



Phonics

Welcome

- Why Read, Write, Inc?
- Why synthetic phonics?

As a school we were wanting to continue to raise reading standards and felt we needed a programme that would bring consistency throughout the school. The programme is a specialised programme which is extremely prescriptive and it encompasses all abilities

All school staff have undertaken the training and the programme is running throughout KS1 and into KS2 as a catch up programme.

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

Why Read Write Inc Phonics?



We chose this particular programme because

It is rooted in synthetic phonics.

It has been tried and tested.

It is systematic, structured and therefore results in rapid teaching and learning of sounds and blending.

The children are reading books that are carefully matched to the sounds they know. Which means that children are successful from the very beginning!

Ruth Miskin



“When children can’t read there is low self esteem. We want them to be reading with confidence, to be able to read quite sophisticated texts at an early age.”

Ruth Miskin – former headteacher and creator of Read Write Inc Phonics

- A rapid *Learn to read* programme

so that children can...

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

Who is it for?



- ❑ Children from 4 years who are starting school – Read Write Inc is a ‘start-up’ reading programme
- ❑ Older children who have found reading difficult Read Write Inc is a ‘catch-up’ programme

How does it work?

Decoding



Your child will:

- Learn 44 sounds and corresponding letters and letter groups
- Learn how to read words by blending
- Read lots of specially written books featuring all the words they have learned to sound out and blend

This is known as **decoding**

How does it work?

Comprehending



Your child will:

- Talk a lot about what they have read to show their own understanding
- Listen to and discuss other ideas to deepen understanding

This is known as **comprehending**



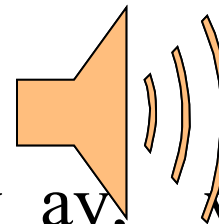
Sounds



All words are made up of sounds

In English there are 44

- “so i_f I t_al_k i_n th_i_s w_ay, you w_ill h_ear ea_ch s_ou_n_d.
- We use pure sounds (‘m’ not ‘muh’, ‘s’ not ‘suh’, etc.) so that your child will be able to blend the sounds into words more easily.
- ***New sound time***



About Fred...



- We use Fred to help the children to 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*

More about Fred...



- If pupils can understand what Fred says they can blend orally

Blending is needed for reading

Green cards

Graphemes



A grapheme is a sound written down

In English there are more than 150 graphemes which means it is a very complex code

Chart



- We use a chart showing the most usual ways the 44 sounds can be written down

Learning the code



We start off teaching your child a simple version of the code

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

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

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
----	----	----	----	-----	----	----	----

- c-a-t ch-a-t l-igh-t c-r-a-sh
- As they learn the sounds and graphemes, we will teach your child to blend by hearing the words in Fred Talk 1st. Once they know the graphemes they can sound-blend/Fred Talk to read words.

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

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

Set 1 sounds

Set 2 sounds

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u_e ue ew			oor ore aw au	are	ur er	ow	oi			

Even more about Fred...



- We use Fred to help the children to learn to spell as well!

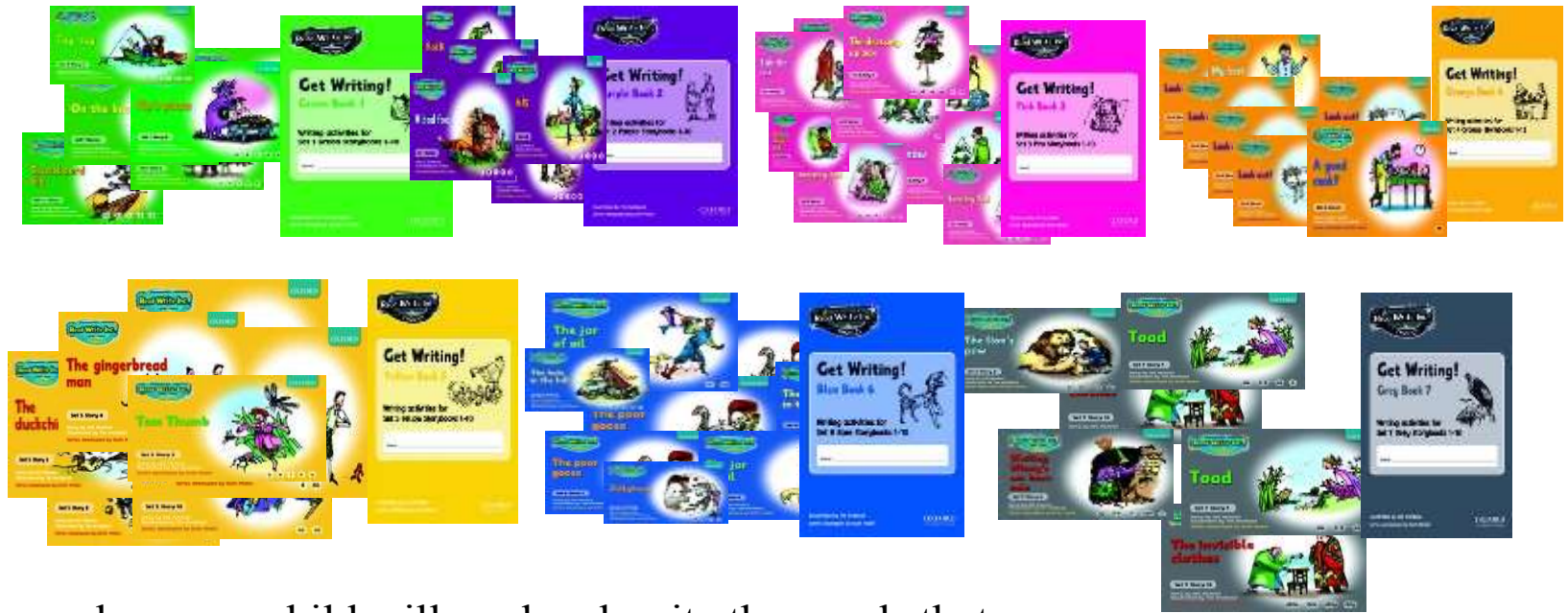
Children convert a whole word they hear into sounds

They put sounds they hear in a word on their fingers...

We call this *Fred Fingers*



Storybooks and Get Writing Books



Every day, your child will read and write the words that contain the sounds and graphemes they have learned so far, using lively, fun phonic storybooks and a Get Writing book.

So how can you help your child?



- By knowing the 44 sounds
And helping your child to learn them

Simple Speed Sounds

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

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



So how can you help your child?



- By using Fred Talk sometimes at home with everyday words like these:

back, head, tum, leg, hand, foot, knee

coat, hat, scarf, zip, sock, glove

run, walk, skip, hop, fast, slow, stop, shop

red, blue, green, black,

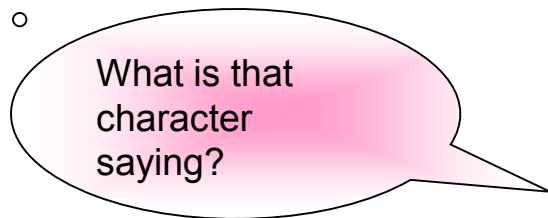
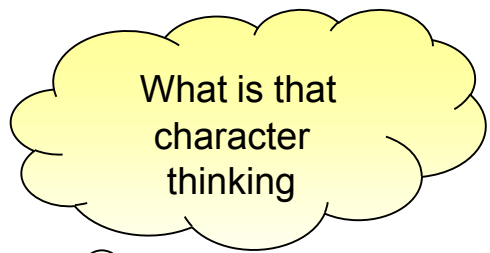
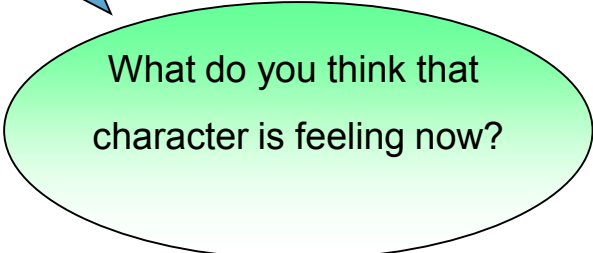
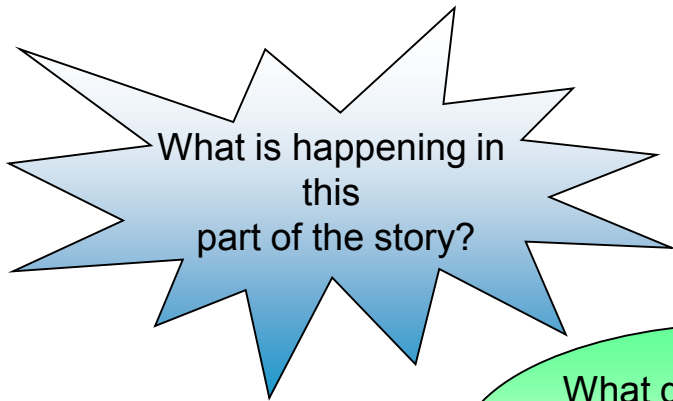
knife, fork, spoon, plate, bowl, pan

bread, cheese, meat, soup, jam, cake

So how can you help your child?



- By reading to your child lots of lovely stories that are at a higher level than your child can read and asking lots of questions!





And...

- By talking to your child as much as possible and 'feeding' them new and different words. The more words your child has in his/her head when they come to school each day, the quicker their understanding (comprehension) when they learn to read (decode) those words.

"Let's **eat** our lunch now."

"Let's **munch** our lunch now."

"Let's **devour** our lunch now."

"Wow that's a **big** slide!"

"Wow that's an **enormous** slide!"

"Wow that's a **massive** slide!"

So how can you help your child?



- By enriching conversations through description:

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

- By having fun with words and language.

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

- By praising your child for using new words or interesting images

So how can you help your child?



- By having a look at the Read Write Inc At Home pages on the web for tips and resources for supporting our child at home:

www.ruthmiskinliteracy.com

or

www.oup.com (RWI resources are published by Oxford University Press)



Open invitation

- Open morning
- Volunteer



**At this school the Read Write Inc
Programme is managed by:**

Mrs Evans