



Read Write Inc Phonics Parents' Meeting 20.10.15

Please turn off your mobile phone

Why *Read Write Inc.* Phonics?



A rapid ***learn to read*** programme so children ***read to learn*** for the rest of their lives.

Tried and tested over many years

Systematic and structured

Early success in reading

Training and ongoing staff development

Who is it for?



Early years and KS1 (Four-year-olds plus)

Older children who need to 'catch-up' (stage not age). Therefore certain children in KS2.

Children new to English

SEN children

How does it work?



Children:

Learn 44 sounds and matching letters

Learn to blend sounds to read words

Read lots of specially written books

This is decoding

How does it work?



Children:

Talk a lot about what they have read to show they understand

Listen to and discuss other ideas to deepen understanding

This is comprehending



Children learn a simple code first



Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

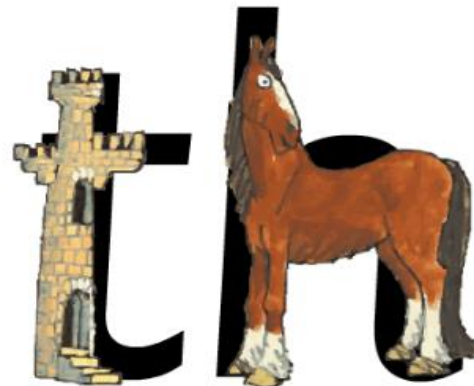
oo	oo	ar	or	air	ir	ou	oy
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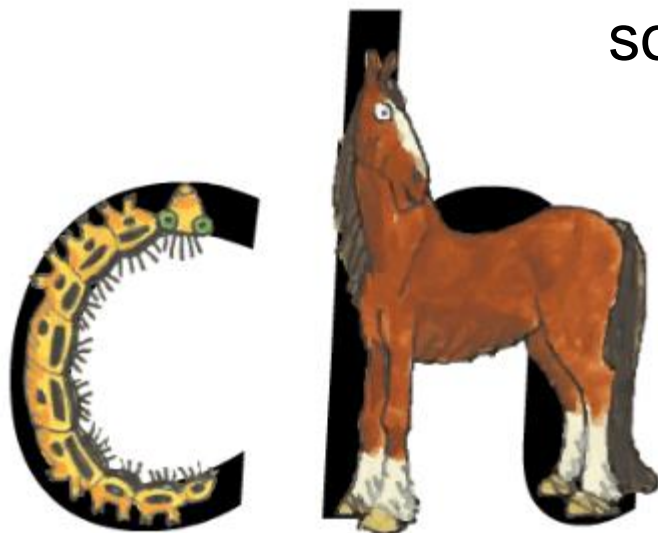
Digraphs = special friends = 2 letters, 1 sound

Trigraphs = special friends = 3 letters, 1 sound

The technical vocabulary for a sound is a **phoneme**. We call the letters used to make a sound a **grapheme**. A digraph is simply a grapheme with 2 letters, a trigraph has 3 letters. We tell the children that when particular letters sit next to each other they are special friends and make one sound. A digraph is 2 letters 1 sound, a trigraph 3 letters 1 sound.



We teach these digraphs with all the initial single letter sounds.



Some digraphs have rhymes to support learning.



a thing on a string



I think I stink

Set 1

Together the initial letter sounds and these first digraphs make Set 1, the first group of sounds we teach the children.



Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

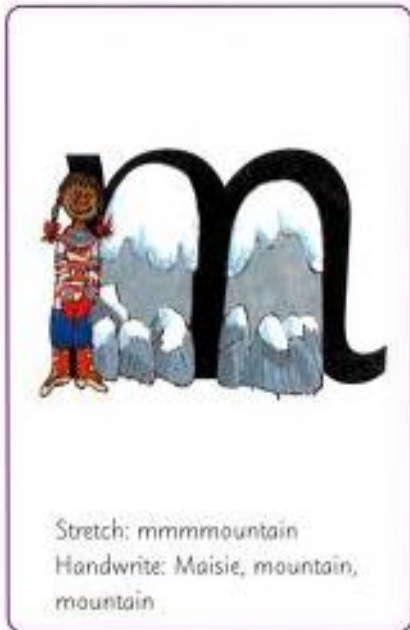
Vowels: bouncy

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

Vowels: stretchy

Vowels: stretchy

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



Stretch: mmmountain
Handwrite: Maisie, mountain,
mountain

m



After
we've
learnt
Set 1
sounds
we
then
learn...

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

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

Vowels: stretchy

Vowels: stretchy

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



Simple Speed Sounds chart

...Set 2
sounds.

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

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

Vowels: stretchy

Vowels: stretchy

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



ay



may I play?

ay

If English had a simple code spelling
and reading would be much easier!



play mayk trayn cafay strayt wayt brayk

green dreem kee hee happee

light kight fligh pigh tigh

blow smowk flowt gow mowst

moon broot bloo groo

a-e



make a cake

ai



snail in the rain

After we know our letter names we can learn Set 3 sounds. Most of Set 3 sounds are common alternative way to spell sounds we already know. In Set 3 we teach 2 other ways to spell ay.

The complex English alphabetic code



Consonants: stretch

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					
					ce					

Consonants: bounce

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											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

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

split vowel digraphs



make a cake



nice smile



phone home



huge brute

Fred talk



cat



c - a - t

Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say *c_a_t*, he can't say **cat**)

We call this *Fred Talk*

If children understand Fred they can *blend* orally.

Blending is needed for reading.



1.2

pan

Fred...



Fred helps children learn to spell too!

Children convert words into sounds

They press the sounds on to their fingers...

We call this *Fred Fingers*



Fred fingers



Fred in the Head Words and Speedy Words



pan

Red word cards

Grotty grapheme



Red words are words which don't follow all the phonics rules we have been teaching them – unfortunately there are a lot in the English language!

the

You can't Fred a red!
It's hard to Fred a red!

Read Write Inc - Biggest changes you will notice.



Stage not age – children are grouped based on their reading level; on-going assessments help identify children who are making speedy progress and children who may need one to one tuition.

Home reading books – for children on the RWInc programme.



RWInc books: Children will read RWI books in guided groups in their phonics groups at School.

Children will take home: a book that they have chosen themselves from a selection of books at their current reading level. However, they may still need your help with some words and also understanding new vocabulary. Reading at home is a great opportunity to talk about books, for you to model reading and enrich your child's vocabulary.

For children on the RWInc programme



- Spellings – will still be sent home for children in KS1 and some children may be sent home ‘red words’ when they are ready.
- Letter sound sheets – will be sent home for children in Reception.
- Attendance is vital due to the speed of the programme.

How can you help your child?



By using pure sounds, no 'ugh' (Youtube – Read Write Inc – pure sounds)

http://www.youtube.com/watch?v=5J2Ddf_0Om8

Knowing the graphemes (letters 'ng' 'igh')

And...

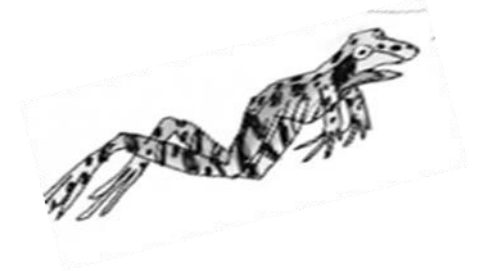


Understanding how 'Fred' helps with reading and spelling and by having fun with Fred Talk at home!

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"



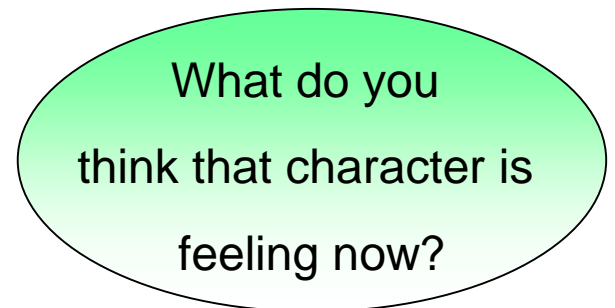
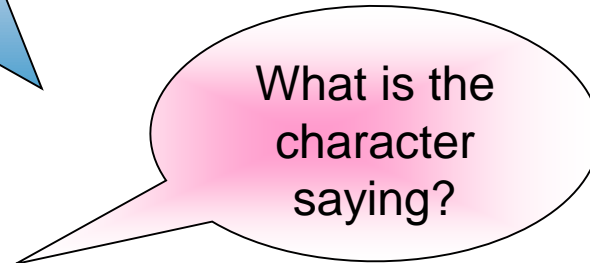
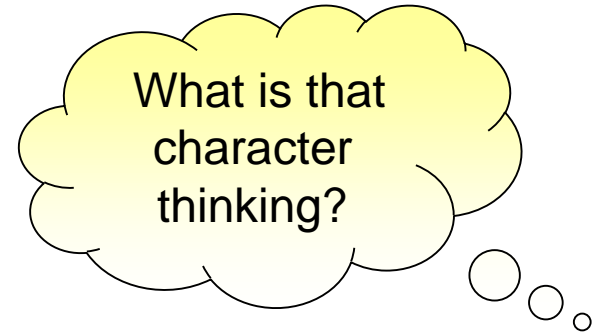
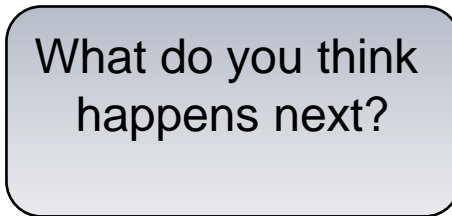
*back, head, tum, leg, hand, foot, knee
coat, hat, scarf, zip, sock, glove
run, walk, skip, hop, fast, slow, stop, shop
red, blue, green, black,
knife, fork, spoon, plate, bowl, pan
bread, cheese, meat, soup, jam, cake*

And...



By **reading** your child lots of lovely stories and asking lots of questions!

Use these prompts to help you:



And...



By **talking** to your child as much as possible and ‘feeding’ them new and different words:

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

By **enriching conversations** through description:

“Look at that rain. It looks like little diamonds sparkling on the window pane!”

RWInc website



Parents section for phonics:

<http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>

Top tips for parents:

<http://www.ruthmiskin.com/en/resources/playlist-ruth-miskins-top-tips-parents/>

Sound pronunciation guide:

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Thank you...



Happy reading!

<http://www.highworth.bucks.sch.uk>