Reception Reading Meeting 2016
Read Write Inc.

Phonics
If you can’t read and blend letters easily...
If you can’t read words easily...
If you can’t read books easily ... you will find it hard to understand what they mean...
Sounds

There are 44 sounds in the English language.

We begin to teach reading by helping children to recognise the most usual *graphemes* for each sound.
Graphemes

- A grapheme is a squiggle or mark that tells us what sound to make – they are sounds written down
- They are like a code – when we read words, we are working out the code
- We use the code to read & to spell
Cracking the code

The word cat has these graphemes (marks or squiggles):

```
  c   a  t
```

when we say them fast, we get:

```
  c  a  t
```

(we call this blending the sounds)

the whole word is       cat
When we read the word cat, we get a picture in our heads of a cat.

The word witch has these marks or squiggles:

w i tch

when we say them fast, we get: w i tch

the whole word is witch
We have a chart showing the most usual ways the sounds can be written down
# 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 |

**Vowels: bouncy**

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

**Vowels: stretchy**

| oo | oo | ar | or | air | ir | ou | oy |
- Phonics = the sounds in our language.
- Watch our sound pronunciation guide.
- Now it is your turn to practise...
### 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**

| oo | oo | ar | or | air | ir | ou | oy |
If English had a simple code, spelling and reading would be much easier!

play mayk trayn cafay strayt wayt brayk

green dreem kee hee happee

light kight fligh lgh igh tigh

blow smowk flowt gow mowst

moon broot bloo groo
The English language is a complex code…

- It would be easy if we only had to learn Set 1 and Set 2 sounds.

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Set 3 sounds
### Complex Speed Sounds chart

#### Consonants: stretchy

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

#### Consonants: bouncy

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

#### Vowels

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Learning to crack the code

- Children have to learn the “secret code” so that they can read any word.
- We teach them how to say the 44 sounds.
- We teach them what the sound looks like when it is written down.
- We teach them how to blend the sounds to make a word.
- We teach them to read & spell words using the code.
Speed Sounds Set 1

Say m
Read m
Write m
Handwrite
Sound-write

Fred Talk (oral)
Fred...

- We use a creature called Fred to help the 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...

- We use Fred to help the children to learn to spell as well...
Children press sounds they hear in a word on their fingers...

We call this *Fred Fingers*
Pure sounds

- It is easier to blend c/ a/ t/ than cuh/ a/ tuh

This is blending using pure sounds
Fred Talk at home

- Try saying some of these everyday words in ‘Fred-talk’ at home

back, head, tum, leg, hand, foot, knee coat, hat, scarf, zip, sock, glove run, walk, skip, hop, fast, slow, stop red, blue, green, black, knife, fork, spoon, plate, bowl, pan bread, cheese, meat, soup, jam, cake
The sounds are taught in a specific order. This is so that children are quickly able to read simple words and short texts.

- 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 nk
Complex sounds

- Although there are 44 sounds, there are over 150 different graphemes! Eventually children will learn to read and write them all but by just beginning with the simple code, they can read a variety of texts and have a go at writing anything!

  Won day I had a dreem I went on a trayn. I sor it blow smowk!
Although we teach children to crack the code of reading, English is so complex that some words are not decodable. We call these red words or rotten reds.

Here are some examples:

I, said, the, they, was, my, no, of

Rotten reds just have to be learnt 😞
Read Write Inc. Storybooks
Home reading books – for children on RWInc

- **RWInc book** – this is the book that your child has worked on in lessons and is sent home each week. They should know this book inside out! It should not be difficult, it should be effortless as it is at their reading level. It is your child’s opportunity to review their sounds and to build confidence.

- **Homework book**: - this book is matched to your child’s reading ability but they may not have read it before so will need support. Early books have no words and are an opportunity to develop vocabulary and talk about what is happening.

- **Library book**: Providing you have signed the consent form, children will bring home a book your child has chosen from the school library. They may need your help with this book as it may not be at their level. Great opportunity to read together, to model reading and enrich vocabulary.
How to help your child at home…
Children who read at home do well at school

- Read fluently
- Write confidently
- Speak articulately
How can you help your child?

- By knowing the 44 sounds
- By using the Speed Sound cards with your child
- By knowing how to blend using Fred Talk
- By knowing how to do Fred Fingers for spelling
You can read stories with your child. Relentlessly.

- Read favourite stories **over and over** again

- Read some stories at a **higher level than they can read themselves**.

- Listen to them reading their **take home Phonics storybooks**.

- Watch our **storytime at home** video.
And...

- ask lots of questions!

Use these prompts to help you:

- What is happening?
- What is the character saying?
- What do you think happens next?
- What is that character thinking?
- What do you think that character is feeling now?
You can practise pronouncing sounds.

- Remember no ‘fuh’ and ‘luh’!
You can have fun with Fred Talk.

“What a tidy r-oo-m!”
“Where’s your c-oa-t?”
“Time for b-e-d!”
And...

By *talking* to your child as much as possible and ‘feeding’ them new and different words:

“Let’s *eat* our lunch now.”
“Let’s *munch* our lunch now.”
“Let’s *scoff* our lunch now.”
“Let’s *devour* our lunch now!”

- By enriching conversations through description:
  “*Look at that rain. It looks like little diamonds sparkling on the window pane!*”
Your child will learn much faster with encouragement and praise!
You can watch video tutorials.

- For how to do all these things and more [www.ruthmiskintraining.com/parents](http://www.ruthmiskintraining.com/parents)

- Top Tips
You can order the resources online.

- https://global.oup.com/education/content/primary/series/rwi/parents/
Thank you...

Happy reading!