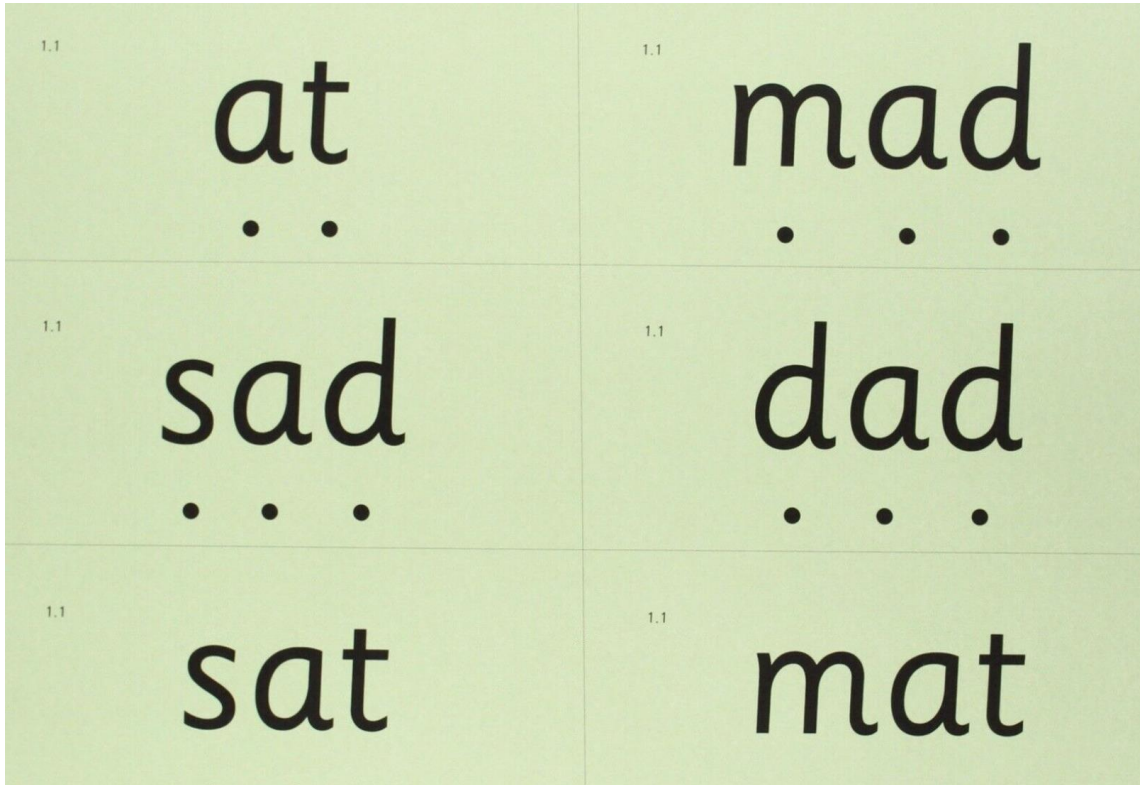


dad  
.  
.  
.



# Green Words (Decodable words)

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- 'Green' words are phonetically decodable words that the children learn to read. They allow children to become fluent readers because regular reading of these words mean that they become familiar and are able to recognise/read them on sight. They can then use their knowledge of these words to read similar words more quickly.



# Fred Fingers







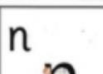
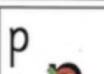
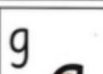
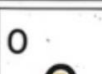










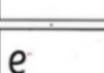
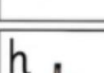
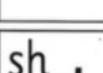
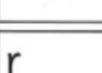





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- Understanding that words are made up of sequences of individual sounds, or phonemes, is a building block for learning to sound out individual words.
- FRED teaches the children to use their fingers to break down words into their individual sounds to assist spelling. When children look at their own fingers, it allows them to visualise each sound of the word on a single finger.
- The word 'CAT' = C-A-T this will have 3 fingers and one sound is put on each finger in turn, working left to right
- The word 'SHIP' will also have 3 fingers = SH-I-P
- The word 'FLAG' would have 4 fingers F-L-A-G

**'Fred Fingers'  
for Spelling**

# Speed sounds

Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Set 2

ay  may I play?	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  toy for a boy			



# Red words (tricky words)

- Red words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings.

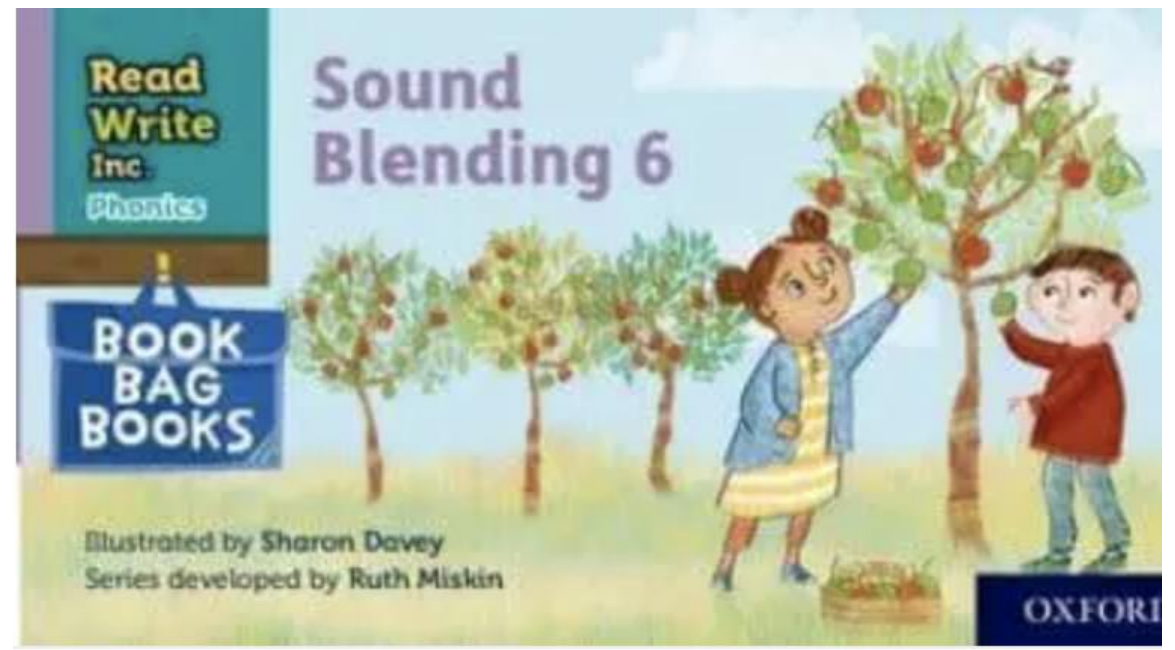
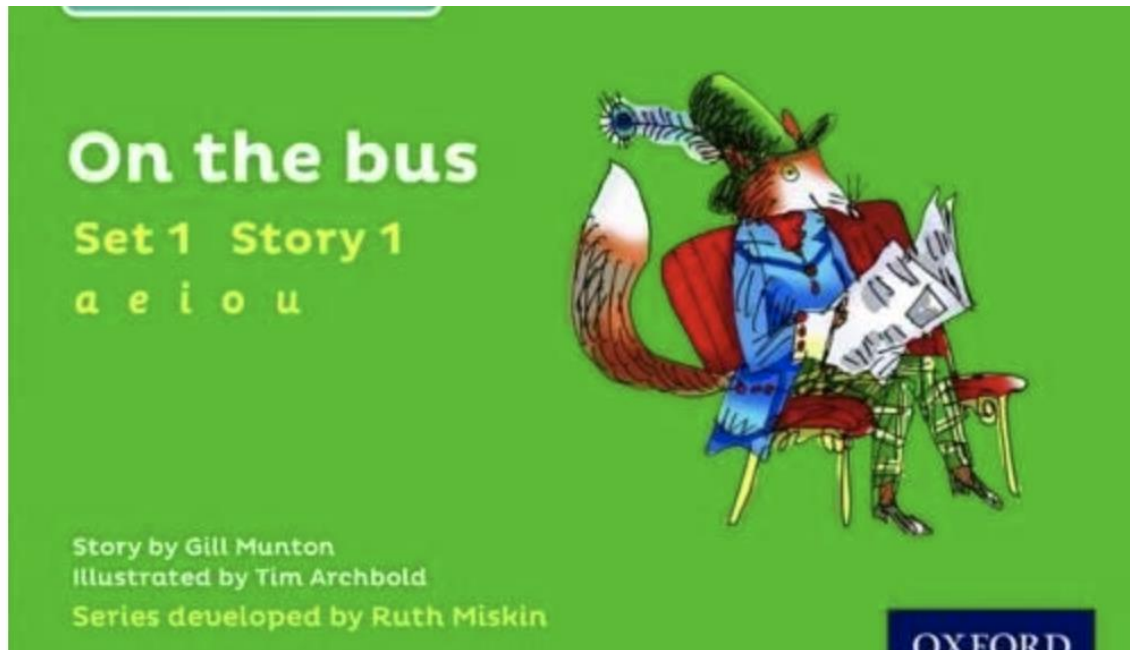
Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

# How you can help with phonics at home:

- Read the phonics book at least 3 times per week: 100% decodable books – this does not mean they can read them fluently. It means they can read them using the segmenting and oral blending strategy.
- In time the books will include tricky words – these will be linked to the correct phase.



# How to help your child read these books at home.

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1. Book talk



2. Phonics and tricky word practice-will be added to keyring



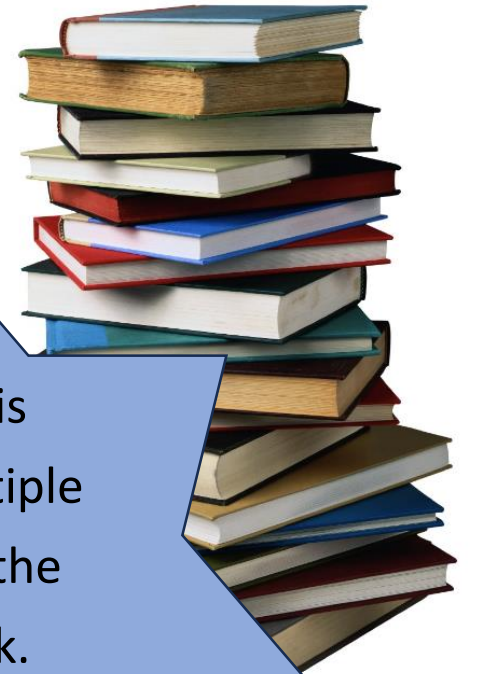
3. Listening to your child read (praise and support).



4. Follow up questions.



5. Sign the reading diary.



Repeat this process multiple times with the same book. Repetition leads to fluency!



# The magic of the bedtime story!

**Reading to your child helps them to:**

- Understand the world around them .
- Develop social and emotional skills .
- Improve at school in English , science , maths and other subjects .
- Build confidence with communication .
- Strengthen their bond with you and other family members .
- Increase their language comprehension .