



## English Teaching at **Stamfordham First School**

At Stamfordham First School we use a wide variety of methods and material to teach English.

Reading is taught through the Read, Write, Inc Scheme, from Reception upwards. We also teach reading through Guided Reading sessions where children study a text in small, ability groups. Shared Reading also takes place in whole classes or in a smaller group. Younger children read individually and reading books are sent home from our school scheme on a regular basis. The children have an opportunity to borrow a Non-fiction book or poetry book once every three weeks, from our refurbished and resourced School Library.

Writing is taught using the Read, Write Inc materials from Reception class upwards. We also teach Writing through Shared/Guided Writing and in our weekly 'Igniting Writing' sessions'.

Speaking and Listening is discretely taught through Read, Write, Inc and Guided Reading and Writing and Igniting Writing.

Handwriting is taught in specific handwriting sessions using the Nelson scheme.

### **Read Write Inc**

The Read Write Inc programme is for primary school children learning to read and write. Read Write Inc enables every child to become a confident and fluent reader and writer at the first attempt. Phonics is the first scheme children are taught.

Using the RWI method:

- ✓ Children in the early years learn to read and write confidently and fluently.
- ✓ Older children with reading / writing difficulties make fast progress.
- ✓ Children with specific learning difficulties learn to read and write.

The Read Write Inc programme is also used with great success to support children of all ages who have been designated as dyslexic.

### **Why does it work?**

- ✓ It uses a systematic and lively programme organised by an in-school manager.
- ✓ The children read and write for an hour each day, grouped according to their reading level.
- ✓ Children do not struggle because the work is too difficult or get bored because the work is too easy.
- ✓ A few children, who need extra support to maintain progress, work with a reading tutor for 15 minutes a day to ensure that they do not fall behind their peers.

## How and what do the children learn?

### Reading

The children:

- ✓ Learn 44 sounds and the corresponding letters / letter groups using simple picture prompts.
- ✓ Learn to read words using sound blending.
- ✓ Read lively stories featuring words they have learned to sound out.
- ✓ Show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions.

### Writing

The Children:

- ✓ Learn to write the letters / letter groups which represent the 44 sounds.
- ✓ Learn to write words by saying the sounds and graphemes.
- ✓ Write simple sentences
- ✓ Compose stories based on picture strips.
- ✓ Compose a range of texts using discussion prompts.

### Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so they:

- ✓ Answer every question.
- ✓ Practise every activity with their partner.
- ✓ Take turns in talking to each other.

In Read Write Inc we use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk', e.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

We do not use letter names at this early stage.

These first sounds are all stretched slightly. Children are taught to avoid saying uh after each one: e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmmmmmountain (keep lips pressed together hard).

s – ssssssnake (keep teeth together and hiss – unvoiced).

n – nnnnnnet (keep tongue behind teeth).

f – ffffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling).

v – vvvvvvulture (keep teeth on bottom lip and force air out gently).

z – zzzzzzzig zzzzzag (keep teeth together and make a buzzing sound).

th – thhhhhank you (stick out tongue and breathe out sharply).

sh – shhhhh (make a shhhh noise as though you are telling somebody to be quiet!)

ng – *thin*nnngg on a *strin*nnngg (curl your tongue at the back of your throat).

nk – I think I stink (make a piggy oink noise without the oi nk nk nk)

These next sounds cannot be stretched. The sound is made as short as possible avoiding uh at the end of the sound.

t – (tick tongue behind the teeth – unvoiced)

p – (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c – as above

h – (say h as you breathe sharply out – unvoiced)

ch – (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

it is harder to avoid saying uh at the end of these sounds.

d – (tap tongue behind the teeth).

g – (make soft sound in throat).

b – (make a short, strong b with lips).

j – (push lips forward).

y – (keep edges of tongue against teeth).

w – keep lips tightly pursed).

qu – (keep lips pursed as you say cw – unvoiced).

The short vowels are taught to be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).

e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat – smile).

o: o-o-o (push out lips, make the mouth into o shape).

u: u-u-u (make a sound in the throat).

The long vowel sounds are all stretchy sounds.

ay: ay may i play.

ee: ee what do 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.

ou: shout it out.

oy: toy for a boy.

The children are then taught *Set 1 Speed Sound* cards in the following order:  
masdt, inpgg, ckub, felhsh, rjvyw, th z chq u x ng nk

## Step 2: Blending

Children learn to read words by blending the letter-sounds.

## Step 3: Reading Ditties

Children use sound-blending (Fred Talk) to read short pieces of text (Ditties).

## Step 4: Storybooks

Once children can read the first set of Speed Sounds and can read the Ditties, they will begin to read the Storybooks. The language in the story book is natural and fluent and each story has a clear shape. Humour is a strong feature – children want to read the books again and again.

## Speed Sounds Sets 2 and 3: The Long Vowels

Once children have started to read the green storybooks Set 2 and then Set 3 Speed Sounds are taught.

Long vowel sound	Set 2 Speed Sound cards. Teach these first.	Set 3 Speed Sound Cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

## **Read, Write, Inc. Spelling and Read Write Inc Literacy and Language**

When children at our school are 'Year 3 ready' in Reading (approximately at the end of Year 2) the children go on to Read, Write, Inc spelling. The children continue to learn the more difficult blends and 'Red words'. Red words are those more difficult words that cannot be sounded out and where the children have to stop (red!) and think about the word. Read, Write, Inc Spelling works alongside Read, Write, Inc Literacy and Language to form the 60 minute a day teaching. Read, Write, Inc Literacy and Language uses a variety of stimulating fiction, non-fiction and poetry texts to extend the children's reading and writing skills and understanding. These include: asking more difficult and probing questions about the characters, settings, plots or facts in the texts, finding evidence to substantiate their opinions or predicting story lines, character behaviour etc.

### **How Can Parents at Stamfordham First School Help Their Children in English**

At Stamfordham First School we ask parents to read as often as possible with their child at home. To help with this, we send our school scheme books home regularly, a minimum of four times a week. These are a combination of a variety of different schemes, although mainly Oxford Reading tree, colour coded in levels. It is vital that the children understand that it is not a race to read through the colour levels as quickly as possible, but that it is instead vital that they read a wide breadth of texts at their individual level.

Children also borrow a Non-fiction book from our School Library, once every three weeks.

In Reception key words are also sent home for the children to practise reading and spelling. Throughout Key Stage 1 and 2 children bring home weekly spelling lists to learn, linked to spelling patterns they are learning at school or texts they are studying.

Read, Write, Inc sound activities are sent home on a regular basis to be completed, particularly for the younger children. In RWI groups 'Super Spellers' and 'Wonderful Writers,' fortnightly Literacy homework is set.

Resources are available for parents to purchase and use with their children at home, if they wish, based on the Read, Write Inc scheme. For further information visit [www.ruthmiskinliteracy.com](http://www.ruthmiskinliteracy.com) or Oxford University Press who publish the resources.

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