



September 21<sup>st</sup> 2023



Aims of this meeting;

- ❖ To introduce you to how we teach phonics and early reading in EYFS and KS1.
- ❖ Share strategies to support you at home with reading development.





Our approach to reading consists of two dimensions.

## Word Reading

The speedy working out of words when reading.

The ability to use phonic knowledge to work out new words. (decoding)

The letters on the page represent the sounds that make spoken words.

## Comprehension

Draw on vocabulary and grammar to make the text make sense.

Draw on their knowledge of the world.

Developing high quality discussion about text with adults.

Experience a wide range of text types – fiction, non-fiction and poetry.

The **MORE** that you  
**READ**, the  
 more things  
 you will **KNOW**.

The **MORE** that you  
**LEARN**, the more places  
 you'll **GO**.

Dr. Seuss



Developing a passion for reading and reach a level where children can read fluently and with confidence to enable them to succeed in the next stage of their lives.

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	<u>Paddington at the Tower</u> Michael Bond 	<u>Toby and the Great Fire of London</u> Margaret Nash & Jane Cope 	<u>The Jolly Postman</u> Janet & Allan Ahlberg 	<u>The Magic Faraway Tree</u> Enid Blyton 	<u>The Lighthouse Keepers' Lunch</u> Ronda & David Armitage 	<u>George's Marvellous Medicine</u> Roald Dahl 
Years 3 & 4	<u>Charlie and The Chocolate Factory</u> Roald Dahl 	<u>Demon Dentist</u> David Walliams 	<u>Beowulf</u> Rob Lloyd Jones and Victor Tavares 	<u>The Saga of Erik The Viking</u> Terry Jones 	<u>Poems to Perform</u> Julia Donaldson 	<u>The Time Travelling Cat and the Egyptian Goddess</u> Julia Jarman 
Years 5 & 6	<u>Cosmic</u> Frank Cottrell Boyce 	<u>The Nowhere Emporium</u> Ross MacKenzie 	<u>Private Peaceful</u> Michael Morpurgo 	<u>Goodnight Mister Tom</u> Michelle Magorian 	<u>Rain Player</u> David Wisniewski 	<u>Macbeth (A Shakespeare Story)</u> Andrew Matthews and Tony Ross 

# What does Read, Write Inc. look like in our school?

Read, Write Inc. is taught every morning for about 30 minutes. The children will read a book repeatedly, learning the new sounds, blending words and developing their reading fluency.

Children work in groups so that they are working with others who are learning the same sounds.

We have 5 trained members of staff who will be leading the groups so children will be working in small groups.

Each group has their own learning space to work in.

Class teachers will know what the children are learning so that this can be supported in class throughout the day.



# Why do we use



# ?

It is a complete reading program that meets the demands of the National Curriculum, giving your child the very best chance of success. The Government have validated it as a systematic, synthetic approach.

Starting at the beginning in the Early Years...

Children read fiction and non-fiction books which closely match their developing phonic knowledge.

It enables them to confidently read with fluency and expression.

It supports spelling and enables them to spell using the sounds that they know.

It enables children to write confidently by practicing what they want to write out loud first.

It enables them to work well with others.

The aim at the end of Year 1 is that children are more accurate and speedy readers who are confident and love reading.

There is an additional program to support any children needing extra help.

Storybooks and home reading books align with the sounds learnt in their phonics sessions.

# Simple Speed Sounds

## Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

## Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

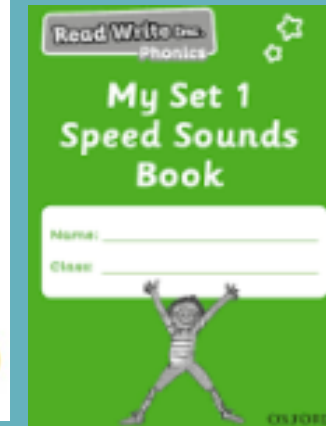
## Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
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## Vowel sounds – stretchy

## Vowel sounds – stretchy

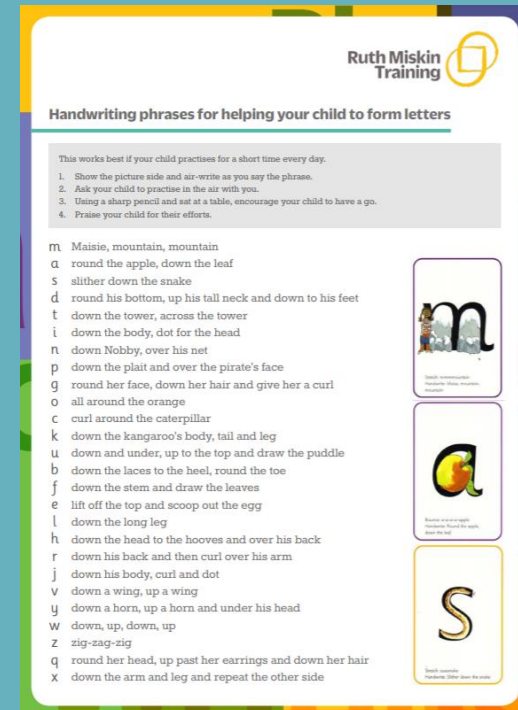
oo	oo	ar	or	air	ir	ou	oy
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RWI is divided into 3 sets of sounds.

Phonics makes learning to read easy for children because we start by teaching them just one way of reading and writing every sound.

Here they are on the Simple Speed Sounds chart. We teach Set 1 sounds first - (sounds as far as a e i o u) and then Set 2 (the sounds ay - oy).



Once the children know the pure sounds, we teach them to blend sounds to read words. We also teach children to spell the words they learn to read.

We use Fred Talk to help children read and spell words.





Meet Fred!

Fred can only talk in PURE sounds.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

How to say the sounds.

*"What you can say today...  
you can write tomorrow"*

*Ruth Miskin*

He says "c-a-t" not cat!

c a t

Try Fred talking these words    pin    top    sat    dog    zip





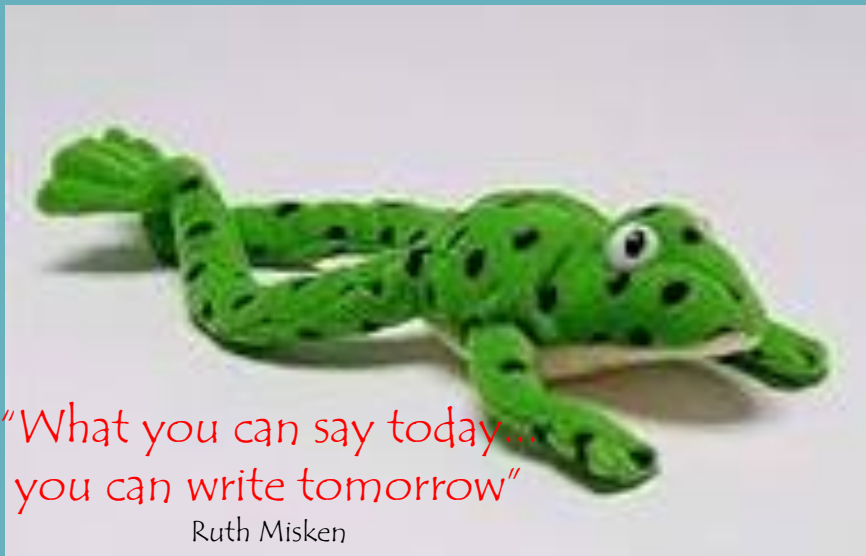
Trigraphs – 3 letters, 1 sound

night



Digraphs – 2 letters, 1 sound

chick  
thick

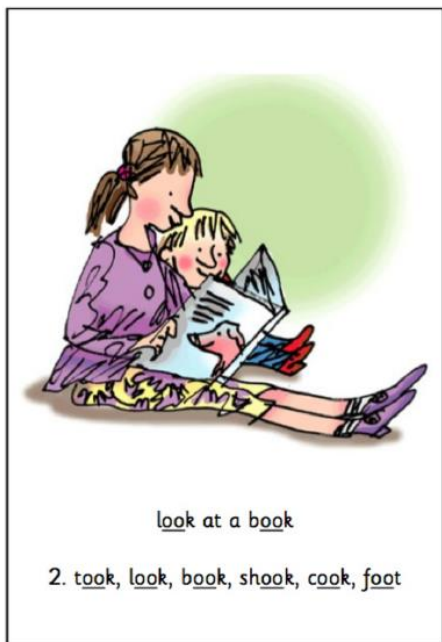


"What you can say today...  
you can write tomorrow"

Ruth Miskin

Digraphs and Trigraphs – some  
can look the same but sound  
different.

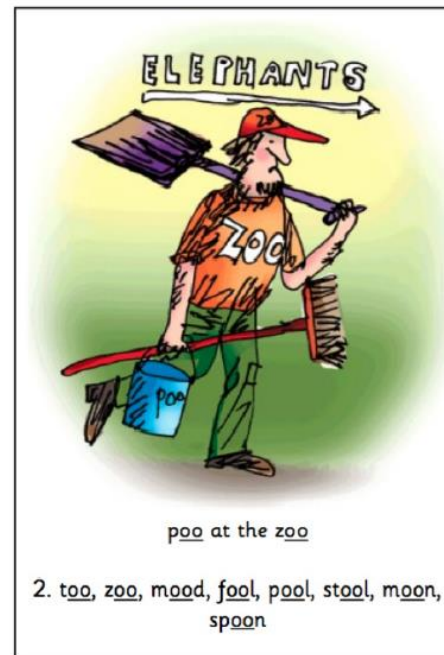
oo oo



look at a book

2. took, look, book, shook, cook, foot

oo oo



poo at the zoo

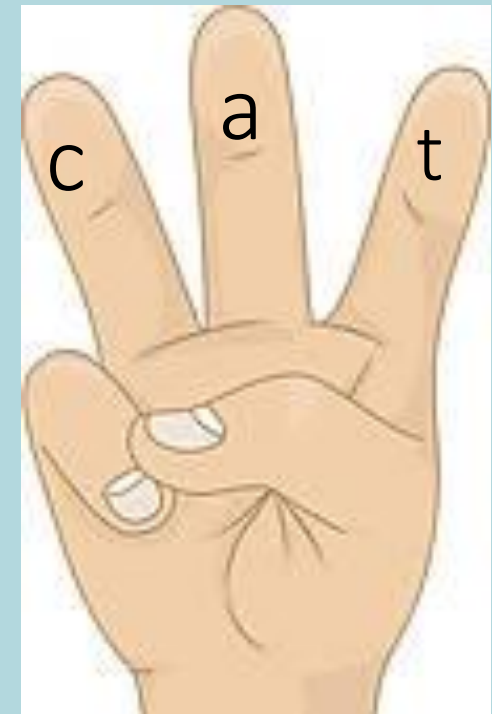
2. too, zoo, mood, fool, pool, stool, moon,  
spoon

# Learning to blend and segment using the sounds that we know.

As soon as the children know 5 sounds, They will be taught to blend.



They will use Fred Fingers for spelling.



# Learning to blend and segment using the sounds that we know.

Green words contain all of the sounds that we know.

Fred talk

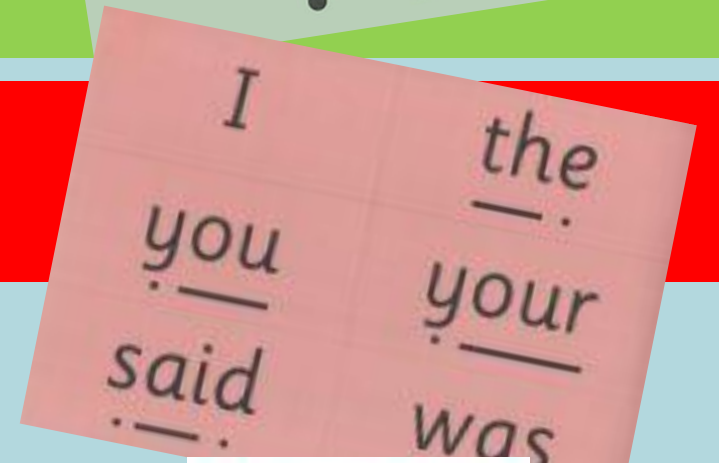
Fred in your head

No Fred talk



Red words – If it's red, it's hard to Fred!

Words with tricky or irregular parts.



Alien words

'What a lot of nonsense!'

In preparation for the Y1 phonics screening test.



# Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn

spray

crawl

It would be easy if we only had to learn set 1 and set 2 sounds!  
 Now we move on to set 3!

## Speed Sounds Set 3

### 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					

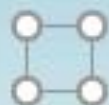
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	e-e	i-e	ō-e
					ai	y	ie	oa
						ea	i	o
						e	y	

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

# RWI techniques...some of the things you may hear about!



Praise, praise praise...

1, 2, 3 well done me!  
Fan-tastic!



Positivity and passion...

All of us want all of the children to do very well, to enjoy and to achieve!

Participation...no passengers!

MTYT

TTYP

Paired work – lolly sticks  
Choral work, popcorn,  
word wave etc.

Silent signals...keep the pace!



1

2

3



# Phonics Screening Check and Alien words

- Normally June for Year 1 and any Year 2 who did not reach the pass mark.
- Combination of real and 'alien' words

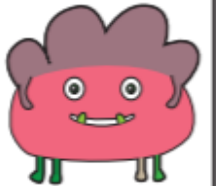
blem



drell



fusp



quisk





# How to support your child at home.



Share a wide range of stories including the story books they bring home from school.

Listen to them reading their phonics book. This will be a book that will be at the level they are working on in RWInc.

Support your child by practicing the sounds in their sound booklets which they will bring home to practice.



How to support your child at home.

Have fun with Fred talk – Can you tidy your r-oo-m?  
Would you like t-oa-s-t and j-a-m?

Practise pronouncing the sounds – remember NO ‘fuh’ and ‘luh’!  
Use the link in this presentation to practice your pure sounds.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

# What's after phonics?

When the children have completed RWI, they move into a guided reading group.

This is teacher led and aims to develop the children's comprehension skills using high quality texts and covering a variety of genres, as well as focusing on building upon the children's word reading and vocabulary knowledge.

The children are added to Accelerated Reader and continue their reading journey using the AR quizzes.

