



Phonics Parents' meeting



Emma Sutton. Year 1 Teacher.
Amy Lang. Year 1 Teacher.



Purpose of this session.



Thank you for coming. By the end of the session we hope you will:

- Understand why we use the synthetic phonics programme 'Read Write Inc'
- Know how the programme breaks down reading and writing into small steps
- Know how 'pure' sounds are pronounced
- Understand what your child is learning at school including the new grammar framework
- Know how to have fun at home helping your child

How does it work?



- Children learn 44 sounds (phonemes) and matching letters
- Children use pure sounds 'm' not 'muh', 's' not 'suh'
- Children learn to blend sounds to read words
- The programme also includes a lot of talk, language development, and comprehension skills



Graphemes



A grapheme is a sound written down

English has more than 150 graphemes

A complex code!

Complex Speed Sounds

| Consonant sounds | | | | | | | | | | |
|------------------|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | tl | | nk |
| ph | le | mb | kn | wr | se | | s | ci | | |
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|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| 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 | | | | a-e | y | i-e | o-e | | |
| | | | | | ai | ea | ie | oa | | |
| | | | | | | e | i | o | | |
| | | | | | | | y | | | |

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

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|----------|----------------------|----------|----------|----------|----------------|----------|-----------|----------|----------|----------|----------|-----------|
| 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 |

| | | | | | | | | |
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| 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 | | | |

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...



Fred helps children learn to spell too!

Children convert words into sounds

They press the sounds on to their fingers...

We call this *Fred Fingers*



Storybooks and Get Writing Books



Activity.



- Use the whiteboards to write out these words and to underline the number of sounds (phonemes) in each word.
- Here's a couple to get you started.
- Cat – 3
- Shop – 3
- Snail – 4
- Sharp – 3

Here's your go.



- Dog
- Frame
- Spoilt
- Push
- Boy
- Sleep
- Sheep
- Portrait

Answers



- Dog - 3
- Frame - 4
- Spoilt - 5
- Push - 3
- Boy - 2
- Sleep - 4
- Sheep - 3
- Portrait - 6

For those children secure in their phonics and reading.



- Higher ability English session.
- Still focus on phonics.
- More structured activities and lessons looking at the grammar side and writing structures.
- Other children are not left behind.

Opportunities for extended writing in Year 1.



Occasions throughout the term the children will come off RWI to engage in some extended writing opportunities. These often coincide with our half termly topics. The children also complete a piece of independent writing every half term which is completely unaided so that we can assess the children's progress.

Throughout the year we will assess the children to monitor their **phonic** progress and see if they are ready to come off the RWI scheme and move on to English lessons all week.

Homework will also support writing that is happening in the classroom.

Year 1 phonics test.



The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track children until they are able to decode.

It is a statutory requirement for all schools to carry out the screening check

All Year 1 children and those in Year 2 who did not pass last year will be asked to read the words to me in June.

It will make us aware of the children that do not pass and we will give them extra support in the following year with phonics and reading.

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



Here's your activity again with nonsense words.



- Floom
- Parb
- Groiks
- Sharb
- Elt
- Lect
- Proom

Answers



- Floom - 4
- Parb - 3
- Groiks - 5
- Sharb - 3
- Elt - 3
- Lect - 4
- Proom - 4

Grammar in Year 1



**These are the things that we will cover
in Year 1.**

Word level.

Plurals- adding s and es
**Suffixes- ing, ed, er (where there is no
change to the root word)**
**Prefix- un (looking at how it changes
the meaning of a word)**



Sentence level- using the conjunction
and

Text level- How to sequence sentences

Punctuation- using capital letters, full
stops, question marks, exclamation
marks.

Key Vocabulary



Noun- a naming word, a place, person, thing.

Noun Phrase- a phrase with a noun as its head.

Statement

Exclamation

Command

Question

Suffix- an ending to a word

Prefix- added to the beginning of a word

Adjective- describes an object

Adverb- modify a verb - *quietly*

Verb- a doing word - *shouted*

Tense- choice between past and present

Apostrophe- to show a letter is missing in contractions – I'm, and in singular possession

Miss Sutton's class

Comma- in lists

Plural- more than one

How can you help your child?



By...

using pure sounds

knowing the graphemes

understanding how 'Fred' helps with reading and spelling

Please let your child have a go at using their own sounds.... If they need help show them the grapheme chart.



Common exception words.



- After half term, children will be sent home with a set of common exception words which must be learnt by the end of year 1.
- Go through these words with your child and when they have learnt the set, they'll be given the next set.
- Ask the children to remember by sight and also to spell these words.

And...



By having fun with Fred Talk at home!

“What a tidy r-oo-m!”

“Where’s your c-oa-t?”

“Time for b-e-d!”

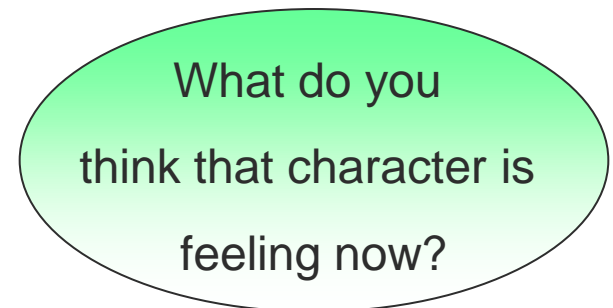
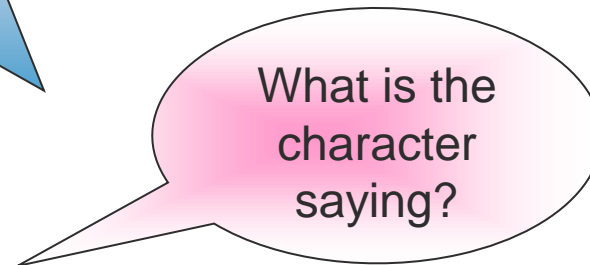
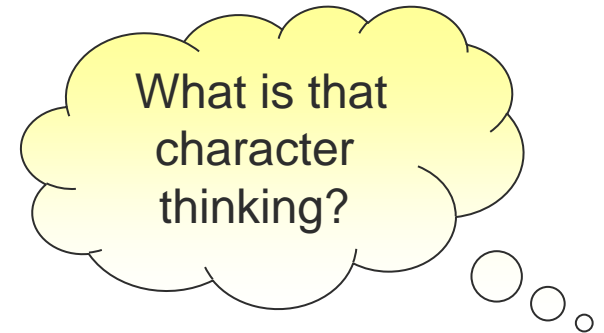
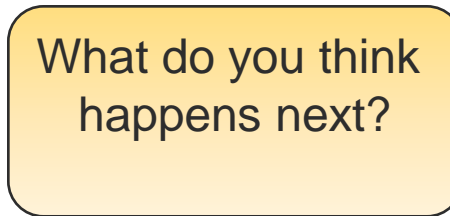
- *We will stick in all homework books a list of the common words that the children in Year 1 and 2 will be expected to learn.*
- *No formal spelling tests.*
- *Share these with your child and play games to help them learn them.*
- *We will also send you a copy of the grammar terminology.*

And...



By **reading** 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 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 phrases

And...



By having a look at the parents' information for tips and resources for supporting your child at home:

<https://global.oup.com/education/content/primary/series/rwi/parents/>

(RWI resources are published by Oxford University Press)



Thank you...



Happy reading!
Any Questions?