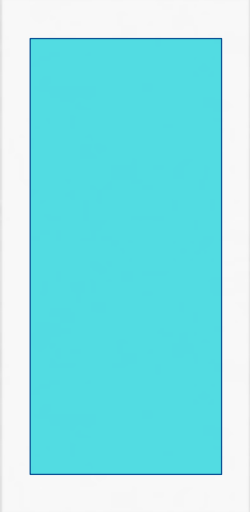




# PHONICS PARENTS' MEETING



The primary aim of primary education is considered to be to teach a child to read. We feel this needs to be in partnership with you as parents.

Teach a child to read and keep that child reading [and talking] and we will change everything.

And I mean everything.

Jeanette Winterson



# WHAT IS READ WRITE INC. PHONICS?

It is a systematic approach.



Complex Speed 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	ce	se		ci			
b	c	d	g	h	j	p	qu	t	w	x	ch
bb	ck	dd	gg	hh	jj	pp	qu	tt	wh		tch
ck	ch				ge	dge					
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-ē	y	i-e	ō-e			
					ai	ea	ie	oa			
					e	e	i	o			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-ē		or	oor	are	ir	ow	oi				
ue		ore	ore	er	er						
ew		aw	aw	au							



# DECODING

## Children:

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

Complex Speed 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				a-e	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							y					

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

This is **decoding**

# COMPREHENSION

## Children:

- *Pre learning where vocabulary is checked*
- *Talk a lot about what they have read to show they understand*
- *Listen to and discuss other ideas to deepen understanding*
- *Play games such as fastest finger*

This is **comprehending**



# When does Read Write Inc take place?



- In Foundation Stage 1 children begin to learn individual sounds for 5 to 10 minutes a day from Christmas. This is then repeated throughout the year.
- In Year 1 and Foundation Stage 2 children are assessed and grouped accordingly. These groups are taught for the first hour each day.
- During Year 2 some children may need to complete the program before they then join a literacy session for a hour each day.

# PHONICS TEACHING

• In every Read Write Session there is 15 minutes of pure phonics teaching where children review sounds learnt and are taught new sounds daily.



ning

# IN FOUNDATION STAGE 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

Vowels: stretchy

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

Vowels: stretchy

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



# THE NEXT IS A COMPLEX ENGLISH ALPHABETIC CODE

*Consonants: bounce*

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

*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					

*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							

up

on

got

can

yes

fish

# FRED TALK



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* AND *FRED* IN THEIR HEAD

# FRED FINGERS



FRED HELPS CHILDREN LEARN TO SPELL TOO!

CHILDREN CONVERT WORDS INTO SOUNDS

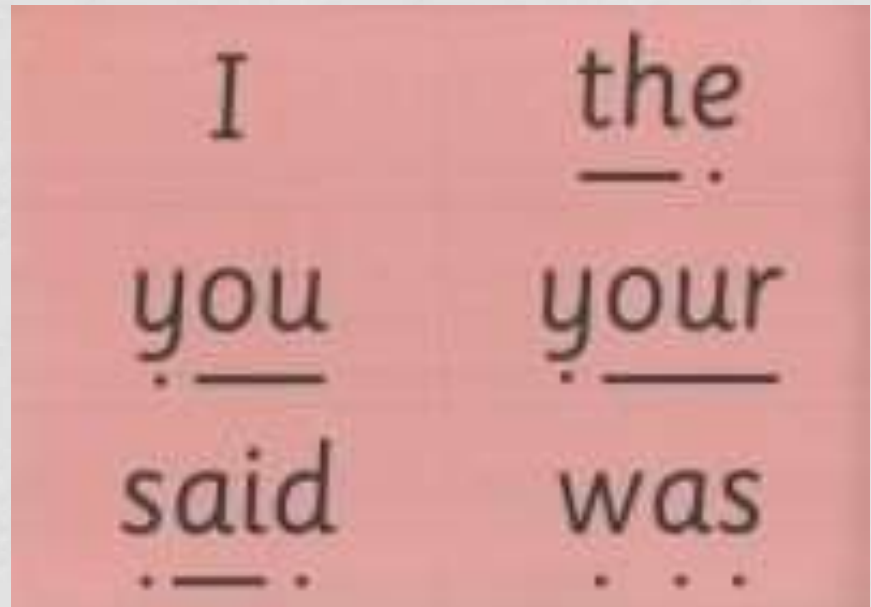
THEY SHOW OR PRESS THE SOUNDS ON TO THEIR FINGERS...

WE CALL THIS *FRED FINGERS*



# RED WORDS

- Red words are common words with graphemes not listed in the speed charts that we need to straight read.

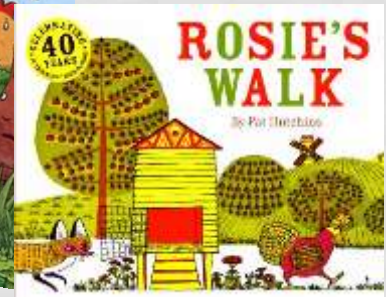
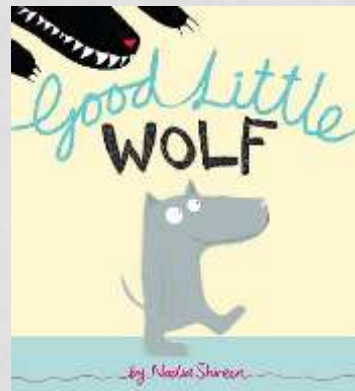


# STORYBOOKS AND WRITING ACTIVITIES



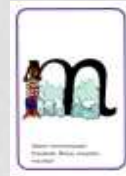
# LINKED TEXTS

- In order to enrich the programme we have provided linked texts to enhance the phonic books.
- These linked texts are used during the lesson to develop language and writing skills.

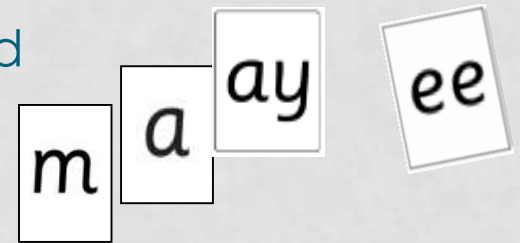


# SO HOW CAN YOU HELP YOUR CHILD?

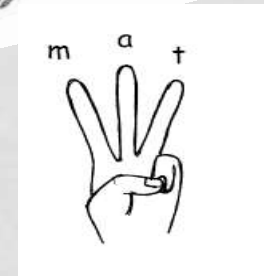
- By knowing the 44 pure sounds



- By using the Speed Sound cards with your child
- By doing some oral blending with your child



- By knowing how to blend using Fred Talk for reading  
**m\_a\_t mat**



- By knowing how to do Fred Fingers for spelling

# AND... SHARE BOOKS AND NURSERY RHYMES ALOT

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

You're never too old, too wacky, too wild, to pick up a book and read to a child. Dr Seuss

Use these prompts to help you:



What do you think happens next?

What is the character saying?

How do we know the Gruffalo was scared ?

What do you think that character is feeling now?



# TALKING

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- 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!”

# TALKING

- 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
  - 
  -

# AND...

- Online resources available Ruth Miskin Parents' Page:  
<http://www.ruthmiskin.com/en/find-out-more/parents/>
- 
- Ruth Miskin Facebook:  
<https://www.facebook.com/miskin.education>
- 
- Free e-books for home reading:  
<http://www.oxfordowl.co.uk/Reading/>

(RWI resources are published by Oxford University Press)

# We are a **Read Write Inc.** school

**PHONICS**

Any question ???

