

While you wait...

Has your child spoken about any of these words?

- ☐ Special friends
- ☐ Red words
- ☐ Fred the Frog
- ☐ Hold a sentence
- ☐ Alien words



Parent Presentation 28th September 2021



Phonics at St M&M

- We are using the Read Write Inc (RWI) scheme as our phonics program.
- This is a more structured approach with writing aspects included.

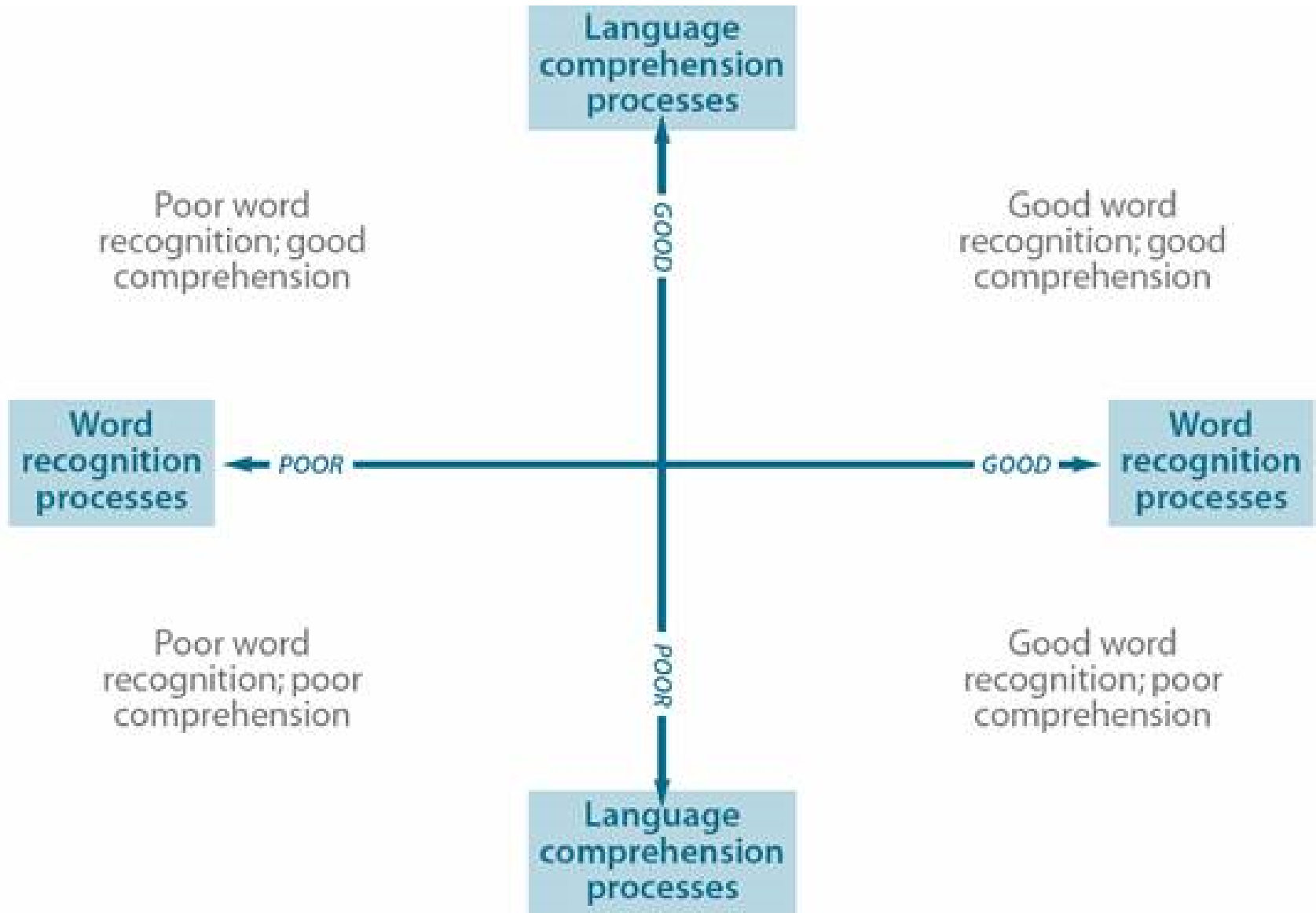
Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers.” Sir Jim Rose

Rose Review of Reading 2006

Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

Simple view of reading



Why Read Write Inc Phonics?

- Tried and tested over many years
- Systematic and structured
- Early success in reading
- Training and ongoing staff development
- RWI Introduction

<https://www.youtube.com/watch?v=IFyDwUKSw7Y>

What is Read Write Inc Phonics?

- A rapid ***Learn to read*** programme

so children can...

- ***Read to learn*** for the rest of their lives

How does it work?

Children:

- Learn 44 sounds and matching letters/letter groups
- Learn to blend sounds to read words
- Read lots of specially written books

This is **decoding**.

How does it work?

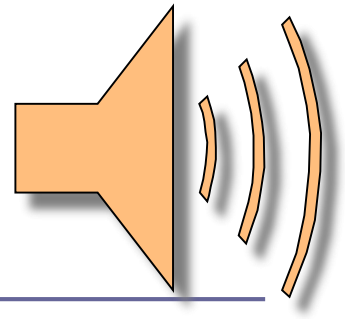
Children:

- *Talk a lot* about what they have read to show they understand.
- *Listen to and discuss* other ideas to deepen understanding.

This is **comprehending**.
We do lots of talking in partners.



Sounds



All words are made up of sounds

In the English language there are 44 sounds (phonemes)

Sound Pronunciation Guide

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Graphemes

A grapheme is a sound written down

English has more than 150 graphemes

There are more than 150 ways to represent the 44 sounds using our 26 alphabet letters.

A complex code!

Learning the code

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

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

Vowels: stretchy

Vowels: stretchy

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

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							

Consonants: stretchy

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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy

Set 1 sounds

Set 2 sounds

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Fred...



- 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*

Fred...



- If children understand Fred they can *blend* orally.

Blending is needed for reading.

Fred...



- Fred helps children learn to spell as well!
Children convert words into sounds.

They press the sounds they hear on to their fingers...

We call this *Fred Fingers*.



Green words

- Green words are words we can Fred talk. (Phonetically decodable)
- These are words we can segment and blend.
- For example – play and coin.

Red Words

- These were called *tricky words*.
- Red words are words we can Fred talk.
- For example 'I', 'the' and 'said'.
- **You can't Fred a red!**

Alien words

- These words are made up.
- They ensure that all children understand the sounds and don't just memorise words.
- We assess children on real words and nonsense words to ensure that they have a full understanding.

Examples of Alien words



sheb



glight



ched



teb

Terminology

- **MTYT** – my turn your turn.
- **Turn to your partner** – talk to their partner.
- **Special friends or digraphs** – 2 letters which make 1 sound. E.g 'sh'.
- **Red words** – tricky words. These are words we can't sound out.
- **Fred talk** – using the Fred the frog to sound out and segment the letters in the word.
- **Alien words** – made up words.
- **Hold a sentence** – say a sentence and they remember it and write it down.

Typical session in Reception

- Flashcards of set 1 and 2 sounds.
- Red words.
- Fred talk using green words.
- Alien words.
- Story book – read with their partner and answer questions.
- Complete or hold a sentence in their writing books.

Reception

- The children are regularly assessed and then split into smaller groups tailored to their needs where focused teaching using the storybooks alongside the phonics will enable them to read with increasing accuracy and fluency. When the children can read fluently they are much better equipped to understand the text.

Year 1 and 2

□ Children continue learning phonics in the same way as they move into Year 1. They are assessed a minimum of half termly and grouped based on their phonic knowledge. They continue to develop their phonic skills in readiness for taking the phonics screening check in June.

Any children who require additional support will have a period of 1:1 phonics tuition or small group intervention.

□ Most children will have completed the RWI phonics programme by the end of Autumn 1 in Year 2. Children who would still benefit from the programme in Year 2 and beyond continue learning phonics in this way.

Phonics Screening Check (Statutory Assessment)

- This takes place once a year for year one children in June
 - The children are tested on their set 1, 2 and 3 sounds through reading 20 real words and 20 nonsense words.
 - The pass mark is usually high – it currently is 32 out of 40
 - If your child scores less than 32, they will re-take the check in the June of Year 2.
- The pass mark is not released until after all assessments have been completed.

Phonics Screening Check

- As the government cancelled the official Phonics Screening Check, for Y1 pupils last academic year due to Covid-19, Year 2 children will also take the PSC in the Autumn 2 term.
- This will be administered by their class teacher.

Results will be communicated to in your child's reports.

Y2- December 2021 and Y1- June 2021

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Nonsense Words/ Alien Words

- These words are made up.
- They ensure that all children understand the sounds and don't just memorise words. All nonsense words are made up so this means that no child has an advantage as nobody will have seen these words before!
- We assess children on real words and nonsense words to ensure that they have a full understanding of phonics.

Examples of Nonsense words from the PSC

Examples of words from PSC

in

ot



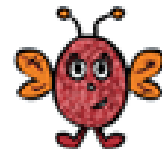
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vap



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osk

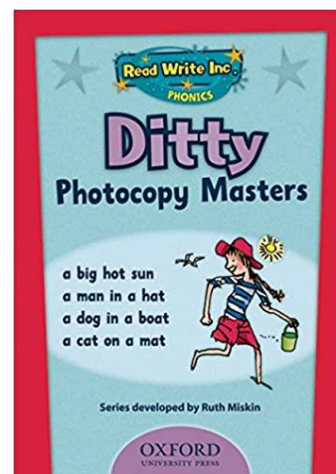


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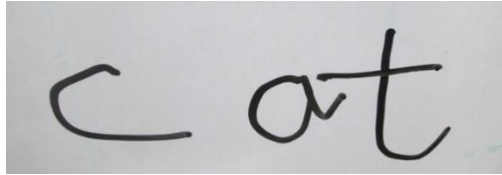
RWI Resources we use in school



Storybooks and Get Writing Books



Examples of writing

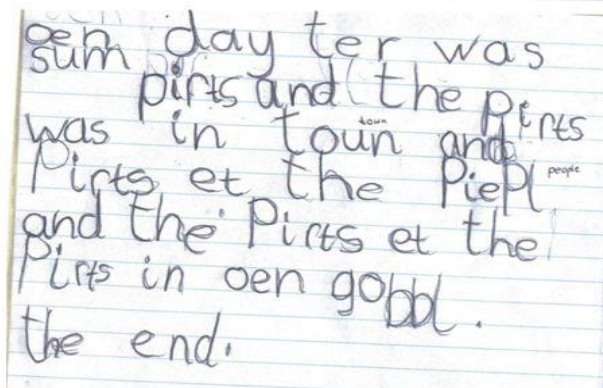


cat

Examples of Expected progress in writing

Reception

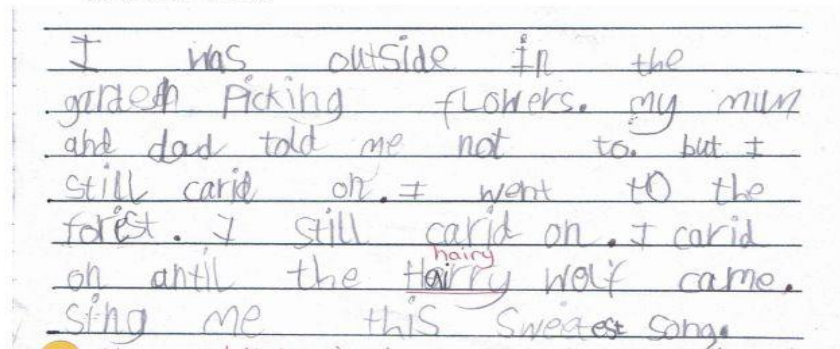
- Children are writing sentences in a meaningful context. Sometimes they use punctuation. They and others can read it back; some words are spelled correctly and some phonetically.



oen day ter was
pirts and the pirts
was in town and
pirts et the piepl
and the Pirts et the
Pirts in oen gobbl.
the end.

Year 1

- Children have good handwriting skills. Their sentences are well structured and always make sense. They remember to use spaces between words, capital letters, full stops, etc. They use adjectives, adverbs, longer sentences.



I was outside in the
garden picking flowers. my mum
and dad told me not to. but I
still carid on. I went to the
forest. I still carid on. I carid
on until the hairy wolf came.
sing me this sweates song.

Examples of children's work

Ditty 1 Pin it on

Complete a sentence

pin it on


not on its chin

not on his leg

not on his turn ✓

Hold a sentence for p.b.: pin it on its leg.

1/3




Ditty 3 A fun hat

Hold a sentence

A kid in a hat. ✓

2/3



Check ✓

gaps

How to help your child at home...



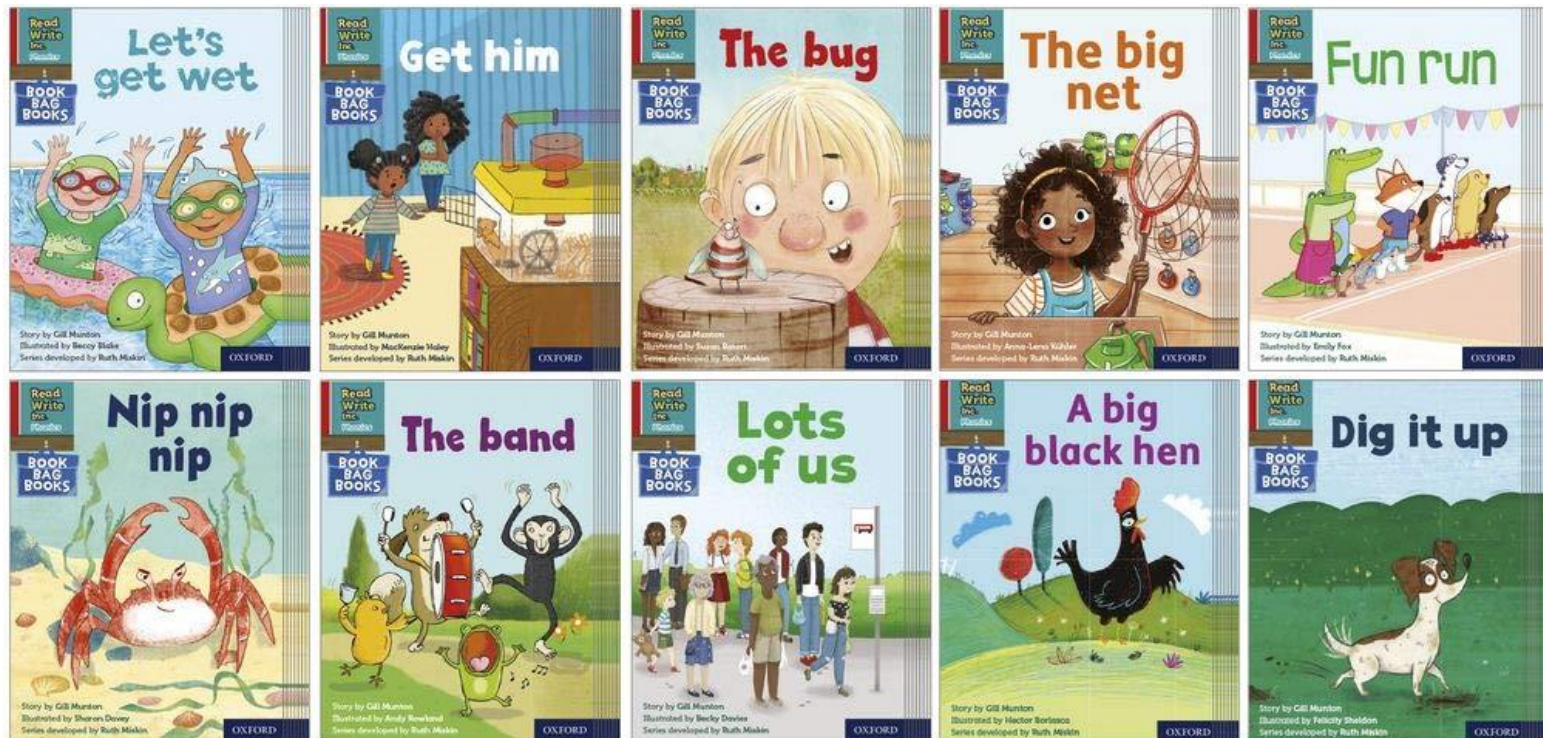
You can practice pronouncing sounds.

- Remember no 'fuh' and 'luh'!



Reading books home

- Books will be sent home to be shared with your child.
- These are called 'Book Bag Books'. They will match the sounds your child would be learning in the classroom.



So how can you help your child?

- By knowing the 44 sounds

Simple Speed Sounds

Consonant sounds - strictly											
f	l	m	n	r	s	v	z	sh	th	ng	
										nk	
Consonant sounds - loosely											
b	c	d	g	h	j	p	qu	t	w	x	y
	k										ch
Vowel sounds - loosely						Vowel sounds - strictly					
a	e	i	o	u	ay	ee	igh	ow			
Vowel sounds - strictly											
oo	ee	ar	or	air	ir	ou	oy				

- By knowing how to blend using Fred Talk for reading
m_a_t



And...

- By having fun with Fred Talk at home!

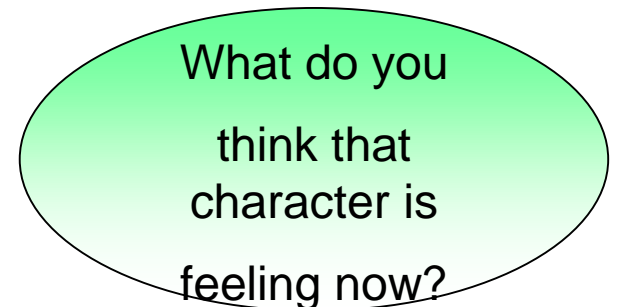
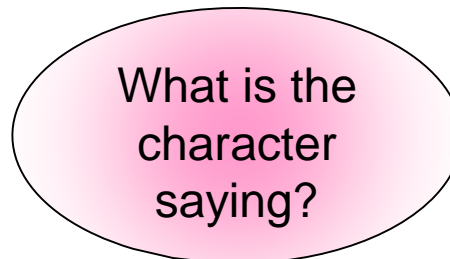
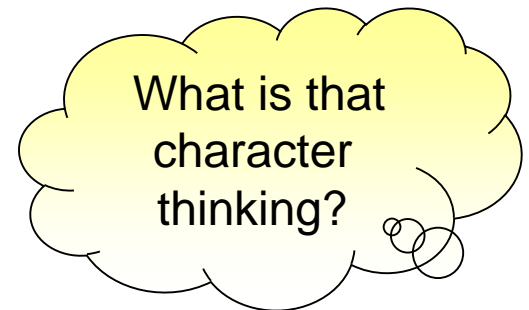
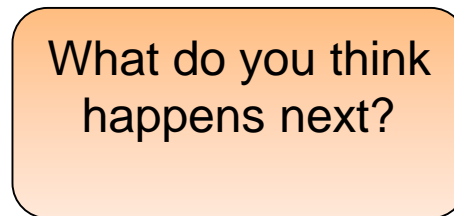
“Where’s your c-oa-t?”

“Time for b-e-d!”

And...

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

Use these prompts to help you:



And...

- By enriching conversations through description:

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

- By praising your child for using new words or interesting images
- By having a look at the parents' pages on the web for tips and resources for supporting your child at home:

www.ruthmiskinliteracy.com

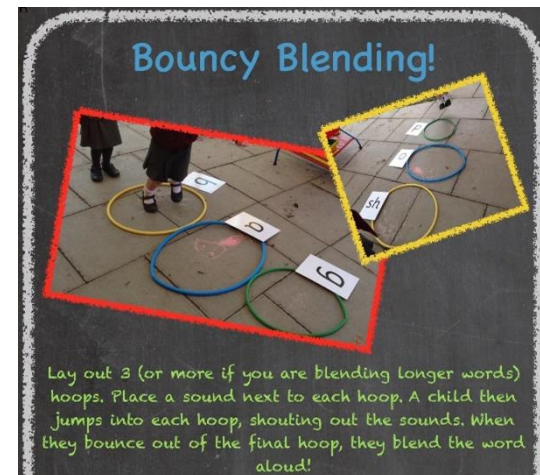
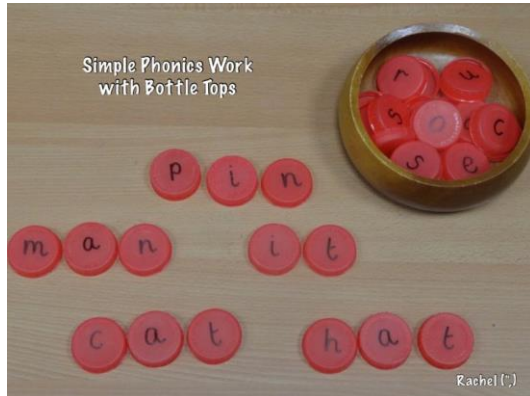
Parent RWI information:

www.ruthmiskinliteracy.com

also see the school website:

‘Teaching and Learning- Read
Write Inc’ phonics tab for further
help, videos and information

Practical activities



Play with sounds

I Spy

- As you are walking down the road play I spy using sounds e.g. I spy with my little eye something beginning with b.

Find Them All

- Find everything beginning with

Give your child a sound and find as many objects as they can.

Snap/Matching pairs

- Write a few words on cards. Play snap with your child as you put the word down ask them to say the word out loud. If they match then the first person to say 'Snap' gets all the cards. Who can collect all the cards?
- Write a few of the words on cards at least twice. Turn over 2 at a time. Read both words if they match then you keep them if not turn them over.

Find the word

- Once your child has read the book, choose between 4-6 words that your child struggled to read and write them on post it notes. Give your child 5 minutes to find the words hidden around the home, when they bring the words to you get them to read the word.
- If the word is not a tricky word please encourage them to use their blending skills.

Speaking and Listening

At this stage, they need to listen, understand more and share their ideas within the classroom.

Opportunities for Speaking & Listening at home:

- Have a chat during meal times.
- Play a game together.
- Talk about the things you see and do when you are out and about.

‘If they can’t say it, they can’t write it’.

We need to encourage the development of language and listening skills in order to develop children's writing ability.

It is not something they can do on their own.

Encourage your child to talk and interact with you at every possibility.

Any questions?



Thank you...



Happy reading!

