

# Wodensfield Primary School

Aim to be the best you can



Welcome to the Year 2 Working Together –  
*Read Write Inc. Phonics and Reading Meeting*

February 2024



The Government's 2023 **Reading Framework** sets out extensive research that underpins the importance of talk, stories and phonics.

When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading as well as through their listening.



## The reading framework

July 2023



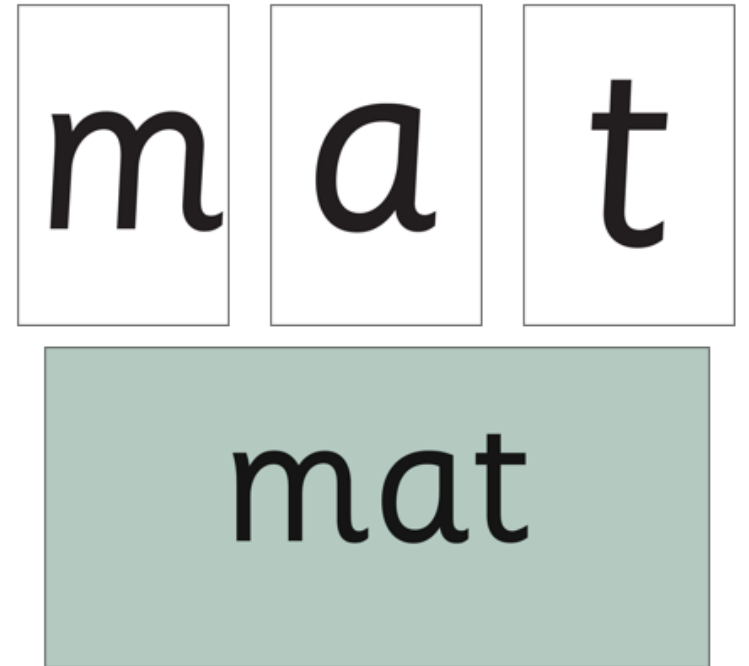
Phonics is the method of teaching reading through the identification of **sounds** and **graphemes**.

All words are made up of individual **sounds**. These sounds are blended together to form words.

A **grapheme** is the letters we use to write the sound. It's the spelling of that sound on the page.

Using phonics, children learn to read by saying each sound and blending them to read a word.

Children learn to spell by segmenting a word into sounds and writing the matching graphemes.



Children need to know sounds – not letter names – to be able to decode words.

We start by teaching just one way of reading and writing every sound.

We teach Set 1 sounds first. These are generally the single letter sounds.

Then Set 2 – one way to read and write each of the long vowel sounds.

We refer to the Set 2 sounds as ‘Special Friends’ – two or three letters together that make one sound.

Once children know how to read Set 2 sounds, they start to learn Set 3 sounds. These are different ways to read, and spell Set 2 sounds.

We call these Set 3 sounds, but actually they are the same sounds as in Set 2 but with a different spelling.

We say, "same sound, different spelling".

Consonant sounds

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		se			
					ce					

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							

Vowel sounds

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

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





We use picture phrases to help children remember the Set 2 and Set 3 sounds.

‘Fred’ helps children learn to blend sounds into a word.

Fred can only speak in sounds – we refer to this as ‘Fred Talk’.  
He says ‘sh-ou-t’, ‘g-r-ee-n’.

Children practice reading these sounds in words using the routine ‘Special Friends’, ‘Fred Talk’, read the word’.

Longer words, we ‘Fred Talk’ in chunks.  
‘s-u-n /l-igh-t’.

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw





Some words are 'tricky' because they contain letters that don't match the sounds the child has been taught.

We teach these common exception words as Red words.

I

said

This is Red Hat Rob.




"I will grab that cash box," he said.



Whilst children are undertaking the Read Write Inc. Phonics scheme, they will read books that match the sounds they can read.

You can access the same story at home, plus a quiz, by visiting the Oxford Owl website. Your child's individual login can be found in their yellow Reading Diary.

Your child will also bring home a Book Bag Book that links to the story they have read in class.

  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

School code:  
**fei9**

Your username:

Password: **ferret65**                      Class: **2H**







Once children have completed the Read Write Inc. Storybooks, they continue to have daily guided reading sessions that focus on comprehension-based reading activities, with a daily, 15-minute spelling session.

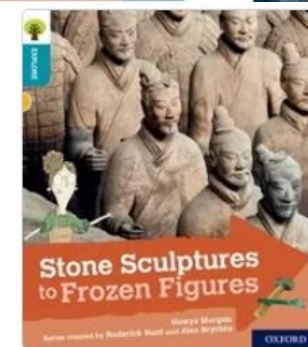
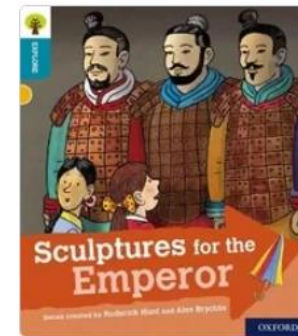
In Guided Reading sessions, there is a greater focus on the range of skills relating to the KS1 reading domains, whilst building reading stamina and further developing fluency and expression.





At this point in their reading journey, the book that your child brings home is matched to their reading development needs.

Oxford Reading Buddy can be accessed alongside our reading scheme and children can select from a wider range of titles from any book band up to the stage that they are on.





In Guided Reading sessions, we work on developing the following skills;

- **Decoding** individual words and sounds – continuing to use phonic skills, sounding out loud and then in their head to build pace and **fluency**.

As a rule, when discussing fluency with the children, we encourage them to read at a similar pace to the speed that they would normally talk.

- **Style of reading** – using **intonation** and **expression** to reflect how characters are feeling and to appropriately read punctuation.



**Comprehension** – answering questions using evidence from the book, based on the following reading domain areas:

- Drawing on knowledge of vocabulary to understand texts.
- Identifying /explaining aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Identifying and explain the sequence of events in texts.
- Making inferences from the text.
- Predicting what might happen on the basis of what has been read so far.

# What can you do?

Stories provide a wealth of language we don't use in everyday talk.

The more stories and poems children know **well**, the more easily they will be able to understand what they read.

Children are wired to thrive on **repetition**.

Share	Enjoy	Listen	Remember
Share a bedtime story	Let your child see family members enjoy reading for pleasure	Listen to your child read regularly <ul style="list-style-type: none"><li>•Little and often</li><li>•Quiet and comfy</li><li>•Pick your time</li><li>•Chat about the book</li><li>•Check they understand</li></ul>	Remember to write in the yellow reading record. ENJOY Reading together

Your child's reading book will have a range of comprehension questions at the back. These are there to help you discuss what has been read. You can start off by doing this together, then progress to encouraging them to read and interpret the questions independently.





Any Questions?