

St. Mary's Phonics Parents' meeting

Aims

- ❖ To help you develop an understanding of how phonics is taught at St. Mary's.
- ❖ To share other strategies to support your child as they learn to read

Why we use Read, Write Inc to teach phonics

- Tried and tested over many years
- Systematic and structured
- Early success in reading

How does it work?

Children:

- ❖ Learn 44 sounds (“phonemes”) and the matching letters (“graphemes” which may be either single letters-e.g. c-a-t; digraphs-e.g. ch/oo or trigraphs-e.g. ear)
- ❖ Learn to blend sounds to read words
- ❖ Read books which enable them to apply these sounds and practise the key words

This helps with “decoding”

Sounds and Phonemes

All words are made up of sounds (phonemes)

In English there are 44 different sounds!

This makes learning to read – and spell – very difficult!

The Read Write Inc programme splits these sounds into three sets which get progressively harder from Set 1 to Set 3.

They are also split into “stretchy” and “bouncy sounds”.

More information on the sounds and the sound charts that we use can be found on the website:

<http://www.ruthmiskin.com/en/parents/>

All about “Fred Talk”

Fred the frog helps children to learn to read because Fred only talks in sounds!

Children love helping him to blend the sounds together to form the words e.g. when Fred says c-a-t, the children help him by saying the word “cat”!

We call this “Fred Talk” but how does Fred pronounce the sounds?

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

How can children remember **44** sounds?!

For each sound, sound-phrase pictures are used to help children learn the sounds quickly, for example, for the digraph, “ay”, the phrase is “May I play?”

The aim is for children to be able to read the sounds effortlessly and to read the “green words” by sound-blending.

Progressing through the sounds

Before learning the set 3 sounds, children should be able to:

- Read all the set 1 and 2 sounds *instantly*;
- Use sound-blending (Fred Talk) to work out new words;
- Be able to read many words they have already encountered *without* the need for sound-blending.

Progressing through RWI reading books

As children progress through the different sounds, they will apply their phonic knowledge by reading RWI books. Children progress through the books according to the sounds they are currently learning:

Speed Sounds	RWI Books
Learning Set 1 sounds and blending	Red “ditties”
Learning Set 2 sounds	Green/Purple
Revising Sets 1 & 2 sounds	Pink
Learning Set 3 sounds for reading	Orange
Set 3 sounds for reading & spelling	Yellow, Blue and Grey
Revising all sounds Learning prefixes, suffixes & homophones	Off RWI- no RWI reading books

More information on the books can be found on the website

The structure of the lessons

- ❑ Revision of/learning the sounds
- ❑ Using Fred Talk to blend the sounds to read words
- ❑ Using Fred fingers to segment the sounds to spell words
- ❑ Handwriting of the letters, digraphs (e.g. ay) and tri-graphs (e.g. igh) using cursive letter formation.
- ❑ Introducing the book
- ❑ Defining key vocabulary and setting the scene
- ❑ Reading the book and practising the sounds and words.
- ❑ Answering “Find it” and “Prove it” questions based on the stories.

Green words and Red words

Phonics is really helpful when it comes to decoding “green” words but what about words like these?

walk you said the your was

Words such as these are known as “red” words because they cannot easily be decoded phonetically. Red words need to be learnt by heart so it is helpful to discuss and practise these.

So, once we know all our sounds, is that it?!

The different skills of reading

To be a confident and successful reader, two skills need to be learnt-

- ❑ **Phonics and Word Recognition:** all the previous slides have described how our pupils are taught to learn and blend the 44 letter sounds (phonemes) so that they can decode words.
- ❑ **Understanding or Comprehension:** children need to be able to understand the meaning of the words and sentences that they read. As their reading develops, they should also be able to understand the ideas, information and themes in the texts that they read.
- ❑ **Alongside their ability to decode more complex words, they should also be able to make inferences (reading between the lines).**

It's not all about the phonics.....

Remember that every picture tells a story!

Encourage your child to use the illustrations to help them to make sense of the text even before they are able to read.

Try looking at an interesting illustration in detail – you will be amazed at how much “reading” goes on!

Using our experiences and knowledge of how language works....

The children are playing _____ the park.

What is the missing word? How do you know?

As well as applying their phonic knowledge, picture clues and how a word looks, children should also be using their knowledge of how spoken language works so hopefully they would realise that it would make sense for the missing word to be “in”.

My car is so _____ I must c-l-ea-n it.

What would help a child to decode the missing word here?

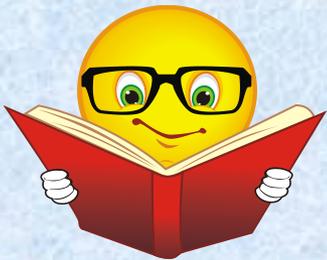
*Even if there was no picture of a dirty car, by reading ahead (which our brains help our eyes to do automatically!) and using their phonics to decode the word, “clean”, **their***

understanding that we clean things when they are dirty together with phonic knowledge should help them to decode fairly quickly.

Developing Comprehension

We can read all the words in a book from cover to cover but if we don't understand what we have read, what is the point?

At St. Mary's we use three question types to help children develop comprehension skills.....



Helping children to understand what they read.....



Looking questions: e.g. “What can you see in the picture?”



Clue questions: e.g. “Do you think the animals are friends?”

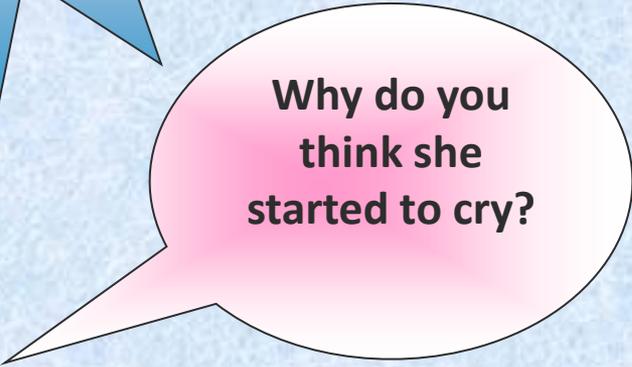


Thinking questions: e.g. “What makes a good friend?”

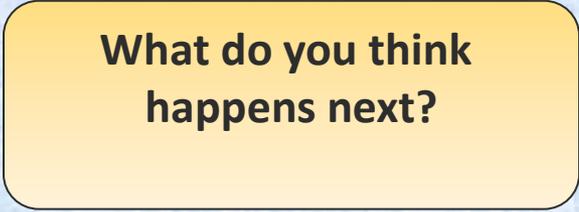
Question prompts



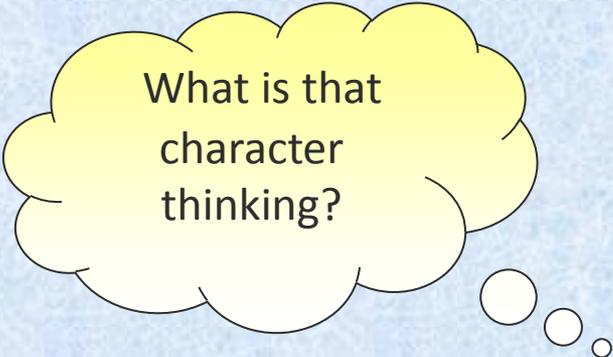
Where is the story set?



Why do you think she started to cry?

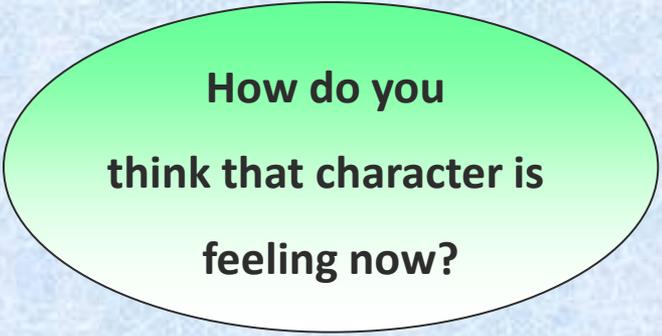


What do you think happens next?



What is that character thinking?

Discussing the book is important but allow time for your child to get to know and enjoy the story first.....



How do you think that character is feeling now?

Talking is part of reading...

Remember that by talking to your child as much as possible and 'feeding' them new and different words, you are helping them with their reading:

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

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

"Let's **scoff** our lunch now!"

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

This pizza is **nice**.

This pizza is **tasty**.

This pizza is **delicious!**

How can I support my child with reading?

Reading to your child/sharing books

Join your local library and visit regularly

Be a role model - get caught reading!

Hear your child read/share books on a daily basis

Ask effective questions that lead to a conversation.....

MAKE READING A PLEASURE!

Enjoy a wide range of reading materials:
Signs on streets and in buildings;
Pictures and picture books
Newspapers
Magazines/comics
Audio books

