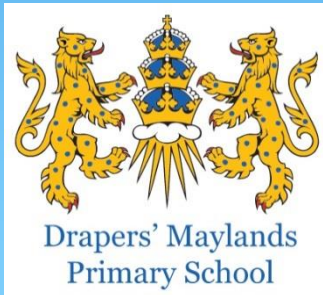


# Learning to read and write at Maylands



# Learning to read... ... Reading to learn

- ❖ Learning to read takes 18 months to 2 years.
- ❖ The English language has 26 letters, 44 sounds and over 150 graphemes (letter groups).
- ❖ Read Write Inc starts with one way to read and write 44 sounds...

...but quickly on to read other letters or groups of letters to make 44 sounds.

# Parent Guide

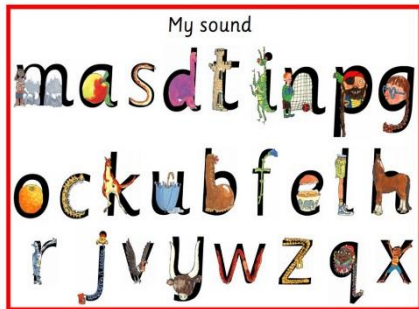


<http://www.ruthmiskin.com/en/resources/parent-tutorial-storybook-activities-speed-words/>

# Decoding and blending...



- ❖ We read by making a speech sound for each letter.
- ❖ We blend m- a- t
- ❖ We store the word so we can recognise it and reading becomes faster
- ❖ We use more energy to DECODE new words



*It was a eucatastrophe.*

# Encoding and segmenting...



- ❖ We start with the spoken word
- ❖ We SEGMENT into speech sounds and select the correct grapheme (letter/ letter group)
- ❖ When we repeatedly ENCODE a word we recall it sooner

cat      the      saw

- ❖ ‘Special Friends’ are letters which work together  
th      ch      ng

# Starting from speech



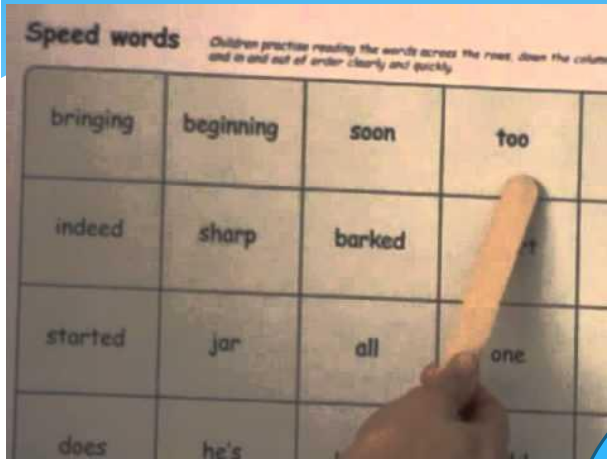
- ❖ SPEAKING comes before READING comes before WRITING.
- ❖ At DMPS we plan for opportunities to talk.
- ❖ Children are encouraged to speak in whole sentences
- ❖ Children are encouraged to ask and respond to questions
- ❖ From Year 1 to Year 6 talk is planned into lessons to continue this important development
- ❖ Vocabulary grows with practise and it is an important part of teachers' planning and embedded in the RWI scheme.
- ❖ Knowing lots of words to use gives a writer confidence!

# Read Write Inc bands

Read Write Inc. Stage <b>ICAN...</b>	Reading book band Colour <b>WE CAN...</b>
<i>Learning individual sounds and building words</i>	Lilac
	Pink
<b>Ditty stage</b> - reading a few words together	Red
<b>Green Stage</b>	Yellow
<b>Purple Stage</b>	Blue
<b>Pink Stage</b>	Green
<b>Orange Stage</b>	Orange
<b>Yellow Stage</b>	Turquoise
<b>Blue Stage</b>	Purple
<b>Grey Stage</b>	Gold
<i>Comprehension Activities (no longer on Read Write Inc 'I Can..' books)</i>	White
	Black



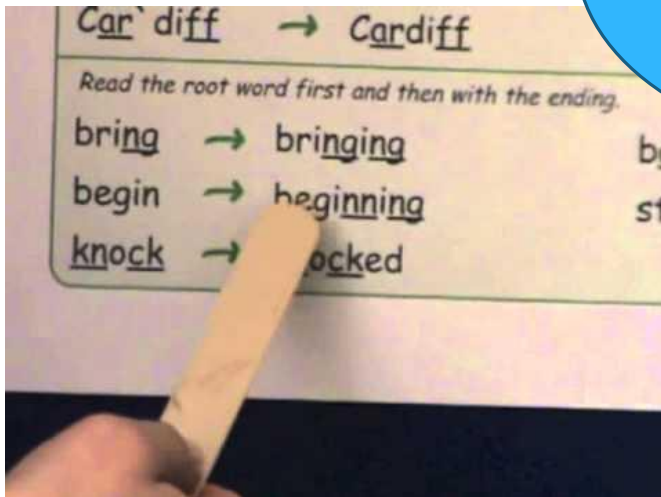
# The skills taught:



## Format of a lesson

- Speed sounds (new sounds).
- Fred Talk and blending.
- Green words for reading.
- Writing words.
- Reading Ditty books.
- Get writing books.

How did you do?



## Daily Lesson- Writing

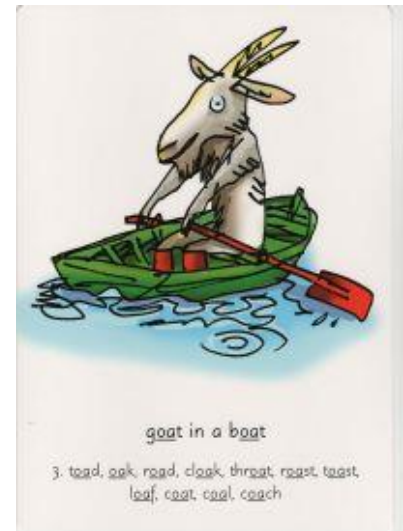
- Secretarial aspects of writing
- Spelling work
- Hold a sentence
- Build a sentence
- Edit for spelling and punctuation
- Writing composition





# Pace. Participation. Praise.

- ❖ Silent signals and focus to keep a fast pace
- ❖ Regular assessments to ensure children ‘keep up, don’t catch up’
- ❖ Interventions for individuals and groups to make sure that skills are secured
- ❖ Working with partners is key
- ❖ Praise- everybody can achieve!



# Speedy reading...

- ❖ Remember the sounds
- ❖ There are 'tricky words' with 'tricky sounds'  
e.g. **the** has th and 'uh' instead of 'e'
- ❖ These are called **red words**
- ❖ RWI books have the red and speed reading words at the front.
- ❖ Being a 'fluent and expressive' reader is the aim...



# How to help at home

- ❑ Your child needs to read the sounds confidently and quickly.
- ❑ Reading is a skill- taught and then practised... please practise EVERYWHERE
- ❑ Perfect pencil grip- good grip and formation means less trouble later
- ❑ Praise and play. Be positive!
- ❑ Sharing stories – bedtime stories feed knowledge
- ❑ Talking- whole sentences and practise ‘new’ words
- ❑ <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

