

Reading Scheme

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become an independent, life-long learner.

At Hintlesham and Chattisham, we provide engaging, stimulating and welcoming reading areas in each of the classrooms and have curated a lively, varied and current stock of reading books. These areas are used purposefully and not just as a place to go and read, with challenges and tasks for the children to complete, created in collaboration with their class teacher.

Choosing a book is often the most difficult part of reading so we help the children by focussing on their interests and provide fun ways of choosing books:

Photos Coming Soon

Each class is read a class book by their teacher every half term. The classroom reading areas are also stocked with books by the same author or of the same genre.

Key Stage 1 Reading (Years 1 & 2)

To foster a love of reading, we provide the children with a fully decodable phonics reading book, a reading for enjoyment book and a library book.

The phonics book is fully decodable and matches their phonic awareness. It is expected that children practise and read this book to fluency before moving on.

We also provide the children with a choice of books for enjoyment of reading from our levelled Oxford Reading Tree Scheme and a library book of their choice.

Key Stage 2 Reading (Years 3,4,5 & 6)

In Key Stage 2 the children are encouraged to read books from our book bands system and progress through these, eventually becoming a free reader. They are also given the opportunity to choose a non-fiction book of their choice from our library.

The children are encouraged to read a wide variety of genres. This is supported by the Reading Journey App which provides the children with online worlds to explore and challenges to complete, based on the books that they have read.

Children are encouraged to review the books that they have read and they are displayed in the classroom as a form of recommendation for others.

Phonics

The government strongly recommends the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Here at Hintlesham and Chattisham Primary we are using the Read Write Inc (RWI) programme to get children off to a flying start in reading. It is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing.

Phonics lessons are taught each day and are systematic and repetitive in order to embed learning; the programme also offers plenty of opportunities for fun based, interactive learning using drama, role play and props to engage with and to enjoy texts and stories. The children work in small groups according to their confidence and competence. These groups are reconfigured on a regular basis in order to match the pace and the progress of each child; this reconfiguration also allows Class Teachers to identify where 1:1 interventions may be required in order to meet the expectations of both the Phonics Check and the end of Key Stage 1.

Green Words

During the Read Write Inc sessions we practise our reading skills by reading 'Green Words'. These are words that are decodable because they only contain sounds that your child will be able to recognise. The children have met Fred during our sessions. Fred is a frog who cannot read words as we can but says everything in sounds, or 'Fred Talk'.

Red Words

In the Read, Write, Inc. scheme 'red words' are used to help the children recognise the fact that there are words that are tricky to read because you cannot sound them out in the normal way. With your child, look for the parts of each word that they can sound out normally and then identify the parts that are tricky! Your child needs to be able to read these words on sight

The children know to sound out or 'Fred Talk' each sound whilst pointing underneath the letters, then to blend the sounds to make the word. If your child knows them on sight, they can read them without sounding out and this is an important progression in their reading.

[Click here for a video that explains Read Write Inc for parents.](#)

Order of Teaching Sounds

In Read Write Inc phonics the individual sounds are called ‘speed sounds’ – because we want your child to read them effortlessly.

Set 1 sounds are the initial letter sounds. They are taught in the following order.
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, nk

There are 12 Set 2 ‘speed sounds’ that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds, they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the ‘speed sound’ and a short phrase to say e.g. may I play.

Every speed sound has a list of words linked to it, so your child can ‘sound out’ and ‘sound blend’ words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

The table below shows the sound, the associated phrase and example words:

Vowel sound	Set 2 Speed Sound Rhyme	Green words
ay	ay: may I play	day play say may tray today
ee	ee: what can you see?	seen need sleep feel three green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at a book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork
air	air: that’s not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy
	Set 3 Speed Sound Rhyme	

a-e	a-e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i-e	i-e: nice smile	hide shine white nice wide like
o-e	o-e: phone home	hope home rose spoke note those
u-e	u-e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn crawl
are	are: care and share	bare bare spare scare flare square
ur	ur: nurse with a purse	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise
ai	ai: snail in the rain	paint train rain plain strain
e	e: he me she we	he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	oar: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	picture mixture adventure pure

Click the link below to hear how to pronounce the sounds correctly.

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

[Click here for resources to use at home for all three sets.](#)

Nonsense words (Alien words)

As children build up their knowledge of sounds, they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. Children are unable to rely on existing knowledge of known words and instead have to use their letter-sound knowledge by sounding out. During lessons each day children may practice the

letters in 'Alien words'. This is an important part of the Phonic Screening Check that children complete at the end of year 1.

The following websites have enjoyable games reading of alien words.

for your child to play:

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

<http://ictgames.com/literacy.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

Phonics Screening Check

In Key Stage 1 children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further consolidation in Year 2. Class teachers will send work for this home as appropriate. Please speak to your class teacher about ways to support your child with this at home.

What is synthetic phonics?

Synthetic phonics is a way of teaching reading. Your child will be taught two crucial things when they are learning to read using synthetic phonics:

1. How sounds are represented by written letters. For example, they will be taught that the letter 'm' represents an *mmm* sound.
2. How sounds can be blended together to make words. For example, they will be taught that the sounds of the letters 'c-a-t' blend together to make the word 'cat'.

Your child will be taught to read letters or groups of letters by saying the sound (or sounds) they represent. For example, they will be taught that the letter 'l' sounds like *lllll* when we say it. Your child will then start reading by blending the sounds together to make words. Another word for this kind of blending is **synthesising**.

At school, you will probably hear teachers talking about blending, but you might also hear them talk about sounding out or Fred Talk, depending on which phonics scheme the school is using. All these terms refer to the same idea: synthesising sounds.

What if my child does not pass the screening check?

Children are able to retake the screening check at the end of year 2 and have structured 1:1 or small group interventions focussing on their gaps in order to prepare them.

How do you know where my child is?

The speed sounds are organised into sets. Reception are taught sets 1 and 2, year 1 children are taught up to set 3. Phonics Tracker is used to track progress and assess the children. As well as practise screening checks, we record which graphemes are known so as to identify gaps and tailor lessons and or interventions to suit.

Do you still teach phonics for children in years 3-6?

For children who do not pass the screening check in year 2, a structured regular phonics-based intervention program is provided. Their progress is tracked using Phonics Tracker and reviewed regularly. As well as the interventions, a phonically decodable reading book is given to each child, focusing on targeted graphemes.