

## 7. Reading together

In addition to your child reading the Ditty and Storybooks please read a variety of other books with your child.

Always make reading with your child ENJOYABLE and FUN. Choose a quiet place (with TV off!!!) and time that suits you both when neither of you are tired.

For further information you can visit this useful website

[www.ruthmiskin.com/en/parents-copy-2/](http://www.ruthmiskin.com/en/parents-copy-2/)

There is also lots of useful information on our school website:

[www.globeschool.org.uk/Learning/Phonics-and-Reading/](http://www.globeschool.org.uk/Learning/Phonics-and-Reading/)



Again, if you would like further information on how we teach reading at Galampton, please do not hesitate to make an appointment with your child's teacher or our reading lead teacher, Mr Hicks

# Galampton C of E Primary School



## Help your child to read with phonics



Easy to follow advice when reading Ditties and Storybooks at home.





## Storybooks/Ditties

These books help your child  
TO LEARN TO READ.



In these books the children use their knowledge of phonics and words to read. These books are for the children to practice their reading skills at home: skills that they would have learnt in their daily reading lessons. This booklet provides detailed easy-to-follow advice on using Ditties and Storybooks at home so that you can support your child at every stage of their reading development.

### Class story books, library books and Must Read books

These are books that your child has chosen from the classroom and school library. These are books for you to READ TO YOUR CHILD. Some of these books may be at, above, or below your child's reading ability. However, the purpose of these books are for you to both enjoy the story and talk about the events and characters or whatever conversation the book stimulates. Reading and sharing books for pleasure is an essential part of becoming a great reader.



## 6. Re-reading the story

Ask your child to re-read the story. This can be on the same day, or the next day. If it is the next day, remember to practice the speed sounds, story green words, speedy green words and red words again. Re-reading the Ditty/Storybook helps your child to understand it better and to develop reading with fluency and expression. If your child is reading the text comfortably then you may feel that it is not necessary to point to each word.

Once the text has been read, ask your child the questions shown at the back of the Ditty/Storybook.

It is really beneficial when a discussion follows linking the theme of the book to your child's own personal experiences.





## 5. Reading the story

As your child would have already been introduced to the story in class, don't be tempted to read the story to your child. Instead, point to each word, sound-by-sound (if necessary) and move your finger to the next word.

If your child gets stuck on a word encourage them to sound out the word and blend the sounds together.

If your child is not able to do this, then sound out the word yourself and ask your child to put the sounds together to make the word.

If this does not work, then say the word and move on to the next word.



Dear Parent,

Ditties and Storybooks are what your child reads everyday in their reading lessons. Like class and library books these are also fun to read, but have a specific purpose in focusing on the letter sounds taught that week which are put together into words that are then repetitively written in the stories.

Once introduced and read in class, your child will regularly take home a variety of these Ditty/Storybooks (sometimes two a week).

We suggest 15-20 minutes, four times a week to be dedicated towards the activities in this booklet when at home.

*(Remember to read other 'fun' storybooks during other times of the week as well).*

If you are not sure how to carry out these activities then ask your child's teacher for guidance or better still, ask your child...they would love to teach you how to read!



## 1. Practice reading the Speed Sounds

The speed sounds for each Ditty and Storybook are a quick review of the sounds that make up the words in the stories.

Before your child reads each Ditty/Storybook quickly read the speed sounds by pointing under each sound. When reading the 'vowels' your child needs to say the 'bold' sounds and then the whole word.

It is important to read all sounds in and out of order and at speed.

Speed sounds										
Consonants <i>Say the pure sounds (do not add 'uh').</i>										
f ff	l ll	m mm	n <b>nn</b> kn	r rr	s <b>ss</b> <b>se</b>	v ve	z zz s	sh	th	ng nk
b bb	c ck ck	d dd	g gg	h	j	p pp	qu	t tt	w wh	x y ch tch
Vowels <i>Say the sounds in and out of order.</i> <span style="float: right;"><i>emphasise both 'a' and 'y'</i></span>										
a at	he head	i in	o on	u 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 anapheme. Focus anaphemes are circled.*

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

## 4. Practise reading Speedy Green words

At the back of each Ditty/Storybook is a set of **Speedy Green** words which are the common words your child reads in the story.

Before your child has read the story, spend a few minutes practising the reading of these individual words. Point at the words across the rows and down the columns and then in and out of order. If your child hesitates or struggles with a word, encourage them to sound out the word in the same way that they did the **Story Green** words and then blend the sounds together.

### Speedy Green Words

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

from	well	such	rest
best	his	him	this
cat	can	red	black
but	up	bed	long

### 3. Practice reading **Red** words

Unfortunately, some of the most frequently used words in English have uncommon spellings and do not sound like they look, for example, *said*, *you* and *the*. In our reading lessons we call these words 'Red words'.

They are words which can't be read by sound-blending. They have to be learnt by sight.

Point at the words across the rows and down the columns and then in and out of order.

Encourage your child to read these words with speed and fluency.

Within the pages of the earlier Storybooks these words are printed in red which signals to your child that he or she has to 'stop and think' about how to say them.

Sometimes, if your child is struggling, you may just have to say the word.

#### Red Words

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

all	my	like*	I've
the	are	said	go
you	your	are	be
to	me	of	he

### 2. Practise reading **Story Green** words

Story green words are the words in the story that your child will be able to sound-blend.

Point under each word and ask your child to:

1) Look for '*Special Friends*'

2) '*Fred talk*'

for example: "*s-l-ow*" [then] "*slow*"

Your child has now 'Fred Talked' and blended the word.

'*Special Friends*' are sounds represented by more than one letter, for example, *th* as in *thin* or *ow* as in *slow*. These have to be pronounced together to make one sound.

#### Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

witch tick high creep switch

Ask children to say the syllables and then read the whole word.

to|night night|dress cob|web wick|ed

Ask children to read the root first and then the whole word with the suffix.

tight → tights sigh → sighing flash → flashing

