

Read Write Inc.

Phonics

Purpose of this workshop:

- To know how your child is being taught phonics at school
- To find out new ideas about how you can help your child with phonics and reading at home
- To ask any questions you may have

Read Write Inc.

- ▶ Read Write Inc. (RWI) is a phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

Definitions

- **Phoneme** – the sound that the letter makes
- **Grapheme** – the letter that represents the sound
- **Special friend** – two letters that make one sound e.g. 'sh'
- **Special friend** – three letters that make one sound e.g. 'igh'

Definitions

- **Fred talk -**

Fred Talk



- **Blending** – say the sounds to read the words
- **Segmenting** – hear the word and you split it into the sounds that make it

The tricky bit

- ▶ How many letters are in the alphabet?
- ▶ How many sounds (phonemes)?
- ▶ How many ways to write the sounds (graphemes)?

26

English	Spanish
44 speech sounds	24 speech sounds
26 letters	26 letters
150+ graphemes	29 graphemes

Read Write Inc.

The children:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fictions books matched to their phonic knowledge



5 Key Principles

- ▶ 1. **PACE** – no time is wasted during teaching sessions! Children are active and involved.
- ▶ 2. **PURPOSE** – each lesson has a clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
- ▶ 3. **PARTICIPATION** – all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
- ▶ 4. **PASSION** – as a staff we are passionate about teaching phonics and the benefits of the Read Write Inc. programme. This enthusiasm rubs off onto the children.
- ▶ 5. **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than for what they do wrong. The children are encouraged to praise each other.

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop
















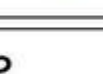













dad got a sip

the dog did not



Set 1 Sounds

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

Set 2 and Set 3 Sounds

Speed Sounds Set 2

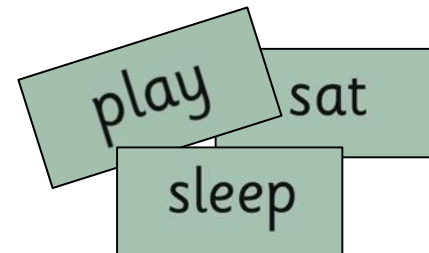
ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy to enjoy	
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

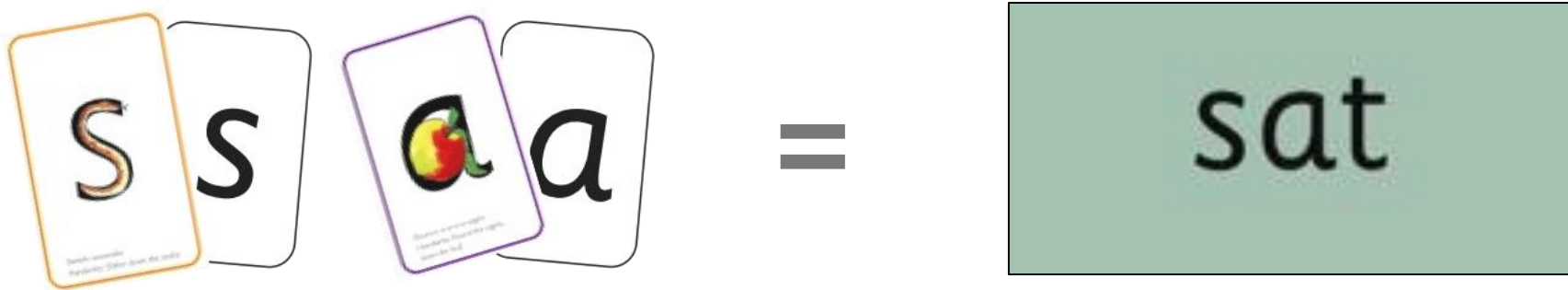
Phonics Lesson - Single Sounds

- ▶ 1. Introduce new sound
- ▶ 2. Review previous sounds
- ▶ 3. Read the focus sound in words
- ▶ 4. Read selected review sounds in words
- ▶ 5. Read sounds speedily (sound out in head)
- ▶ 6. Read alien words



Blending

- ▶ Knowing each grapheme phoneme correspondence (GPC) gives children the tools to tackle unfamiliar words. They can then say the sound for each letter and blend them together to hear the collective sounds in the word. For example:



It's extremely important to say the sounds correctly!

Blending – Fred Talk

- ▶ Special Friend
- ▶ Fred Talk
- ▶ Read the word

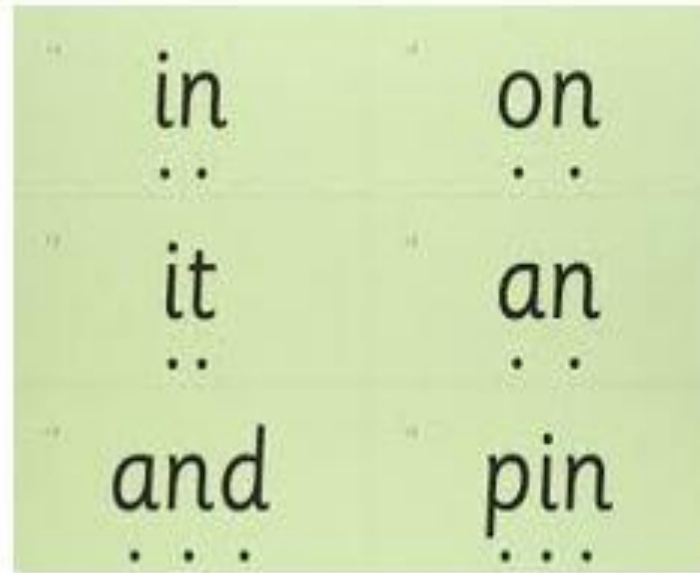
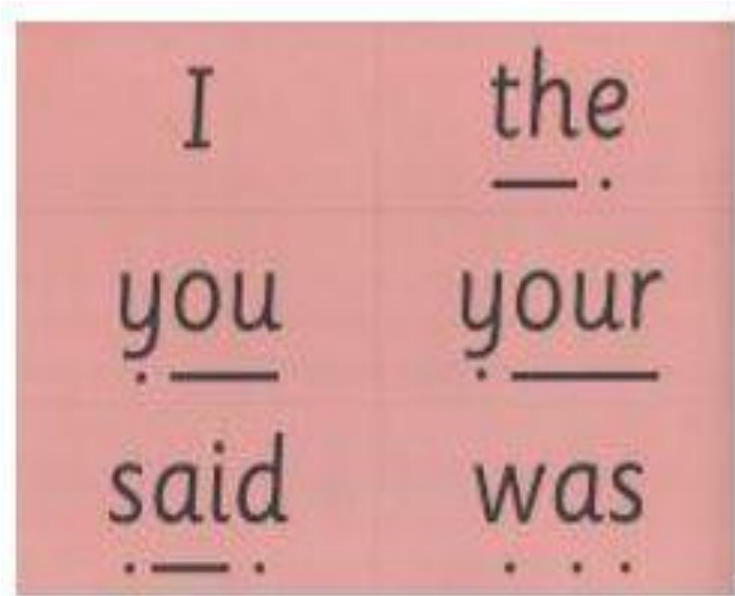
Fred Talk



much

sink

Red/Green Words

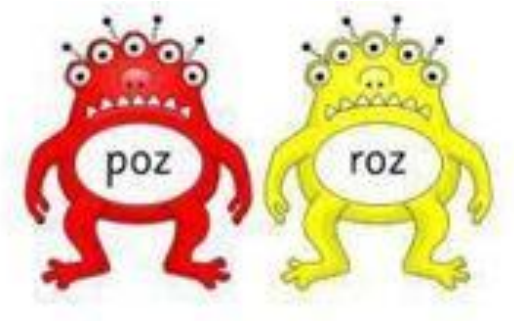


Red words are words that are not easily decodable and challenge words to extend children's vocabulary.





Green words are linked to the sounds they have been learning and are easily decodable.

Alien Words

- ▶ As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills by reading 'Alien words'.



Phonics Screening Check

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Phonics Lesson - Story Books



Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

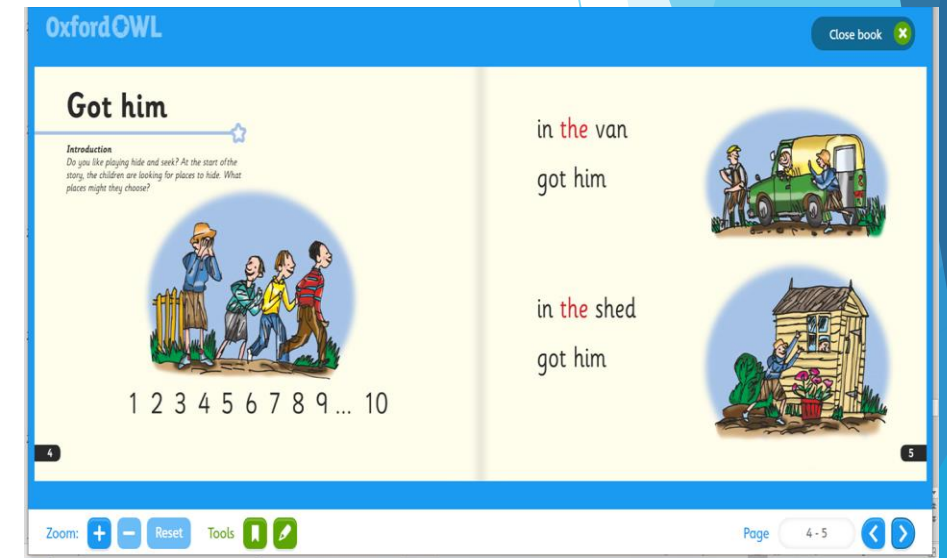
I got pop
dad got a sip
the dog did not



Story Book Sessions

Green, Purple, Pink, Orange Storybooks

Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think About the Story
Story Green Words	Red Word Cards	Third Read – Children
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Questions to Talk About
Red Word Cards	Second Read – Children	Proofread
Partner Practice – Speed Sounds and Story Green Words	Hold a Sentence – 2	Write About
Story Introduction	Build a Sentence – Orally	
First Read – Children		
Read Aloud – Teacher	Handwriting	
Hold a Sentence – 1		
Handwriting		



Book Bag Books

- Uniquely matched to the *Read Write Inc.* Phonics Storybooks.
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.



Three reads

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3 – <i>new book</i>	Day 1	Day 2

Monday	Tuesday	Wednesday	Thursday	Friday
Day 3 – <i>new book</i>	Day 1	Day 2	Day 3 – <i>new book</i>	Day 1

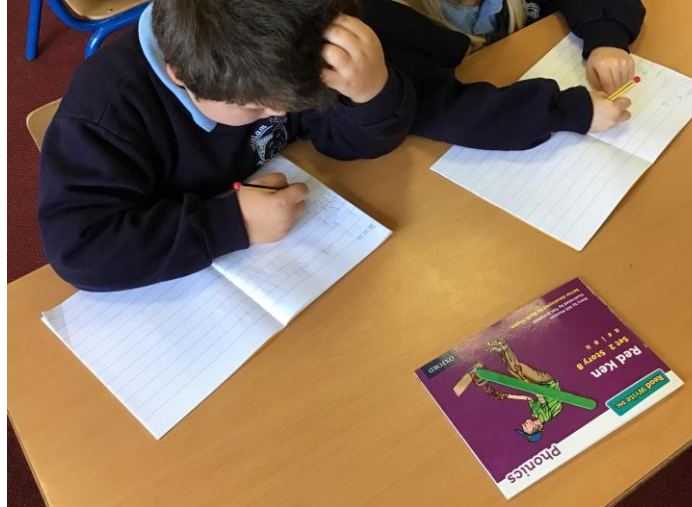
Monday	Tuesday	Wednesday	Thursday	Friday
Day 2	Day 3 – <i>new book</i>	Day 1	Day 2	Day 3 – <i>new book</i>

Accuracy Fluency Comprehension



Phonics Lesson - Segmenting

- ▶ 1. Write focus sound words
- ▶ 2. Write review sounds in words



Fred Fingers

Fred Fingers are used for spelling. Your child is taught to sound out the word they are spelling and put up the correct number of **fingers** for the sounds they can hear in that word. For example: m-a-t = 3 sounds = 3 **fingers**, m-ee-t = 3 sounds = 3 **fingers**. When your child starts to write words, they will be taught to use their 'Fred Fingers':

- ▶ Say the word.
- ▶ Hold up correct number of Fred Fingers.
- ▶ Palm facing you.
- ▶ Say the word again.
- ▶ Pinch the sounds. (Gently pinch each finger as you say the sound)
- ▶ Write the sounds.
- ▶ Add sound buttons/dashes.



Segmenting

● ray ●

● rain ●

- ▶ The spellings of these words are phonetically plausible. We encourage that you allow your child to spell words phonetically.
- ▶ As they move through the phonic programme, they will learn spelling patterns and rules to help them spell words correctly. At this point, you would then show the child the correct spelling.

Assessment

- The children are assessed by the RWI lead teacher. Small group phonics lessons are taught daily by trained staff. At the end of each half term the children are assessed to check on their progress and regrouped.



Read Write Now
Primary

Assessment 1

Assessment 1

Students practise using Assessment 1, follow the guidelines on the left of the Reading Level Handbook.



Set 1 Sounds Groups R or B

r	n	c	k	u	b	f	p
g	o	e	l	h	r	j	v
y	w	z	m	a	s		
d	t	x					



Set 1 Sounds Group C
(underlining dig, short, long and dot)



Ditty Group (Photocopy Markers 1-18)

in	am	red	bin	yes
----	----	-----	-----	-----



Red Group

ch	ng	nk	qu	sh	th
chip	shop	jump	that		
fas	gip	guk	rah		

Reception

[illegible]

Year 1

[illegible]

Year 2

[illegible]

Free Video Tutorials (ruthmiskin.com)



Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics. If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child progress together at home. If you have a question for us, please get in touch via our Facebook and Twitter pages.





Online resources available

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>



Thank You

A copy of the slides will be available on the school's website.