








































Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Simple Speed Sounds Chart

Consonant sounds - stretchy

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

Consonant sounds - bouncy

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

Vowel sounds - bouncy

Vowel sounds - stretchy

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

Vowel sounds - stretchy

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

Complex Speed Sounds Chart

Complex Speed Sounds Chart

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe



























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

Red Words with circled graphemes

I the you your said was
are of want what they to
he me we she be
no so go old her baby
do does all call tall 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)

Handwriting phrases for helping your child to form letters

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the faces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Chieveley Primary School

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Dear All,

In our letter last week, we hinted at some changes that we are making in our approach to reading. Getting early reading right is one of our most important jobs as a school, and it is often one of the areas of the curriculum parents feel most confident to support, too! I won't wax lyrical about what we used to do, so instead please see below for a breakdown of how reading will look going forwards.




The reason we've made this change, in response to our whole-staff training recently, is to try to ensure the following for your children:

- Momentum (not keeping them on the same colour for too long)
- Variety (giving them structured opportunities to access different genres)
- Enjoyment (giving children positive reading experiences and more choice to satisfy their tastes)
- Confidence (reading at the correct level, with texts they enjoy)

STEP 1 - READ, WRITE, INC. PHONICS

Read, Write, Inc (RWI) is our chosen systematic phonics scheme. We have reading books to match children's in-class phonics work, and have also invested in 'bookbag books' - phonetically appropriate books from RWI, with consistent colour banding, which are also more 'real' and engaging for children.

The recommendation from our RWI training is that, while your child is on the Read, Write, Inc, scheme, they will bring home the following each week (on a Monday):

		
<p>1 x Read Write Inc phonic book</p>	<p>1 x Read, Write Inc 'Bookbag book'</p>	<p>1 x picture book</p>
<p>Read at least 2x, by the child</p>	<p>Read at least 2x, by the child</p>	<p>Please read this book with/to your child to help inspire a love of reading and storytelling.</p>
<p>Please also refer to the comprehension questions at the back of each book to help develop your child's UNDERSTANDING of what they have read, too!</p>		



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Each half-term, we will do a brief phonics check with your children, which will indicate which colour band they should be on for the RWI books. If your child is ready to move up, even if they haven't finished all 10 books in a set, we will move them up to the appropriate level for their phonics knowledge. This should help boost your child's reading momentum and ensure they are constantly at the correct level for their ability. One final thing to note - the way the RWI books are structured, children should only be on colour bands that they can read EVERY sound of (the old adage of 'can they read 95%' doesn't fit the Read, Write Inc method). While this may sometimes make books feel 'simple', it's ensuring confidence in reading by rehearsing and reinforcing the sounds children learn in class.

STEP 2 - OTHER STRUCTURED BANDS

WHITE	LIME	BROWN
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Once children complete the Read, Write, Inc colour bands, they will move onto WHITE banded books, then LIME, then BROWN. These books will help bridge the gap between RWI and a wider selection in the library, with more new language, and we will again assess your children each half-term to ensure they are on the correct colour.

STEP 3 - JUNIOR READERS

JUNIOR READER BOOKS MAY BE...			
GREY	DARK BLUE	DARK RED	Other short chapter books (such as Anne Fine, Dick King Smith)

Once children are fluent and confident on brown level books, they will become a 'Junior Reader'. This means they will be given free choice of our 'junior library'. This includes books that were formerly colour banded as grey, dark blue and dark red, but also chapter books such as Dick King-Smith books, that they should be able to read independently (which are of a similar level). Our hope is that this gives children more autonomy over what they read, with an increased likelihood of reading books successfully (in other words, not jumping straight from Read, Write Inc to The Hobbit!)

STEP 4 - FREE READERS

Once children have gained a wide experience of our Junior Library, and we are satisfied they have the ability and stamina to tackle longer books, they will move up to become a Free Reader, at which point they will have free reign of our library!

