

## Glossary

- Fred talk - Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him. To help children read, Fred (the teacher) says the sounds and then children say the word.
  - EXAMPLE: Fred says c-a-t, children say cat,  
Fred says l-igh-t, children say light.
- Special Friends - Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.
- Fred in your head - Once children can sound out a word, we teach them to say the sounds silently in their heads. We show them how to do this by:
  1. Whispering the sounds and then saying the whole word;
  2. Mouthing the sounds silently and then saying the whole word;
  3. Saying the whole word straight away.
- Red words - Red words are "tricky words" with a low frequency grapheme.
  - EXAMPLE: said - the sound 'e' is written with the grapheme ai
  - EXAMPLE: son—the sound 'u' is written with the grapheme 'o'
- Phoneme - a phoneme is the smallest unit of sound in a word
- Grapheme - a grapheme is the way we write a phoneme
  - EXAMPLE: the phoneme /k/ can be written 5 ways - c k ck qu ch
- Speedy green words - speedy green words are common words with common graphemes that appear frequently in storybooks. These are always taught by sound-blending first and children practise the words at speed so that they can read the story without sounding out each word. When children read these words speedily, children's efforts can then go into understanding the story.
- Story green words - Story green words are low frequency words with sounds children have been taught. They include names and words that are particular to the story and allows children to practise decoding unfamiliar words and learning new vocabulary.

# A guide to reading at home



## Ash Grove Primary Academy



## Reading with your child at home

Your child will bring 2 books home from school.

### 1. Bookbag book

Your child will bring home a **bookbag book** linked to the story they are reading in their Read Write Inc phonics lesson. The book is fully decodable, which means **your child will be able to read it**. You will have the book for a week to read and re-read in order to develop fluency when reading.

### 2. Beautiful book

Your child will also bring home a **library book** that is changed weekly too. This is a book your child has chosen that **they are not expected to be able to read** but rather **someone else should read it to them**. The purpose of this book is to build a love of books and reading.



## How to read a bookbag book with your child

- ⇒ **Step 1** - Let your child read the title of the book.
- ⇒ **Step 2** - Read the story green words on the front cover page. Encourage your child to use the reading routine: spot the special friends, fred talk and read the word. It is okay for your child to use "Fred in head" but listen for accuracy and refer back to the reading routine if they make a mistake
- ⇒ **Step 3** -Read the red words. Children will know that you "can't Fred a red". These words need to be read on sight.
- ⇒ **Step 4** - Let your child read the story to you. Listen to how they use the reading routine and decode the text. Refrain from asking questions as they read or talking about the pictures as the focus is purely on decoding.
- ⇒ **Step 5** - Ask the questions on the back page, encouraging children to find the answers in the text.

## Writing in the reading record

A brief comment in your child's reading record will help us to see how your child is reading at home. Please see the table below for some examples of useful and informative com-



Comprehension skills	Word skills	Attitude and interest
<ul style="list-style-type: none"> <li>• Understood the story well.</li> <li>• Good discussion about events in the story.</li> <li>• Retold the story in detail.</li> <li>• Could talk about the story confidently.</li> <li>• Answered questions about the content.</li> <li>• Needed lots of help to understand the main events.</li> </ul>	<ul style="list-style-type: none"> <li>• Read all the words correctly</li> <li>• Spotted special friends confidently</li> <li>• Fred talked confidently</li> <li>• Found some words difficult - eg:...</li> <li>• Needs to practice again to reinforce the words.</li> <li>• Read accurately and confidently.</li> <li>• Read red words on sight</li> </ul>	<ul style="list-style-type: none"> <li>• Read eagerly</li> <li>• Enjoyed the story because .....</li> <li>• Fantastic expression.</li> <li>• Would benefit from reading again to improve fluency.</li> <li>• Has learnt all about..... and could explain in own words.</li> </ul>