

Read Write Inc.

Phonics

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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 or three letters that make one sound e.g. 'sh' or '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



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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Website!

Year 1 - Set 3

ea  cup of tea	oi  spoil the boy			
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



Phonics Lesson - Story Books



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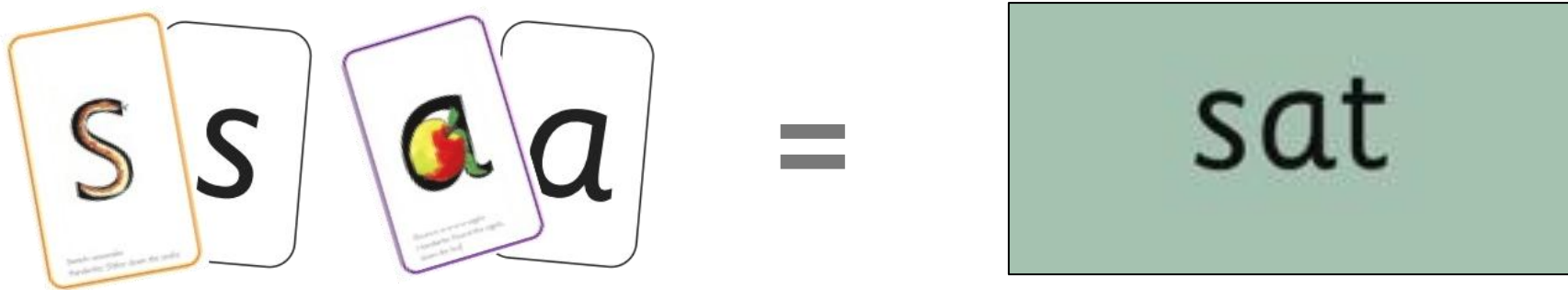
I the

I got pop
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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

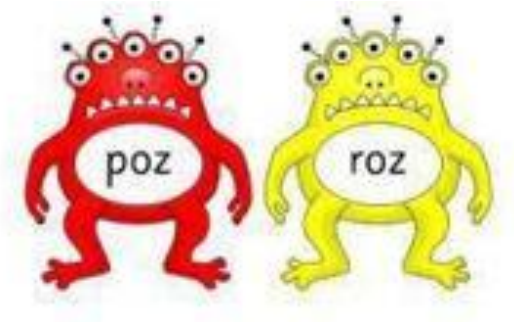


much
● ●

sink
● ●

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'.

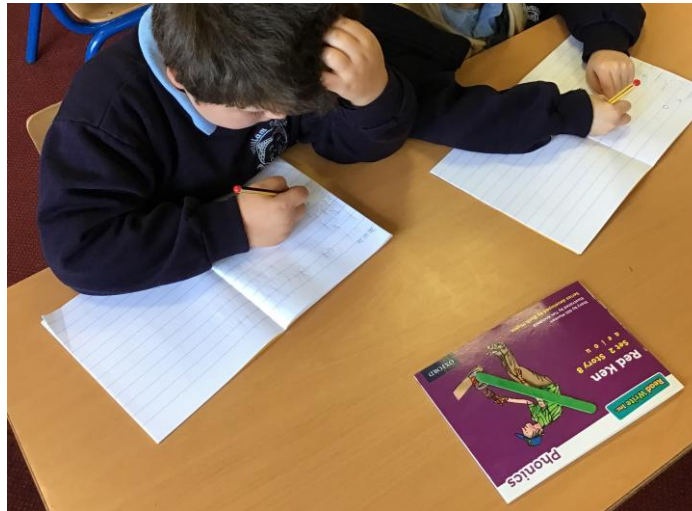


Phonics Screening Check

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

Phonics Lesson - 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 Fingers 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.
- ▶ Underline special friends.

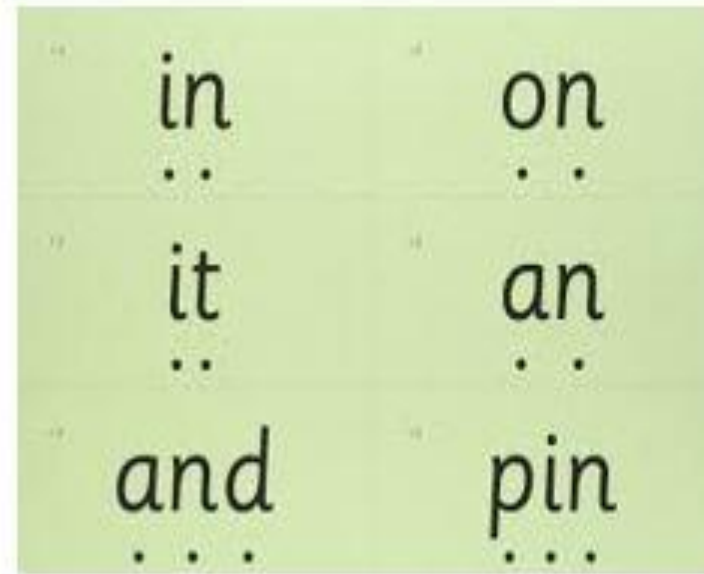
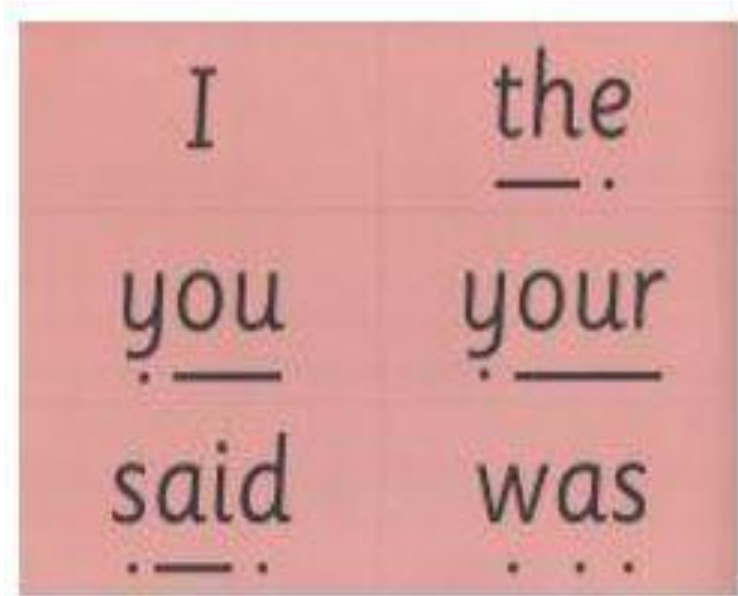


Segmenting

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.

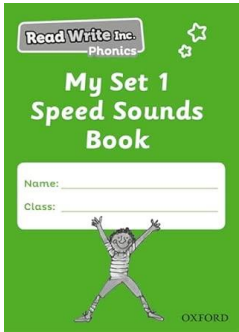
Green words are linked to the sounds they have been learning and are easily decodable.

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.



Home Books



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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

Book change can be between every 3 and 5 days.



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
Primaries

Assessment 1

Students challenge using Assessment 1, follow the guidance on the left side of the Reading Levels Handbook.

Set 1 Sounds Groups A or B

i	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

Outstanding dog that can not run

Ditty Group (Photocopy Masters 1-18)

in am red bin yes

Red Group

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

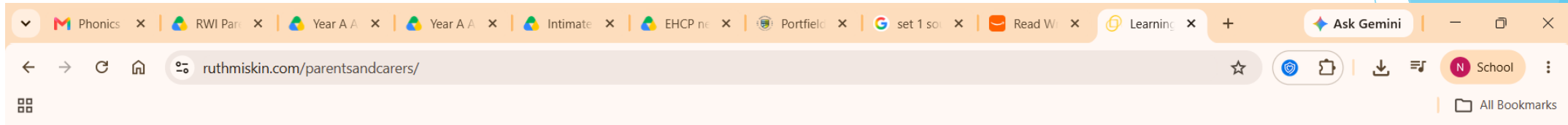
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How can I help at home?

- ▶ RWI Set 1 Flashcards
- ▶ Available on Amazon



www.ruthmiskin.com/parentsandcarers/



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Read Write Inc.
Phonics

Learning to read at home



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Ruth Miskin Training

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Maths workshop
Wednesday 16th September at
6.15pm

Thank You

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

Please return to the main gate at 11.20am / 2.50pm where you will be greeted by a member of the team.