



Read Write Inc. Phonics

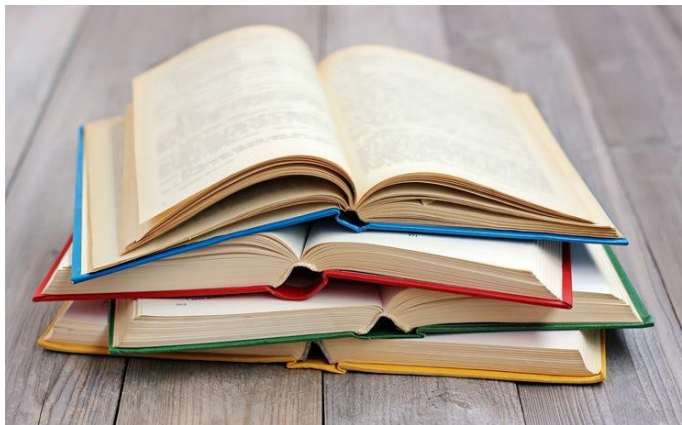
Parent Workshop



Aims

- To understand how Read Write Inc. Phonics is taught in school
- To be able to use Read Write Inc. Phonics strategies at home
- To understand the terminology used in Read Write Inc. Phonics





Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo

Who is Read Write Inc. Phonics for?

- Summer 2 Pre-School – Year 2
- Children new to English
- Children who need to 'catch-up'



What is Read Write Inc. Phonics?

- A programme that uses systematic phonics to teach children to read and write.
- Phonics is a method of teaching reading through the identification of sounds. For example in 'mat' there are 3 sounds – m, a and t.
- Children focus on learning sounds initially, not letter names.



Simple Speed Sounds

- The English alphabetic code has 44 sounds (phonemes).
- It has over 150+ graphemes. A grapheme is another name for the letters we use to write a sound.
- We say pure sounds, no 'uh'. For example 'm' not 'muh'.

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	ay	ee	igh	ow
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Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Complex Speed Sounds

- ‘Special friends’ are sounds that contain 2 or 3 letters, such as ‘ay’ and ‘igh’.
- This chart shows the many different graphemes for the same sounds.
- This chart is used when children know all set 1 and set 2 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				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

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

Progression

Set	Sounds
Set 1	m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k
Set 2	ay ee igh ow (blow the snow) oo (poo at the zoo) oo (look at a book) ar or air ir ou oy
Set 3	ea oi a-e i-e o-e u-e aw are (share and care) ur er ow (brown cow) ai oa (goat in a boat) ew (chew the stew) ire ear ure tious cious tion e (he me we she be)

Sounds

- We teach the sounds first, in a specific order.
- We then teach children to blend sounds together in order to read words. Children also learn to spell words that they can read.
- We use 'Fred Talk' to help children read and spell words. Fred is a frog who can only speak in sounds. For example, Fred says 'c-a-t' and children say 'cat'.



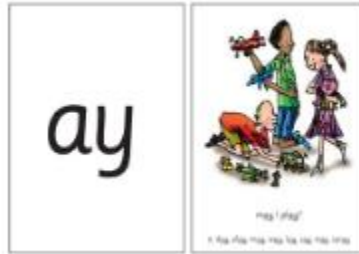
Fred Fingers

- We use 'Fred Fingers' to help children sound out words to spell easily. It is a tool for spelling.
- Children count the number of sounds in a word and then show the corresponding number of fingers.
- Children then 'pinch the sounds'. They say the sounds as they press each finger in turn. Next, the word is written down.



Speed sounds lesson structure

- Say and read sound
- Review sounds



- Word time – learning to blend
or
- Word time – blending independently
new words, review words, alien words



play

play

- Spelling – Fred Fingers



Sounds at home



- Say pure sounds and recognise sounds in isolation.
- When your child reads 'green words' (decodable words/words that can be sounded out) encourage - special friends, Fred Talk, read the word. For example, for 'shop'...sh...sh-o-p...shop.
- Once your child has read a word multiple times encourage 'Fred in your head' (sounding out in your head, then saying the whole word aloud). Next, aim for words to be read speedily on sight (no sounding out).
- Encourage the use of Fred Fingers for spelling.

Storybooks

- Alongside learning each set of sounds, children read storybooks that contain sounds and words they can successfully read.
- Children discuss and write about the ideas in these storybooks.
- Stories are read multiple times to develop fluency and confidence.
- Children also learn to read 'red words' (common exception words), such as 'said' and 'the'.

Storybooks

100 lively, decodable storybooks
levelled to children's phonic ability



At home

- Read and write red words
- Read books 3 times
- Encourage independence and expression
- Ask comprehension questions and share opinions
- Read higher level texts to your child

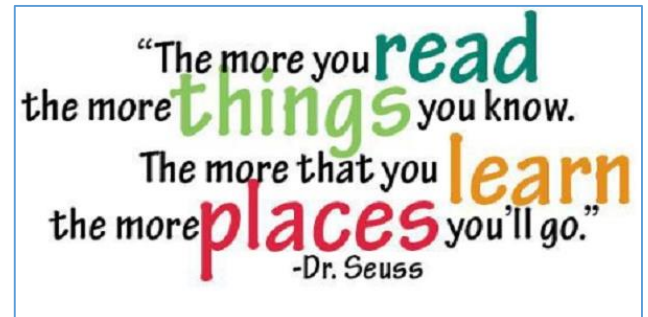


- The Read Write Inc. colour progression is different to other reading schemes



Assessment

- Children are assessed each half term or sooner, to ensure the best progress for each child.
- Children are grouped by their stage, not age. They are grouped by their phonic knowledge. Groups are well matched to children's current level.
- Assessments are carried out by Reading Leaders.



Talk

- **Talk** to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

- A rich vocabulary is essential for high levels of comprehension.



Vocabulary

- Enrich conversations through description:

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

- Have fun with words and language.

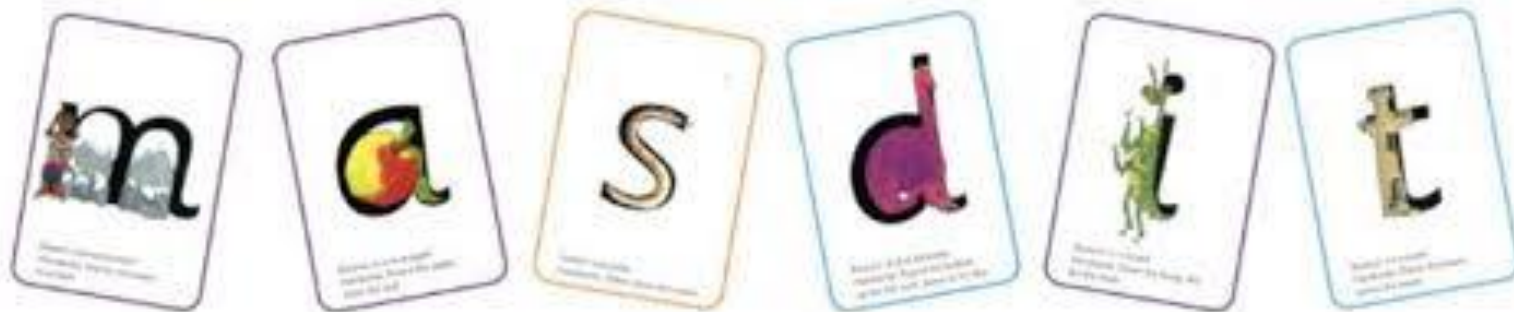
“I’m as hot as a spud in a cooking pot!”

- Praise your child for using new words or interesting phrases.



Handwriting

- In Early Years classes we focus on a precursive style using Read Write Inc. mnemonics.
- When children are developmentally ready we encourage them to join letters.



Suggestions

Free e-books <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page>



Phonics Play <https://www.phonicsplay.co.uk/freeIndex.htm>



Alphablocks
<https://www.bbc.co.uk/cbeebies/shows/alphablocks>



Ruth Miskin <https://www.ruthmiskin.com/en/find-out-more/parents/>



Questions



Thank you for coming!