



Phonics

'Reading by six:

How the best schools do it'

- 'Effective teachers are highly trained to instill the principles of phonics, can identify the learning needs of young children, and recognise and overcome the barriers that impede learning.'
- HMI Ofsted report on 'Reading by Six'
- December 2010



Why Read Write Inc Phonics?

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

What is Read Write Inc Phonics?

- A rapid *Learn to read* programme

so children can...

- *Read to learn* for the rest of their lives

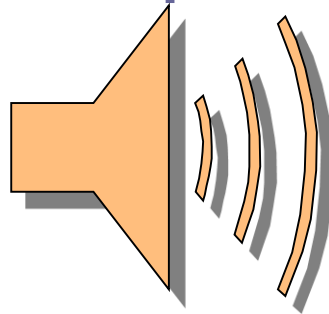


<http://www.ruthmiskin.com/en/resources/parent-information-understanding-phonics/>

Sounds

All words are made up of sounds

<http://www.ruthmiskin.com/en/resources/read-write-inc-fresh-start-sound-pronunciation-guide/>



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
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Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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Set 1 sounds

Set 2 sounds

The complex English alphabetic code

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					

Consonants: bounce

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											

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							

Graphemes

A grapheme is a sound written down

English has more than 150 graphemes

A complex code!

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...



- If children understand Fred they can *blend* orally

Blending is needed for reading

Fred...



- Fred helps children learn to spell as well!

Children convert words into sounds

They press the sounds they hear on to their fingers...

We call this *Fred Fingers*



Blending.....



Teaching sound blending.

<http://www.ruthmiskin.com/en/resources/parent-tutorial-teaching-sound-blending/>

Independent blending

<http://www.ruthmiskin.com/en/resources/parent-tutorial-independent-blending/>

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 Igh igh tigh

blow smowk flowt gow mowst

moon broot bloo groo

Red Words

- Do
- We
- Are

- <http://www.ruthmiskin.com/en/resources/parent-tutorial-storybook-activities-green-and-red-words/>

Storybooks and Get Writing Books



End of Year 1 Phonics screening...

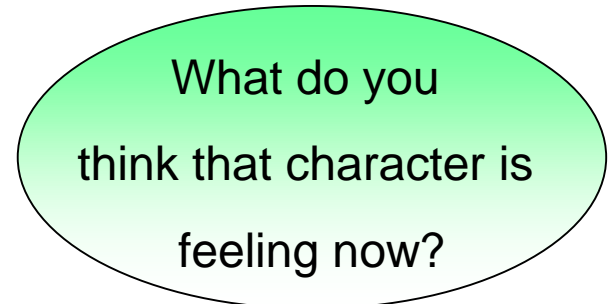
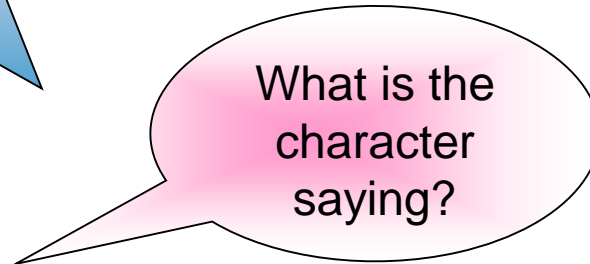
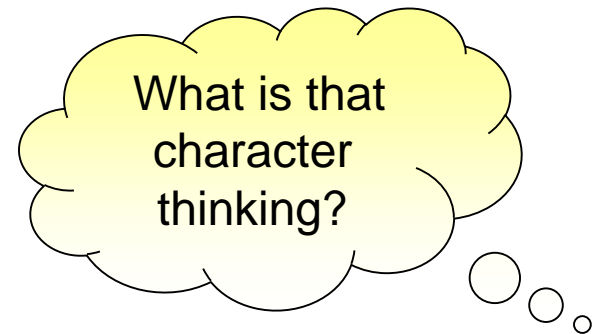
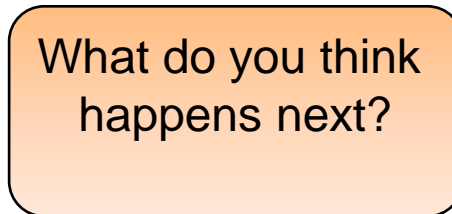
Reciprocal Reading and Text Interrogation

- Reciprocal reading: Predicting, Questioning, Clarifying and Summarising
- Text interrogation: Finding word classes e.g. adjective, adverb, nouns, verbs etc. Also finding words and phrases in the text to describe characters and setting etc
- Reading journal
- The above leads into modelled writing, then paired/individual writing

Ideas to help your child at home...

- By **reading** a range of texts, including fiction and non-fiction.
- By talking about the text and asking lots of questions.

Use these prompts to help you:



Ideas to help your child at home...

AF2 Questions

Where and when did the story take place?

Who are the key characters in your book?

What happened in the story?

Find 3 words that describe your favourite character.

Find a few words or phrases that tell you about the setting.



Ideas to help your child at home...

AF3 Questions

What is your favourite part of the story?
Why?

Who would you like to meet in the story?

What do you think might happen next?

What do you think the story is going to be about?

What questions would you ask your favourite character?



Enriching conversations...

- 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 **gobble** our lunch now."

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

Take home books

- NEW phonetically decodable reading books for the WHOLE school.
- Reading often
- Comprehension questions
- Picking the same book twice?
- Storage
- Sound Books
- Project X

Motivation to help at home!

“The difference in achievement between children who read for half an hour a day and those who don’t is huge – as much as a year’s education by the time they are 15.”

Reading Eggs

- Username and password
- Reading Eggs is a superb ICT resource that has been purchased for all children to use.
- Encourages reading and is motivational- games and activities (winning eggs to 'buy' things for an avatar)
- Children find it exciting
- Tracks the children at their own pace

Help yourself at home...

- By having a look at the parents' pages on the web for tips and resources for supporting your child at home:

www.ruthmiskinliteracy.com

or

www.oup.com

(RWI resources are published by Oxford University Press)

www.oxfordowl.co.uk

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Thank you...



Happy reading!