

Pink Books and Beyond!

Reading

The children:

- * When reading pink books children read the set 2 sounds they were taught in speed sound lessons during green and purple books
- * When reading orange books they are taught to recognise the Set 3 sounds during the speed sound lesson.
- * When reading yellow, blue and grey books the children are taught to read and spell the Set 3 sounds.

Writing

The children:

- * The children are taught to write more complex sentences and use different punctuation.
- * Hold a sentence activity- "I think it might be the light!" she said.
- * Build a sentence
- * Writing composition

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so that they:

- * answer every question
- * practise every activity with their partner
- * take turns in talking to each other

Speed Sound Lesson

- * My turn/ your turn
- * Say the sound
- * Hear the sound
- * Read the sound
- * Write the sound – common rules for alternatives
- * Frog talk
- * Alien words
- * Frog fingers
- * Frog spelling – yellow, blue and grey

Speed Sound Lesson

flebe



scribe



Complex Speed Sounds

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | tl | | 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 | | j | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

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

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

Hunt The Tortoise

Speed sounds

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

| | | | | | | | | | | | | |
|---------|--------------|---------|---------------|---------|---------------|---------|--------------|---------|---------|----------|---|-----------|
| f ff | l ll | m mm | n nn kn | r rr | s ss se | v ve | z zz s | sh | th | ng nk | | |
| b bb | c k ck | d dd | g gg | h | j | p pp | qu | t tt | w wh | x | y | ch tch |

Vowels Say the sounds in and out of order.

emphasise both 'oi' and 'oy'

| | | | | | | | | |
|-----|-------------|-----|----------------------|------|-------|--------------|--------------|------|
| at | hen head | in | on | up | day | see happy | high | blow |
| zoo | look | car | for door snore | fair | whirl | shout | boy spoil | |

Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

Green words

Green words

Read in Fred Talk (pure sounds).

slow far lunch

boy Floyd Roy Toya Troy point join

Read in syllables.

tor`toise → tortoise sand`pit → sandpit Sun`day → Sunday

Read the root word first and then with the ending.

point → pointed look → looked

Red words

Red words

he be said no so go to all call the

Vocabulary Check

Vocabulary check

Discuss the meaning (as used in the story) after the children have read each word.

hunt

definition:

search

greenhouse

a warm glass house where plants are grown

tortoise

a slow moving creature with a large protective shell

Punctuation to note in this story:

Troy Grandad Mum Capital letters for names

Floyd Roy Toya

He The On We Let's Capital letters that start sentences

. Full stop at the end of each sentence

Reading the story

- * Read the story
- * Re-read the story and discuss the ‘questions to talk about’
- * Re-read the story with fluency and expression (a story teller voice)

Speed words

Speed words

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

| | | | | |
|-------|------|-------|--------|----------|
| boy | he | Floyd | looked | hunt |
| Roy | to | Toya | so | Troy |
| point | all | join | no | tortoise |
| lucky | slow | go | called | far |

Progression in Year 1

| | |
|---------------------------|---|
| End of Autumn Term | |
| Emerging | Set 2 sounds, green/purple books |
| Expected | Set 2, Set 3 a-e, i-e, o-e, pink/orange books |
| Exceeding | Set 3, yellow books and above |
| End of Spring Term | |
| Emerging | Set 2, Set 3 a-e, i-e, o-e, pink/orange books |
| Expected | Set 3, orange/yellow books |
| Exceeding | Set 3, blue/grey books |
| End of Summer Term | |
| Emerging | Set 2, some Set 3, orange/yellow books |
| Expected | Set 3, blue books |
| Exceeding | Set 3, grey books |

How can I help my child learn to read?

- * Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story - talk about the stories with them.
- * Explain the meaning of new words. "a litter of puppies". Most importantly though, show the fun that can be gained by listening to stories.
- * What you read to your child today, he will be able to read for himself very soon.

Books that come home

- * Pink RWI books that come home are new to the children.
- * Orange, Yellow, Blue and Grey books the children bring home the book they have studied in class that week as well as a new book to them. This is to practice fluency as well as decoding.
- * Book banded book that can be changed daily. The book banded colours do not match the RWI colours.

So how can you help your child?

- * By knowing the 44 pure sounds and the alternative spellings of them

| Complex Sound Spells | | | | | | | | | | | |
|----------------------|----|----|----|----|----|----|----|----|----|----|----|
| Consonant blends | | | | | | | | | | | |
| f | ff | m | mm | n | nn | ng | ng | ph | ph | sh | sh |
| ph | ff | mb | mb | nn | nn | ng | ng | ph | ph | sh | sh |
| Vowel blends | | | | | | | | | | | |
| ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai |
| ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai |
| Diphthongs | | | | | | | | | | | |
| ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai |
| ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai | ai |
| Complex words | | | | | | | | | | | |
| ch | ch | ch | ch | ch | ch | ch | ch | ch | ch | ch | ch |
| ch | ch | ch | ch | ch | ch | ch | ch | ch | ch | ch | ch |

- * By knowing  and using Frog Talk for d e l i g h t reading

- * By knowing how to do Frog Fingers for spelling





And...


- * By playing speed sound writing games at home
- * <http://www.ruthmiskin.com/en/resources/handwriting-phrases-for-letter-formation/>



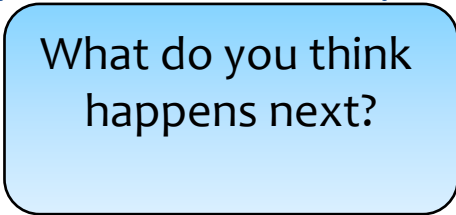
And...

* By reading to your child lots of lovely stories and asking lots of questions!

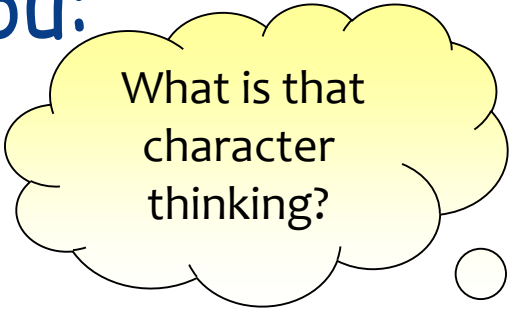
Use these prompts to help you:



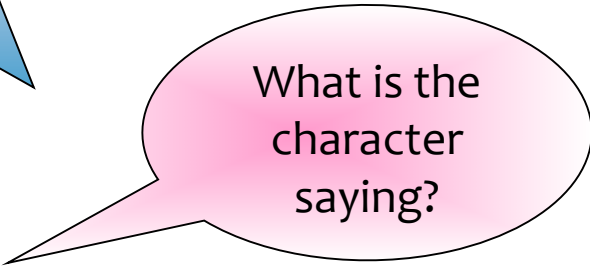
What is happening?



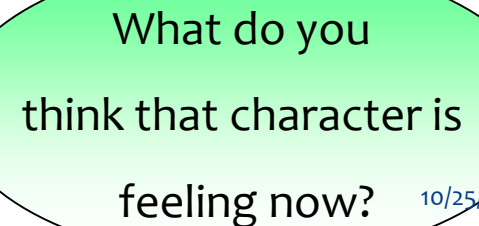
What do you think happens next?



What is that character thinking?



What is the character saying?



What do you think that character is feeling now?



And...

- * By talking to your child as much as possible and 'feeding' them new and different words:

"Let's **eat** our lunch now."

"Let's **munch** our lunch now."

"Let's **scoff** our lunch now."

"Let's **devour** our lunch now!"

You're looking ...not just...but...
I'm not just... I'm....!



And...

- * By enriching conversations through description:

"Look at that rain. It looks like little diamonds sparkling on the window pane!"

- * By having fun with words and language.

"I'm as hot as a spud in a cooking pot!"

- * By praising your child for using new words or interesting images

Reading at Home

- * Practice making the sounds yourself first using the PowerPoint on the website.
- * **Always praise your child!**
- * There are instructions in each story book for you to follow
- * If your child hesitates ask them to use 'Frog Talk' to read the word.
- * Encourage reading with a story teller voice

Website Links

To download the Power Point for correct sound pronunciation visit

<https://global.oup.com/education/content/primary/series/rwi/parents/?region=uk#>

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

<http://www.ruthmiskin.com/en/resources/teaching-the-alternative-vowel-graphemes-speed-sounds-set-3/>

- * Handwriting phrases
- * <http://www.ruthmiskin.com/en/resources/handwriting-phrases-for-letter-formation/>

For more advice on supporting your child's reading at home visit

<http://www.oxfordowl.co.uk/>

Working Together

If there is anything you wish to discuss about your child's reading, your first port of call should always be your child's class teacher. They will always be able to refer you to our Read Write Inc. manager, Mrs Wade, if necessary.