

Supporting your child with Reading in EYFS



There are many little ways to enlarge your child's world. Love of books is the best of all.

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Southern Living



Coulsdon C of E Vision for Reading



Inspire a love for reading: Nurture enthusiasm and a passion for books as a gateway to exploration, reflection, imagination and lifelong learning.

Build a reader-friendly culture: Provide inviting spaces and structured time for reading, with access to a wide range of books, digital tools, and motivating challenges.

Strengthen comprehension and critical thinking: Guide students to interpret, question, and evaluate texts, while enhancing their language and understanding skills.

Promote meaningful reading experiences: Encourage engagement with materials that are both enjoyable and relevant, supporting growth in academics and personal life.



Read, Write, Inc.

"Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step."

We first adopted the program 'Read, Write, Inc.' and the impact on reading and phonics has been excellent. It is a program used to support children's reading and writing across the country.



RWI Vocabulary

Segmenting - breaking down the sounds in a word to support writing.

Blending - putting sounds together to make words.

Phoneme- unit of sound.

Grapheme- sounds that make up word.

Green words - **Green words** are words that can be decoded using phonic knowledge.

Red words - **Red words** (also known as tricky words) are words that cannot be decoded using phonic knowledge, children must learn these from sight.

"Special friends" - Two letters making one sound e.g. 'sh', 'ch', 'ay'.

Green and Red Words

Green words are words that can be decoded using phonic knowledge.

Red words (also known as tricky words) are words that cannot be decoded using phonic knowledge, children must learn these from sight.

at

• •

mad

• • •

sad

• • •

dad

• • •

sat

• • •

mat

• • •

I

the

— •

you

• —

your

• —

said

• — •

was

• • •





How Read, Write, Inc. works, step by step...

Children learn the 44 sounds (graphemes) first and how to blend simple CVC words using them.

These are all the sounds we are aiming for the children in EYFS to be confident reading and writing by the end of the year.

Simple Speed Sounds

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

a	e	i	o	u
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Vowel sounds - stretchy

ay	ee	igh	ow
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Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
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A year in EYFS...

Autumn Term	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.
Spring Term	ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.
Summer Term	Consolidation of Set 1 & 2 Sounds – developing reading fluency

Red Words

Autumn Term	Set 1 Red Words – I, the, my, you, said, your, are, be, of, no.
Spring Term	Set 2 Red Words – what, all, was, we, so, to, me, call, her, there, want, go, old, some, he.
Summer Term	Consolidation of Set 1 & 2 Red Words



How Read, Write, Inc. works, step by step...

They will also learn the alternative graphemes for the sounds they have learnt in EYFS. For example; ay, a-e, ai.

When children move to Year 1, they learn the alternative pronunciations for the sounds they have learnt in EYFS.

For example;
 'ow' - cow, brown, now
 'ow' - snow, grow, glow.

Complex Speed Sounds

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		
					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				ge							
	ch				dge							

Vowel sounds										
a	e	i	o	u	ay	ee	igh	ow		
	ea				a-e	y	i-e	o-e		
					ai	ea	ie	oa		
						e	i	o		
							y			

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

Letter formation



m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



A RWI Sound Time Lesson



Say

- Introduce the sound to the children
- The children will practice saying different words which begin with the sound.

Read

- They will then look at a picture which represents the sound and the handwriting phrase which accompanies it e.g. 'Maisie, mountain mountain'. This helps the children to remember how to form the letter.
- They will then look at the grapheme (the letter/s which make the sound)



Write

- They will practice writing the sound and remembering the handwriting phrase to accompany it.

Fred Talk

- Fred Frog can only speak in sounds, he is unable to blend.

Fred will 'Fred Talk' a word and the children will repeat and then blend the sounds to say the word. E.g. m-u-m.





Word Time

Children begin with assisted blending.

- They will practise 'Fred talking' a word with the help of an adult.
- They will then 'sound out' a written word and use magnetic letters to make the word. They will point to each sound and practise reading the word.

Independent blending

When children are confident with assisted blending, they move onto independent blending. They will 'sound out' words written on green cards and blend to read the word.

Fred fingers

Children will segment a word into sounds and press each sound onto a finger before attempting to write. For example 'mad', segmented onto three fingers- 'm-a-d'.

Reading Books/Reading Packs

We will begin to send reading books home, matched to your child's current ability level, when we feel they are ready. Please use the Reading Diary to communicate with us, how they are progressing at home.

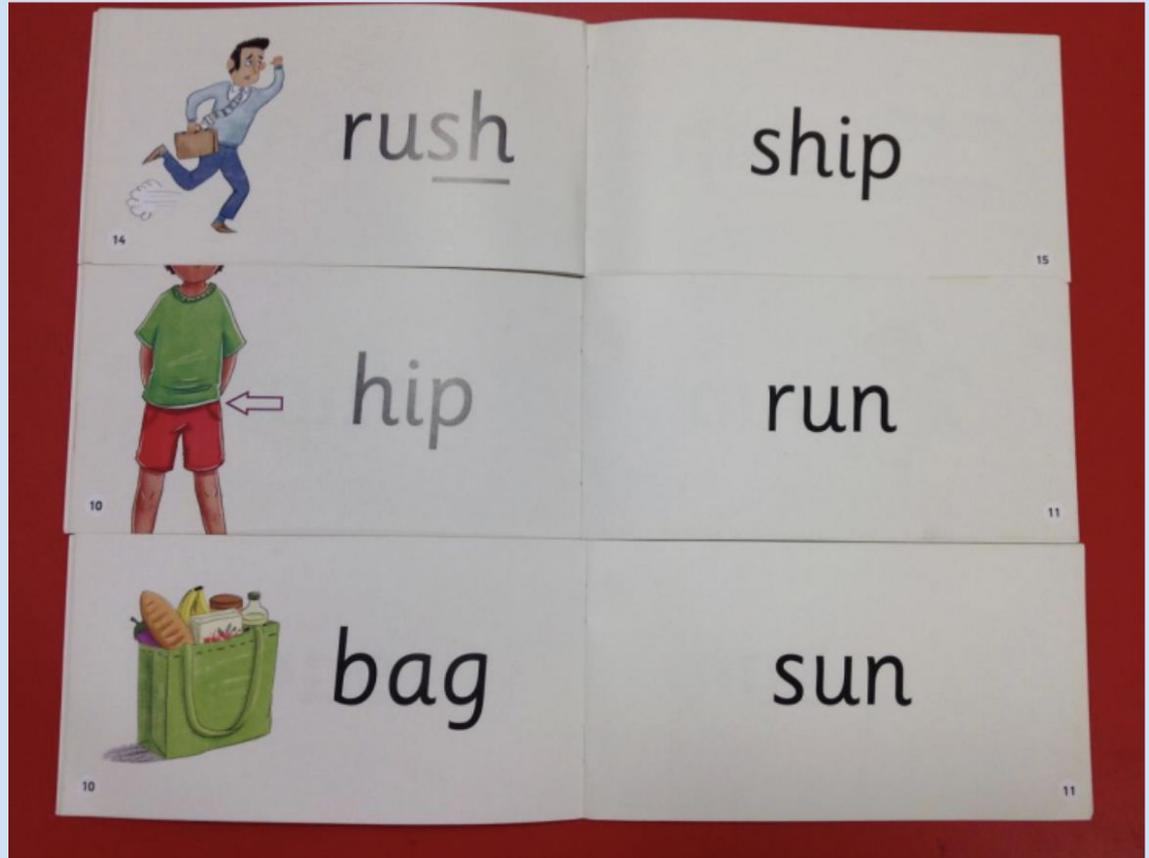
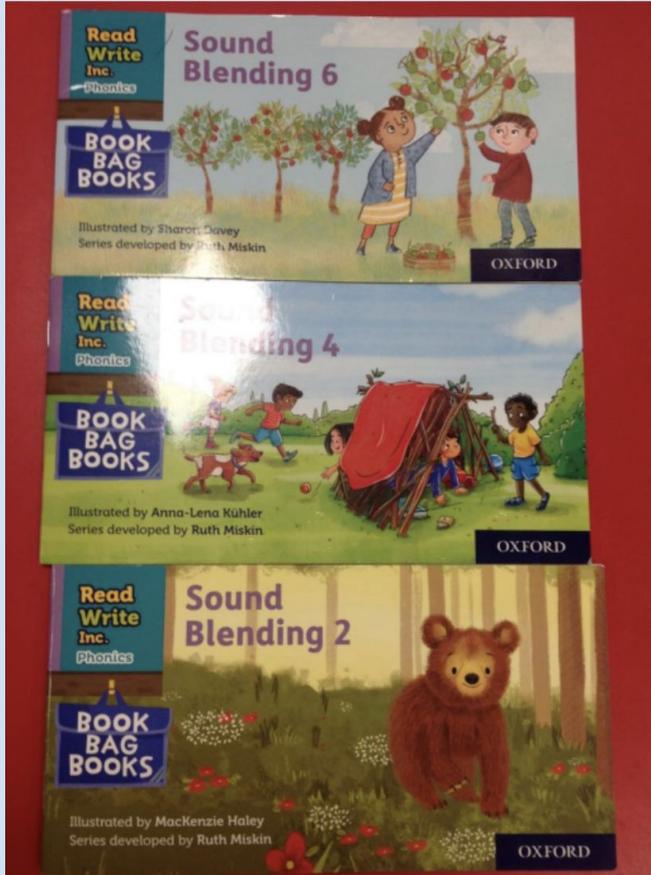


Reading Books

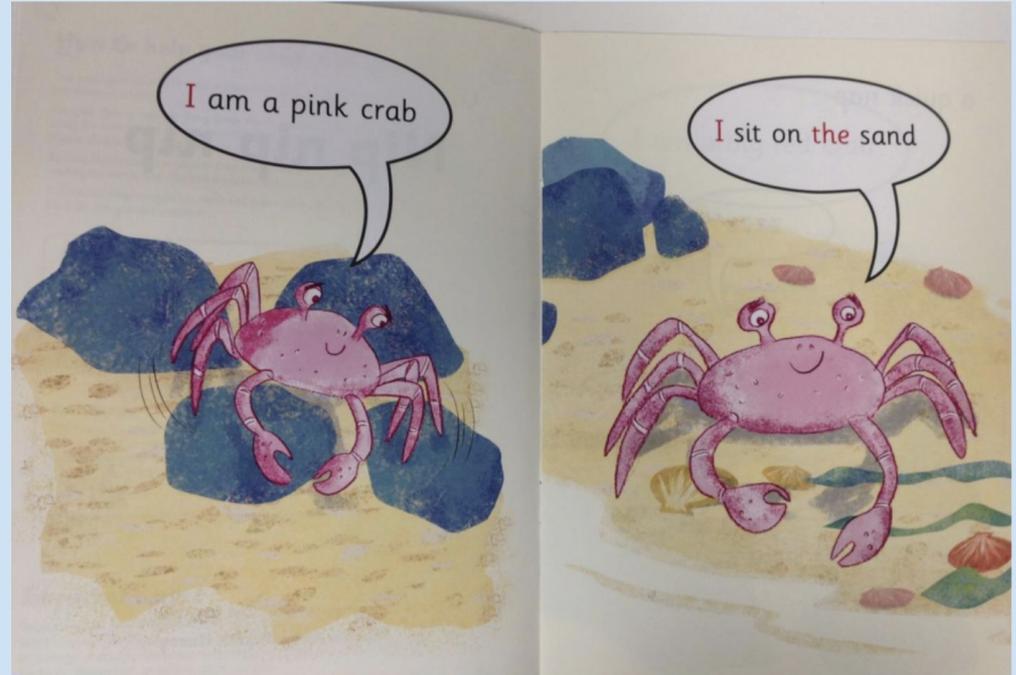


Read Write Inc Programme				
A systematic approach to teaching phonics. Children will begin to identify and recall the sounds of single phonemes before learning to blend sounds to make and read words.				
Reception	Book Band	Colour	Sounds	Share at Home Book
↓ Year 1	BLENDING BOOKS		CVC Blending	✓
	RED DITTIES		Ditty Books	✓
	GREEN		a e i o u	✓
	PURPLE		a e i o u	✓
	PINK		x e n g a k t t l l f f c k p p a a s h a y e e i a h o w o o	✓
	ORANGE		a y e e o w o o / o o o r / o o r / o r e a i r i c o u o y / o i	✓
	YELLOW		a e i o u e / e a o o a y e e i a h o w o o / o o	✓
	BLUE		o r / o o r / o r e a i r i c o u o i / o y a y / a - e / a e e / e a / e y i a h / i - e / i a / i o w / o - e / o	✓
	GREY		o o / u - e / u e o r / o o r / o r e / a w a r e / a i r i r / u r / e r o u / o w a y / a - e / a i / a i g h / a o w / o - e / o a / o o o / u - e / u e / e w i r e / e a r u r e / t u r e t i o n o u s / c i o u s / t i o u s a b l e / i h l e / a b l y / i h l y	✓
	Read Write Inc Programme of Phonics ENDS. Pupils are now confident in blending sounds to read and decode a wide range of words. Children move to the OXFORD READING TREE programme for their Home Reading Books.			
↓ Year 2		Gold	Embedding sounds taught and developing fluency and comprehension.	✓
		White		✓
		Lime		✓

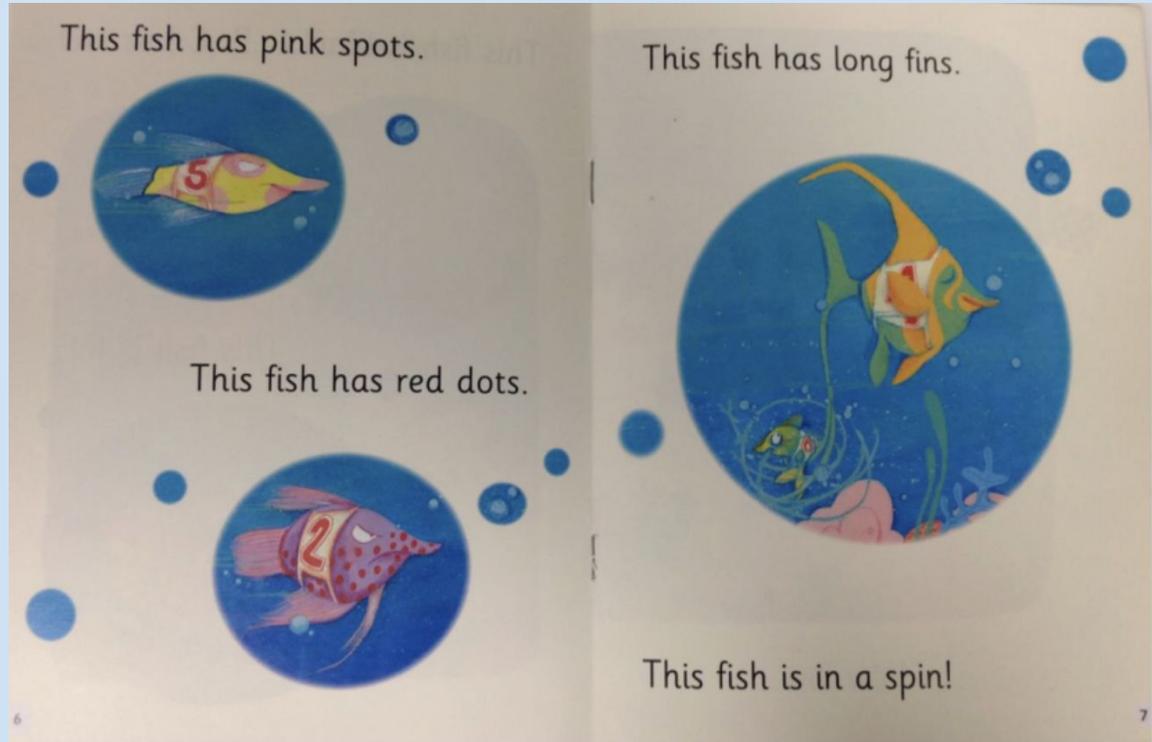
Reading Books 1 - Blending Books



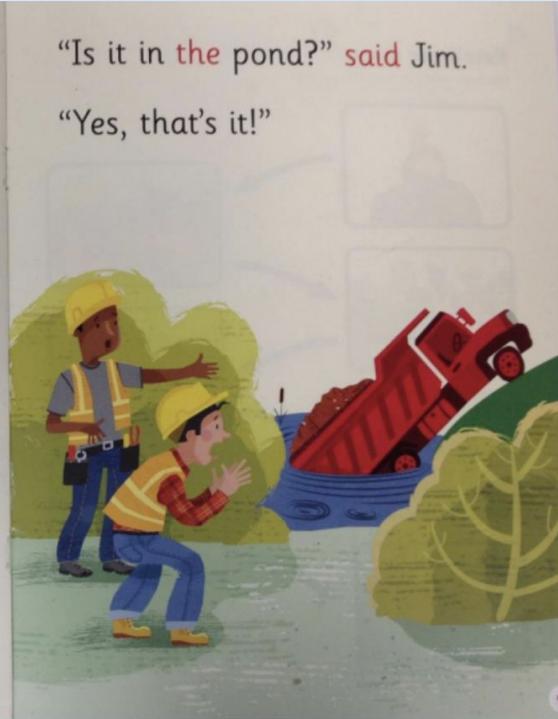
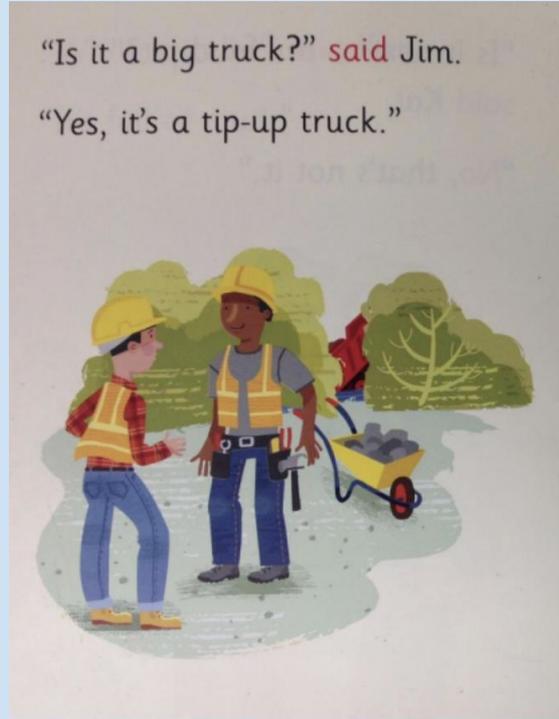
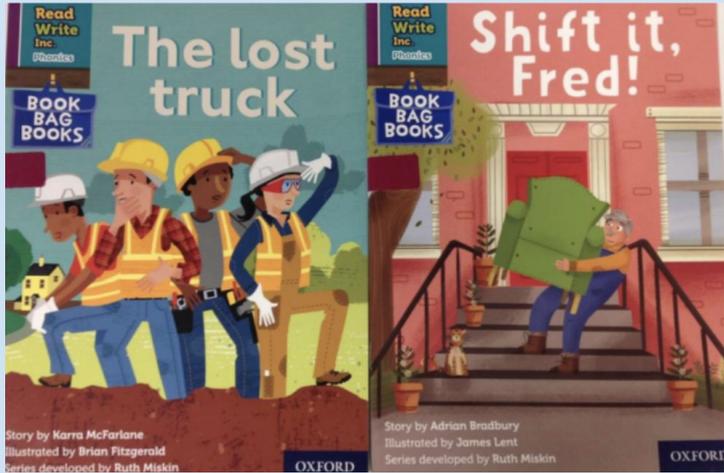
Reading Books 1 - Red Books



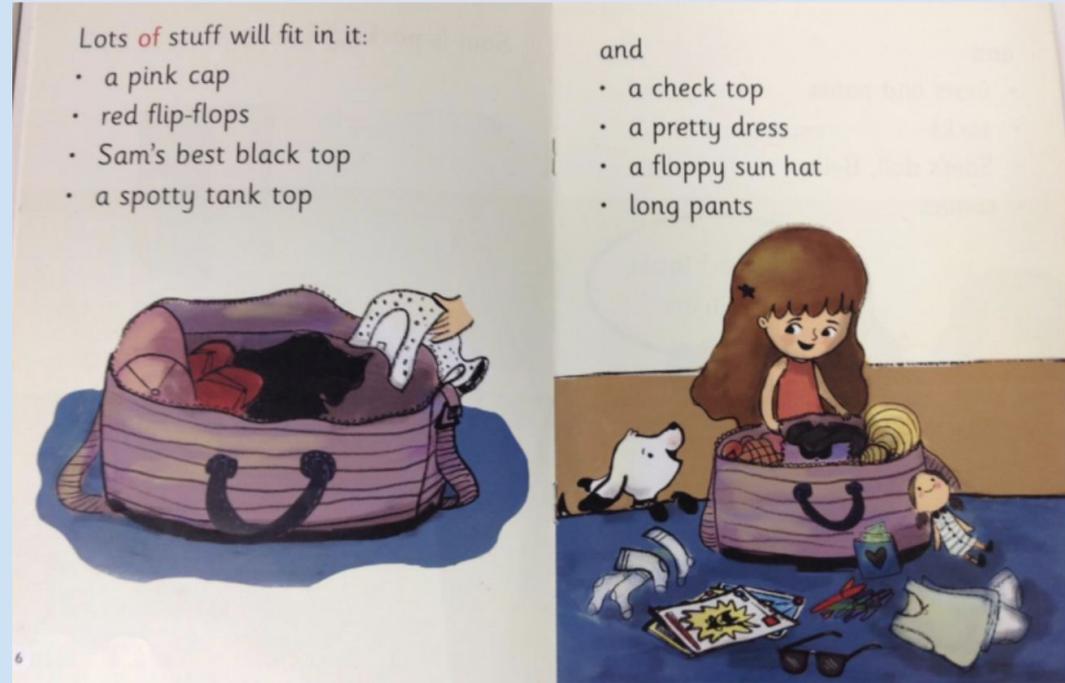
Reading Books 1 - Green Books



Reading Books 1 - Purple Books



Reading Books 1 - Pink Books



Supporting your child at home



- Read daily, if you are able, 2-3 pages makes a great difference to a child's progress.
- Discuss the book with your child - develop their comprehension and understanding of a text too. Ask them how the character is feeling, where the story is set, predict what might happen next.
- Read to your child - develop a love of reading by enjoying story time together, introduce new vocabulary and explain its meaning to them.

Further Information



For further information on RWI, please visit the website;

<https://www.ruthmiskin.com/en/programmes/phonics/>

Further information will be available on Coulsdon C of E Primary School website.

Please talk to your child's class teacher should you have any questions.