

**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? 26
- ▶ How many sounds (phonemes)?
- ▶ How many ways to write the sounds (graphemes)?

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

































# EYFS - Set 1

# Set 2 - Long Vowels

Read Write Inc.  
Phonics

Desktop Speed Sounds Chart


















## 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 





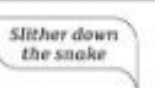







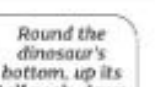





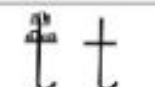

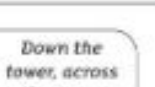



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ay  May I play?	ee  What can you see?	igh  Fly high.	ow  Blow the snow.
oo  Poo at the zoo.	oo  Look at a book.	ar  Start the car.	or  Shut the door.
air  That's not fair.	ir  Whirl and twirl.	ou  Shout it out.	oy  Toy from a boy.

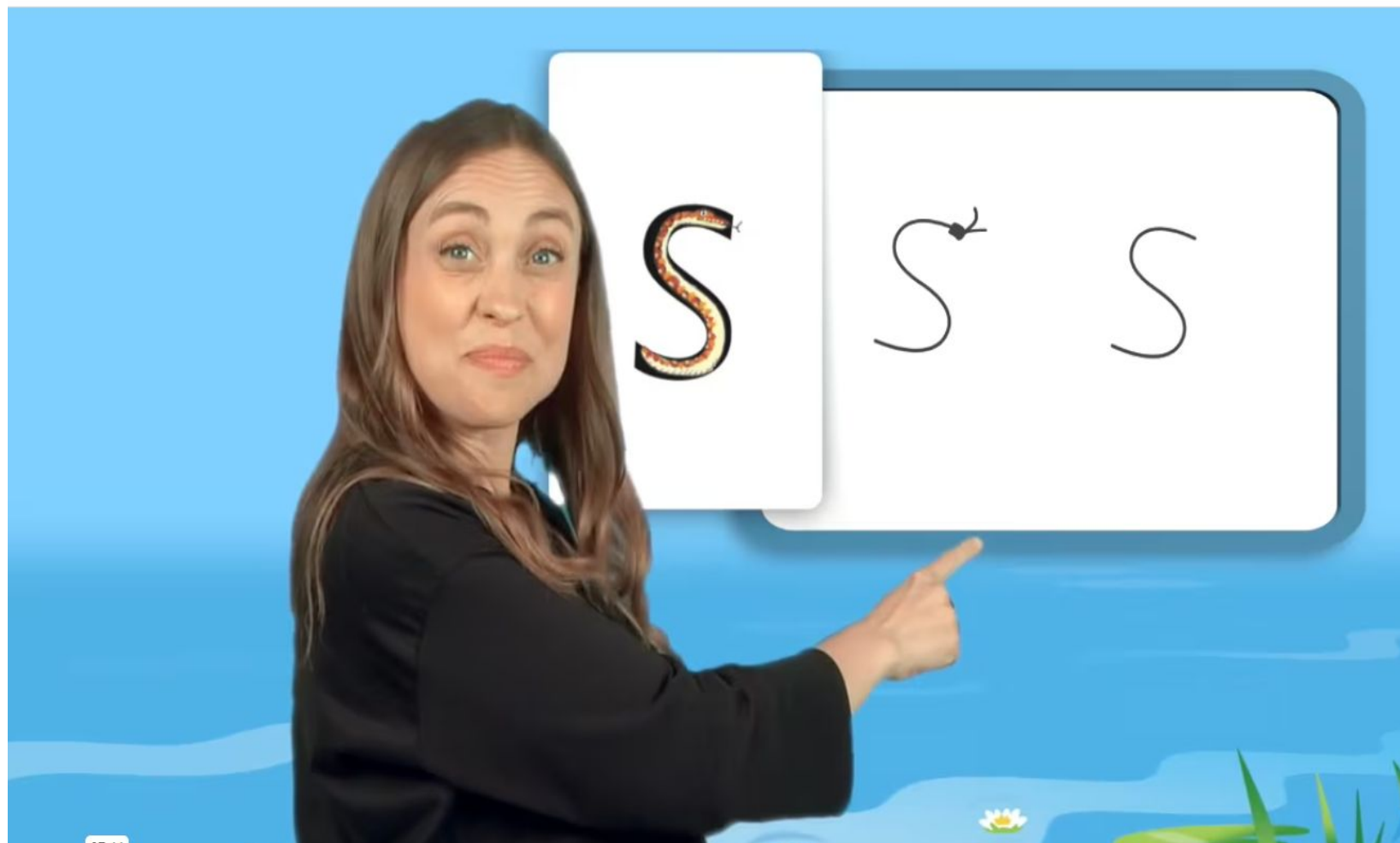
# Year 1 - Set 3

<p>ea</p>  <p>cup of tea</p>	<p>oi</p>  <p>spoil the boy</p>			
<p>a-e</p>  <p>make a cake</p>	<p>i-e</p>  <p>nice smile</p>	<p>o-e</p>  <p>phone home</p>	<p>u-e</p>  <p>huge brute</p>	<p>aw</p>  <p>yawn at dawn</p>
<p>are</p>  <p>care and share</p>	<p>ur</p>  <p>nurse with a purse</p>	<p>er</p>  <p>a better letter</p>	<p>ow</p>  <p>brown cow</p>	<p>ai</p>  <p>snail in the rain</p>
<p>oa</p>  <p>goat in a boat</p>	<p>ew</p>  <p>chew the stew</p>	<p>ire</p>  <p>fire, fire!</p>	<p>ear</p>  <p>hear with your ear</p>	<p>ure</p>  <p>sure it's pure</p>

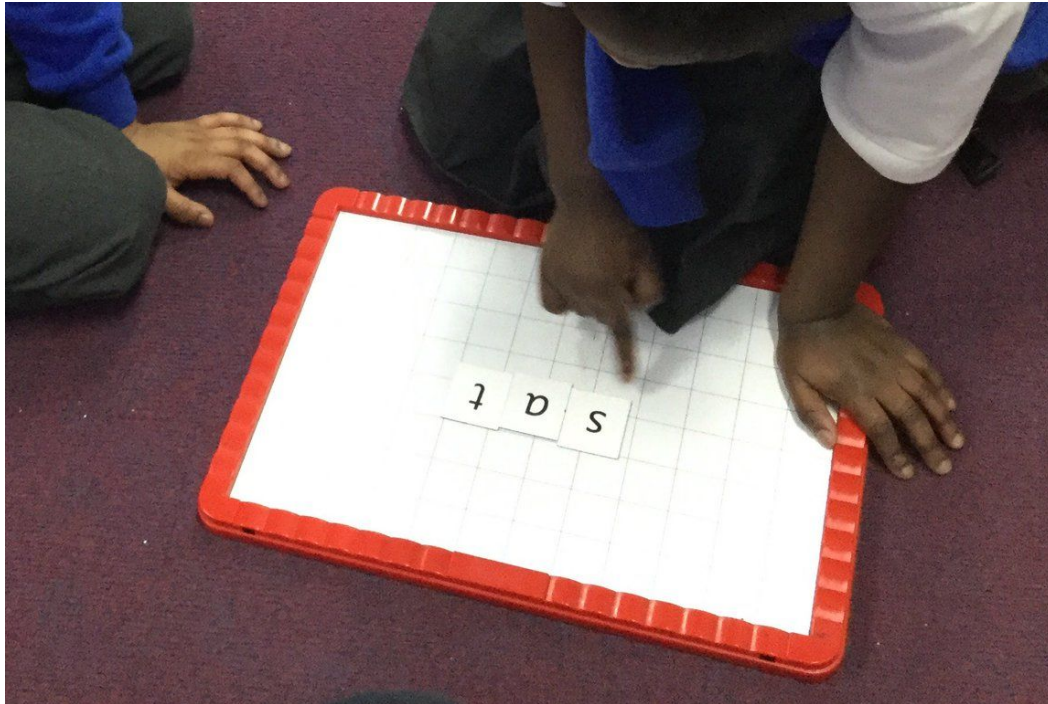
# Single sounds

<b>m (stretchy)</b>	See blueprint lesson on p.34.							
<b>a (bouncy)</b>	See blueprint lesson on p.35.							
s (stretchy – see p.34)	 Keep your teeth together and hiss.	 Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack.			 Select 3 sounds you have taught children so far.	 s-a-d sad s-a-t sat s-i-t sit
d (bouncy – see p.35)	 Tap your tongue gently behind your teeth.	 Use Picture Sound Cards: d-d-d-dog, d-d-d-dinosaur, d-d-d-doll, d-d-d-duck	 Draw the dinosaur on the board, then write d next to it.	 Spot the new sound in the pack.			 Select 3 sounds you have taught children so far.	 d-a-d dad d-i-d did d-o-l doll d-i-g dig
t (bouncy – see p.35)	 Tuck your tongue behind your teeth.	 Use Picture Sound Cards: t-t-t-teeth, t-t-t-train, t-t-t-tree, t-t-t-tower	 Draw the tower on the board, then write t next to it.	 Spot the new sound in the pack.			 Select 3 sounds you have taught children so far.	 c-o-t cot g-o-t got t-a-p tap t-o-p top
<b>Now teach Word Time Lesson 1.1 (see pp.37–39).</b>								

+ Set 1 - s



# Learning to blend - Magnetic boards

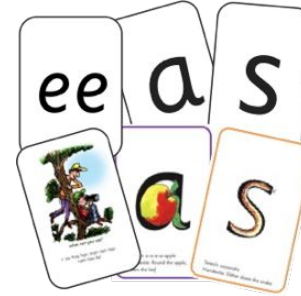


+ Learning to blend at home - lesson 2



# Phonics Lesson - Green words

- ▶ 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 nonsense words





Word Time Fun with Zain 1.2 (1)



# 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

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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

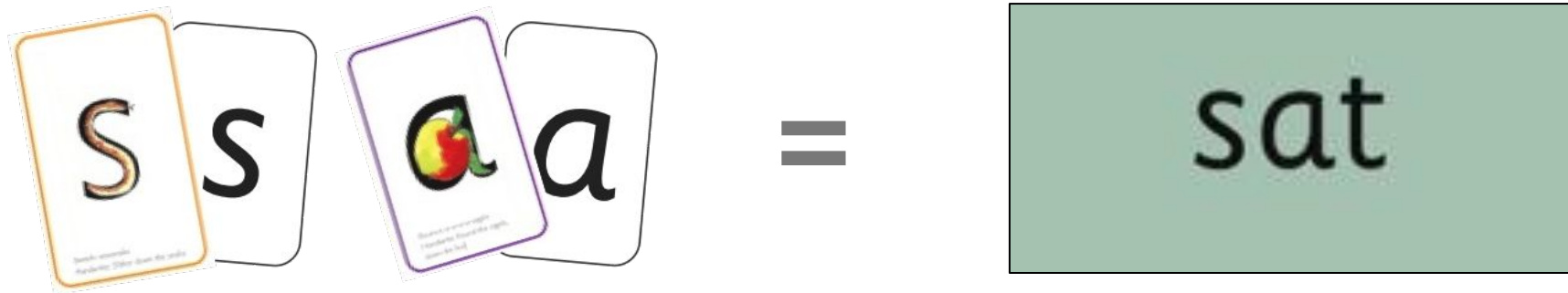
dad got a sip

the dog did not



# Sounds + blending = reading

- ▶ 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

- ▶ Find the special friend
- ▶ Say the special friend
- ▶ Fred talk the word

**Fred Talk**



**much**  
● ●

**sink**  
● ●

# New Green Words

1.2

g <u>a</u> p	p <u>a</u> n	t <u>o</u> p
g <u>o</u> t	d <u>o</u> g	p <u>i</u> n
t <u>i</u> p	p <u>i</u> g	d <u>i</u> g
s <u>i</u> t	i <u>t</u>	i <u>n</u>
o <u>n</u>	a <u>n</u> d	a <u>n</u>

# Review Green Words - Speedy Reading

Red Ditty Books - complete Speedy Green Words

Quit activity 

it

Manual



Auto advance



Order

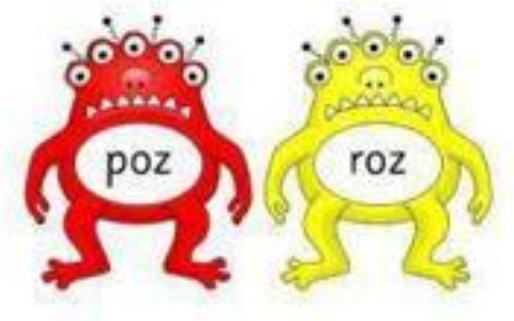


Decode







# Nonsense 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 'nonsense words'.

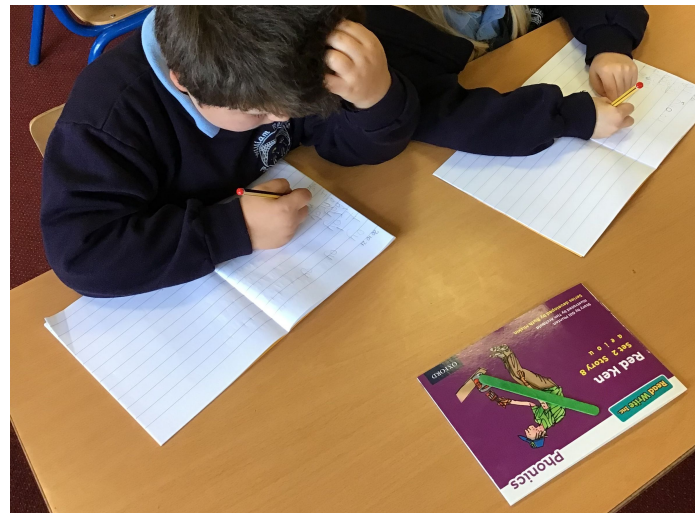


# Phonics Screening Check

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

# Phonics Lesson - Segmenting

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



# Segmenting

- ▶ Once children know the phonemes, they will be able to reverse the process to write words. Children will 'chop up' the word into sounds.
- ▶ We encourage the children to use their Fred Finger and pinch the sound.

mat = m – a – t



# 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.

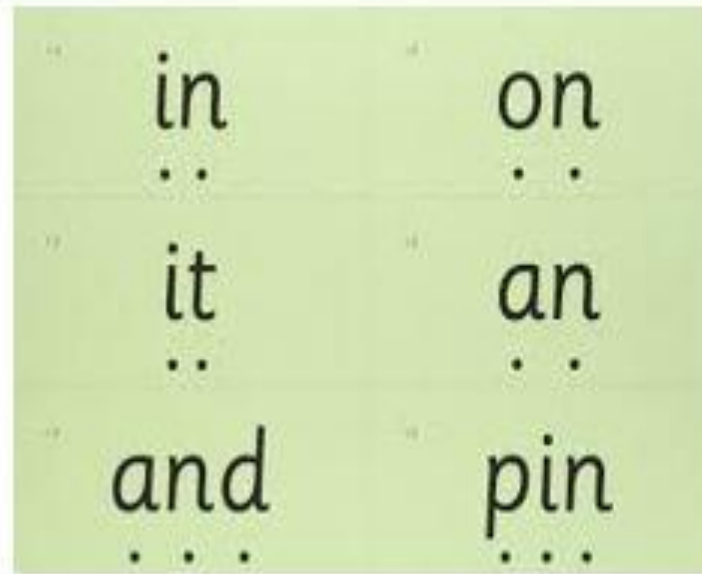
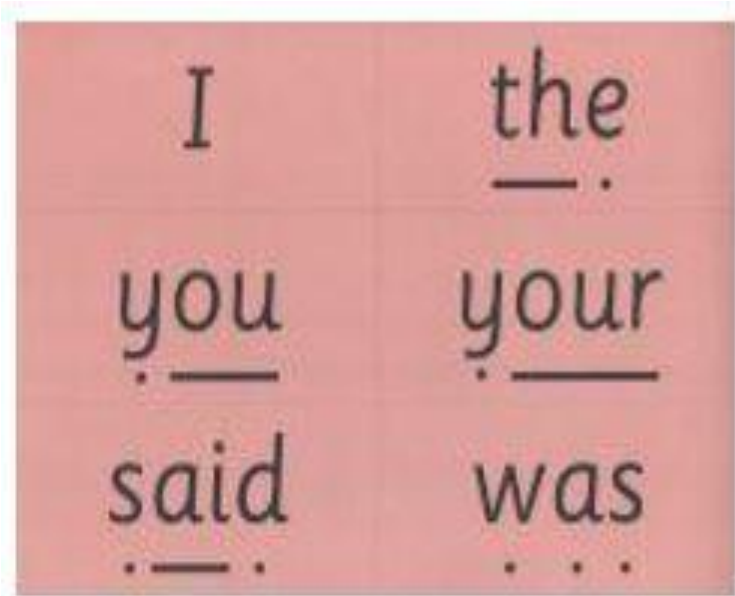


# Segmenting

pigh    bizee    payn

- ▶ 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.

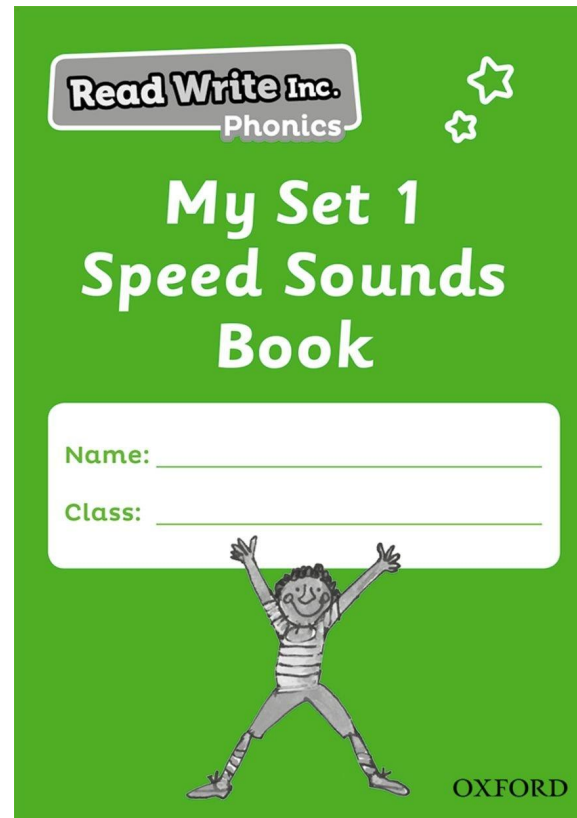
# Red/Green Words



**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.

# Speed Sounds Book



# Blending Book



OxfordOWL

Close book 

## How to use this book

When children know all the Set 1 Speed Sounds well and can sound-blend words with the Green Word cards, they will be ready to read this book.

Ask children to:

- read the sounds and then the word on the right-hand page (e.g. **c-a-t, cat**)
- turn the page to check they have read the word correctly – there is a picture of the word they have read (e.g. a picture of a cat) and the word repeated with any digraphs underlined
- repeat with the other words in the book.

Progress through Sound Blending Books 1–10 before moving on to the Red Ditty Books.

pat

1

# Blending Book

Oxford OWL

Close book 



pat

sit

2

3

# Ditty Sheet

## Ditty 1: pop

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

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not got sip pop dad did dog

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

I the

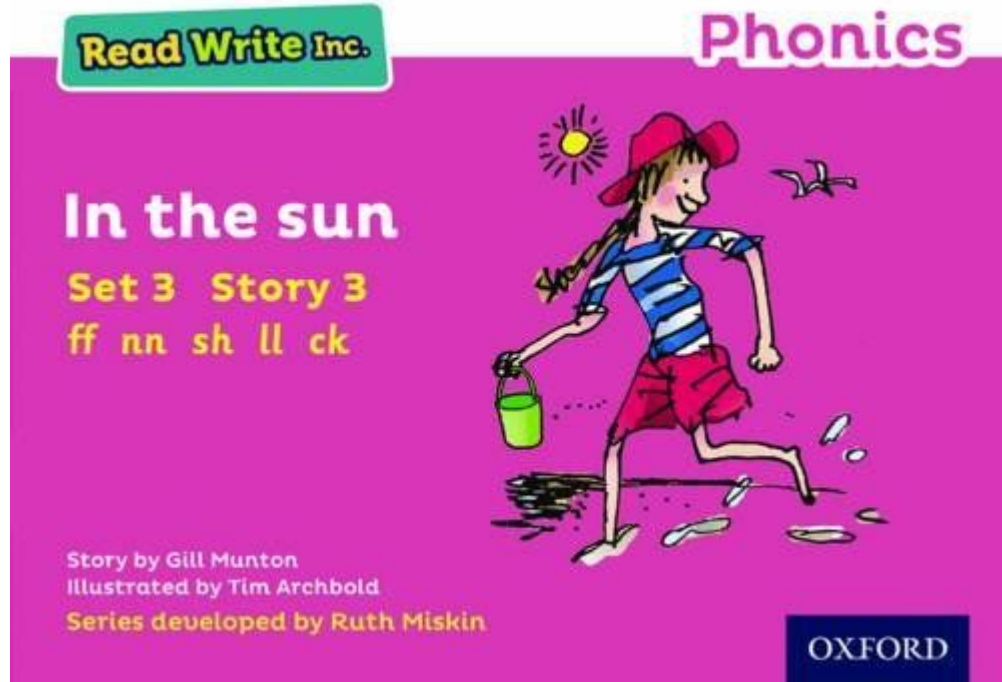
I got pop

dad got a sip

the dog did not



# Black and White Story Book



# Book Bag Book

- 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



# Ditty Sheet - Daily

## 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



# Reading Record and Wallet

Laura, Oak

Please bring these to school  
everyday



+



+



+





	<b>YR/P1 children can:</b>	<b>Y1/P2 children can:</b>	<b>Y2/P3 children can:</b>
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds	Read Purple Storybooks	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks	Read Yellow Storybooks	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<b>End of Summer 1</b>	Read Green Storybooks	Read Yellow Storybooks	
<b>End of Summer term</b>	Read Green Storybooks	Read Blue Storybooks	

# Pinny Time & Fast Track Tutoring



# Phonics & Early Reading



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## Phonics & Early Reading

At Portfields, your child is taught to read using the Read Write Inc. (RWI) phonics programme. Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching early reading. It is designed to create fluent readers and confident speakers. All children in EYFS and Key Stage One have explicit phonics lessons throughout their first three years at school.

If you have any questions, please speak with Nikki Raine (Phonics Lead) who will be happy to help.

### What is phonics?

Phonics is a method of teaching children to read quickly and skilfully by linking phonemes (sounds) and their

### In this section

[Art](#)

[Computing](#)

[Design and Technology](#)

[French](#)

[Geography](#)

# Progression Map



EYFS – Year 2 Phonics Progression Map

Stage of Development	Year Group	Storybooks	Children are secure with	Teach:	Sounds
Early	Reception	Sound blending books	Read all Set 1 single letter sounds  Blend sounds into words orally  Group 1 CVC words	<b>A.</b> Set 1 single letter sounds and Word time 1.1-1.3 <b>B.</b> Teach gaps in Set 1 single letter sounds and Word Time 1.1-1.4 <b>C.</b> Teach gaps in Set 1 single letter sounds and Word Time 1.1-1.5	Set 1: m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e  l, h, r, j, v, y, w, x, z
Early	Reception	Ditty PCM	Blend sounds to read words Read short Ditty stories	Continue to teach and review Set 1 Sounds –focus on ‘special friends’ ch, sh, etc. Ditty Photocopy Masters 1-10 Review Word Time 1.1-1.4. Teach Word Time 1.5-1.6	Set 1: sh, th, ch, qu, ng, nk, ck, ff, ll, ss
Early	Reception	Red	Read Red Storybooks Read Set 1 Special Friends	Review Set 1 Sounds and Word Time 1.1-1.5	Set 1: sh, th, ch, qu, ng, nk, ck, ff, ll, ss

# Free Video Tutorials ([ruthmiskin.com](http://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 practise together at home. If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



# Daily Sound of the Day

We learnt to read and write this sound in Phonics today. Scan the QR code to practise at home.

m

Read Write Inc.  
Phonics





## Online resources available

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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/>



# Phonics Lead - Mrs Bourne

# School Website



[Home](#) > [Children](#) > [Class Pages](#) > [EYFS](#)

## EYFS

### EYFS Team

Oak Class: Louise Townend (Head of Year)

Elm Class: Darryl Lucas

Chestnut Class: Claire Bourne

Teaching Assistants: Nikki Goodman, Roxanne Smith,  
Claire Montgomery, Hannah Ellis, Claire Dalton, Debbie  
Ellison

### This Half Term

Please see our curriculum newsletter for information  
about what we are learning this half term and how you  
can support your child at home.

[EYFS Curriculum Newsletter](#)

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[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

### Useful Information

[The School Day](#) ▾

[PE Day](#) ▾

# Amazon - Set 1 Speed Sound cards

**Best Seller**



**Phonics Flashcards (Read Write Inc. Home)**  
by Ruth Miskin and Tim Archbold | 6 Sept 2007

★★★★★ 8,992

**Cards** Ages: 3 - 5 years, from customers

£6<sup>44</sup> RRP: £6.99

Save 5% on any 4 qualifying items

FREE delivery **Fri 5 Sept** on your first eligible order to UK or Ireland  
Or fastest delivery **Tomorrow, 3 Sept**

[Add to basket](#)

# Maths Mastery Workshop

Wednesday 17<sup>th</sup> September



# Thank You

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