

LITERACY MEETING

Thursday 19th 7pm and Friday 20th 10am

- A complete literacy programme - systematic and structured.

to "Cultural and artistic change in

Simple Speed Sounds Chart

Consonant sounds - stretching

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds - bouncing

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| k | | | | | | | | | | | | |

Vowel sounds - bouncing

| | | | | | | | | |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

Vowel sounds - stretching

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Vowel sounds - stretching

Parent video: [How to say the sounds - YouTube](#)

Phonic families

Speed Sounds - Years 1 and 2

| oy | ee | igh | ow | oo | oo |
|--------|-------|--------|------|-------|-------|
| play | green | high | blow | too | took |
| spray | sleep | light | snow | zoo | look |
| day | seen | bright | know | pool | book |
| say | feet | might | low | spoon | cook |
| always | keep | fight | slow | moon | shook |

| ar | or | air | ir | ou | oy |
|------|-------|-------|-------|-------|-------|
| car | fork | fair | girl | shout | boy |
| park | sport | our | third | mouth | joy |
| part | short | chair | twirl | cloud | toy |
| hard | horse | hair | dirt | found | enjoy |

Parent video: [Sound Blending - YouTube](#)

How do phonics help us read

◦ Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c_a_t." Not cat.

We call this *Fred Talk*.

Read Write Inc. Phonics - Fred Talk - YouTube



Blending - Speedy green words

| | |
|-----|-----|
| at | mad |
| .. | .. |
| sad | dad |
| ... | ... |
| sat | mat |
| ... | ... |

| | |
|------|-----|
| play | may |
| .. | .. |
| say | day |
| ... | ... |



Parent video: [Sound Blending - YouTube](#)

Children
need to
learn to
read and
write
these 'red'
words

Red boot words:
put
the
I
nor
of
Green book
words:
my
for
your
he
said
you
be
are
do
some
we
all

go
like
what
ball
they
to
What
I'll
now
Colour highlight
depending on what RM
book they appear to

Red Words with circled graphemes

I the you your said was
are of want what they to
he me we she's be
not so get old her baby
do does all call tell small
many any one anyone some come
watch who where there here were
brother other mother father love above
two once buy worse walk talk
bought caught through thought whole wear
could would should great saw why
now how down over
my by son water school ball
everyone their people put

(* = red for a while)

Reading schemes



Read, write, Inc



Benchmark books

Initial reading

Unit 1 pop
Spoken Sounds: Read the words and the first letter
a g l p n s d o l
Green Words: Read these words by blending the sounds together
not got sip pop dad did dog
Red Words: Read these words by blending the sounds together
I like
I got pop
dad got a sip
the dog did not



sit

Three reads

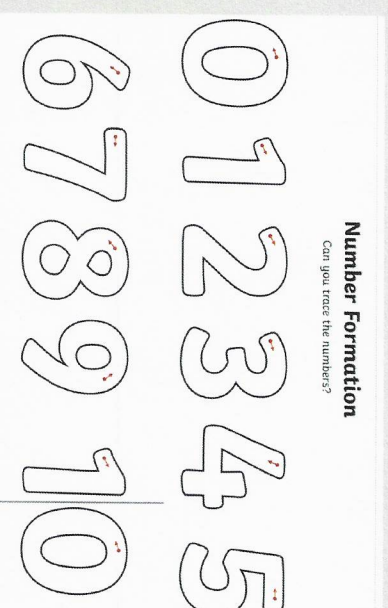
- This is so the children can:
- read every word accurately
 - read more words 'at a glance'
 - read the whole story accurately, fluently and with a storyteller's voice.

Cursive writing

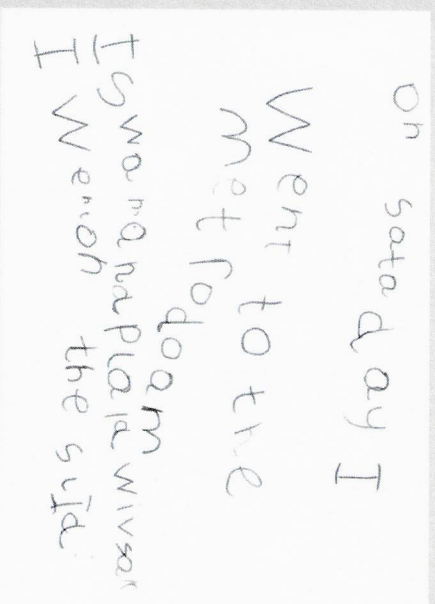
- Handwriting position
- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip



Number formation



Expected



Things to do at home:

- Fine & Gross Motor Skills – practise buttons on clothes, taking on and off coats etc
- Name writing – Please make sure this is in lower case except for the first letter of their name (these have been sent home in your child's book bags)
- Number formation.