7. Reading together

In addition to your child reading the Ditty and Storybooks please read a variety of other books 1 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/ There is also lots of useful information on our school website:

www.globeschool.org.uk/Learning/Phonics-and-Reading/



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

Galmpton 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.

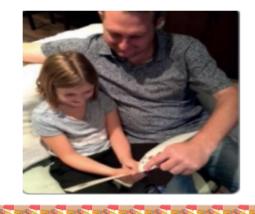
Class story books, library books and Must Read books These are books that your child has chosen from the classroom and school library. These are books for you to READ TO YOUR CHILD. Some of these books may be at, above, or below your child's reading ability. However, the

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.

f 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 **I5-20 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!

I. 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.

ୢ୲ୡୄ୴ୡଢ଼ୄ୴ୡୄ୴ୡୄ୴ୡ୶

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

† ff	П	m	n im (n nn) kn	r rr	s ss se	v ve	z	z zz s	sh	th	ng nk
b b wel	c k ck s say	d dd the soun	9 99 ds in and	h out of a	j	р pp	qu	† ††	w wh	×	y	ch tch
a†		en ead	in		on	up	da	y	see happy	_	igh	blow
200		look	c	ar	for doo snor	r	fair	wł	hirl	shou	ut	b oy spoil

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.

children to practise reading the words ar

Speedy Gre		the rows, down the column clearly and quickly.	s and in and out of order
from	well	such	rest
best	his	him	this
cat	can	red	black
but	ир	bed	long

<u>3. Practice reading Red words</u>

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 soundblending. 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 rea the columns and in and out	ding the words across the rows, t of order clearly and quickly.	down
all	my	like*	I've
the	are	said	go
you	your	are	be
to	me	of	he

8.8.8.8.8.8.8.8.8.8.8.8.8.8 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	sw	itch	
	~ ~		the whole word		wicked	
			te whole word with 1 → sigh		flash → flashin	g