

Early Reading Parent Information Evening

Tuesday 7th October 2025



Reading in Year 3

- Library
 - Every other Tuesday – Laurel and Alder
 - Every other Wednesday – Willow
 - Library is open at lunch times for children to visit
 - Library is open every Friday after school until 4pm
- Read books from home as well as books from school
- Class stories
- Read Write Inc phonics sessions
- Reading records checked on a Thursday
- Reading at least 3 times a week

How can I support reading fluency at home?

- Echo reading
- Choral reading
- Paired reading
- Reading to your child
- Adult reads one page, your child reads the other page
- Asking comprehension questions to check understanding



How can I support reading fluency at home?

- My child is stuck on a word when they are reading, what can I do to support their reading further?
 - Encourage them to use their phonics to sound out the individual phonemes (sounds) and then blend the phonemes together
- Children not adding /uh/ sound to the end of phonemes
- Read a range of books
- Writing what your child is reading in their reading record

Phonics intervention groups

- Currently at 8.45am each day – please ensure your child has the correct books.
- One book focused on a 6-day cycle or until the children are secure on sounds.
- Recap of sounds in each session.
- All sessions are communicated back to the teachers.
- Apply sounds across the curriculum.
- Classroom displays.
- Ongoing half-termly and termly assessment.

Hiltingbury Junior School Phonics Intervention Overview – based on Read Write Inc.



Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	
Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	Daily Speed Sounds	
Speed sounds from the storybook	Speedy green words	Collect words with sounds in	Read aloud – teacher – model expression and intonation	Second read – children – remind children about intonation and expression	Third read – children – remind children about intonation and expression	
Story green words	Story red words					
Story red words	First read – children – children have a go with reading the book		Segment and spell	Segment and spell	Reading Book Bag Books	
Story introduction			*Some sessions will include writing sentences in response to Assessment for Learning (AfL).			

Green words

Purpose = to teach new words that will appear in the story.

- Adult to identify trickiest green word beforehand.
- Focus on trickiest green word first.
- Adult to model green word first.
- Identify any 'Special friends' (digraphs) – if there are, explicitly show what the special friends are.
- Fred talk the word.
- Say the word aloud.
- Children to copy.
- Children to read a selection of green words with dots and dashes on first, identifying special friends, what they are, using Fred talk with the word and then saying the word.
- Second time of reading the selection of green words will be without the dots and dashes.
- Go from back to front with the cards.
- Green words from previous books may be included in the selection.

Red words

Purpose = children to learn tricky words by sight.

- Adult models word first.
- Look for 'Tricky Letters' first – identify tricky letters if there are any and explicitly identify what the tricky letters are e.g. *ai* in *said*.
- Say word aloud.
- Children to repeat.
- Can ask children if there are any 'Chatty friends' (split digraphs).
- No need for Fred talk as the children need to learn words by sight.
- Red words is always adult model first and children to copy/repeat (MTYT).

"You can't Fred a red!"

Speed sounds

Purpose = practise the focus graphemes from the story – these are circled at the front of the books.

- Pull the cards from the back of the pile.
- Show the children the speed sounds.
- Adult models the sound aloud first and the children repeat.
- Adult only models the new sound(s) being taught and not revision sounds.
- Could ask the children where the sound comes in the word or what words they know with the sound in.

First, Second and Third reads

- 1st read = children reading in partners using Fred talk for words they are unsure of. Partner uses finger to guide partner when reading and then swap roles. Teach then reads story aloud.
- 2nd read = children reading in partners and only using Fred talk when needed (should be more fluent at this point).
- 3rd read = children reading and collecting words with the sounds in.

Fred talk

Purpose = aid children read unfamiliar words by pronouncing one sound in the word at a time.

Children to segment unfamiliar words first into their individual sounds and then blend the sounds together to pronounce the word.

For example:
Fred would say:

c – a – t

We could say:

cat



Story introduction

Purpose = to read introduction in an engaging manner to entice the children into the story.

Read story introduction from paper copy provided not from the book (it is longer with more detail!).

Can add in actions and freeze frames within the introduction.

How do the RWI phonics reading books work?

- Different colour level books
- Each book focuses on a particular sound
- Read the books in most sessions
- Children take it in turns to read
- All children heard
- Flashcard practise



The terminology we use to support reading and spelling



Phoneme

The smallest unit of sound you hear

Grapheme

The different ways to spell a phoneme

Digraph

Two letters in a word that make one phoneme

Split vowel digraph

Two letters that are not next to each other in a word that make one phoneme

Trigraph

Three letters together in a word that make one phoneme

Quadgraph

Four letters together in a word that make one phoneme

Segmenting activity

Word	Phonemes					
rat						
rate						
blink						
sprint						
shelter						

Segmenting activity

Word	Phonemes					
rat	r	a	r			
rate	r	/a-e/	t			
blink	b	l	i	nk		
sprint	s	p	r	i	n	t
shelter	sh	e	l	t	er	

Example of 80% comprehension

“Bingle for help!” you shout. “This loopity is dying!” You put your fingers on her neck. Nothing. Her flod is not weafing. You take out your joople and bingle 119, the emergency number in Japan. There’s no answer! Then you muchy that you have a new befourn assengle. It’s from your gutring, Evie. She hunwres at Tokyo University. You play the assengle. “...if you get this...” Evie says. “...I can’t vickarn now... the important passit is...” Suddenly, she looks around, dingle. “Oh no, they’re here! Cripett... the frib! Wasple them ON THE FRIB!...” BEEP! the assengle parantles. Then you gratoon something behind you...

Resources to support reading at home



Home > Our Learning > Curriculum > English > Early Reading

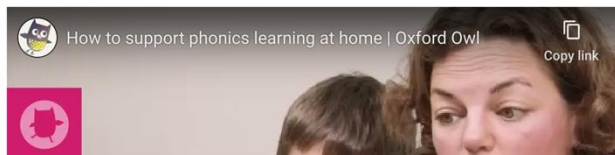
Early Reading

Early Reading Schemes - Read Write Inc and Rapid Reading

To support children's phonic knowledge at Hiltingbury Junior School, the programme that is followed is the Ruth Miskin Read Write Inc scheme. This programme supports children's decoding, fluency, comprehension and spelling skills. The Read Write Inc phonics programme is delivered as an intervention on a daily basis.

Once children have got a secure understanding of all set 1, 2 and 3 sounds from the Read Write Inc programme, children then move onto the Rapid Reading scheme. This will support children in ensuring they continue to apply their phonics knowledge to unfamiliar words.

The following video links offer fantastic ideas about how to support your child at home.



In this section

> Early Reading

Reading

Writing

<https://www.hiltingbury-jun.hants.sch.uk/page/?title=Early+Reading&pid=171>



Questions about your child's reading?

Please do not hesitate to contact me (Miss Downer) via the school office if you have any questions.