

Read Write Inc. Phonics Presentation



Introduction to Phonics...



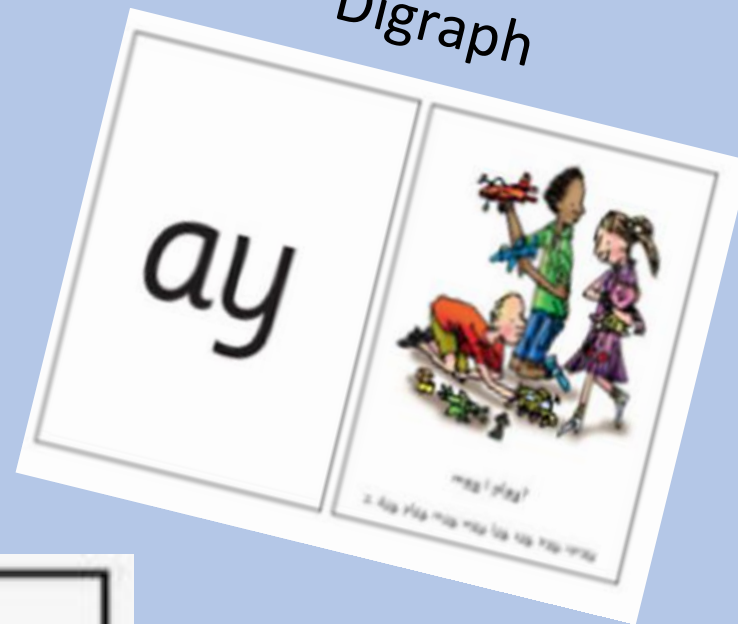
- In Read Write Inc. phonic lessons children learn to read accurately and fluently with good comprehension.
- Throughout the programme, children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds.
- They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets.
- Simple mnemonics help all the children to grasp the letter sound correspondences quickly.
- Phonics is taught daily- new sounds are introduced and current sound knowledge is reviewed daily
- High frequency words that are not phonically regular are taught– we

Sounds and "Friends"

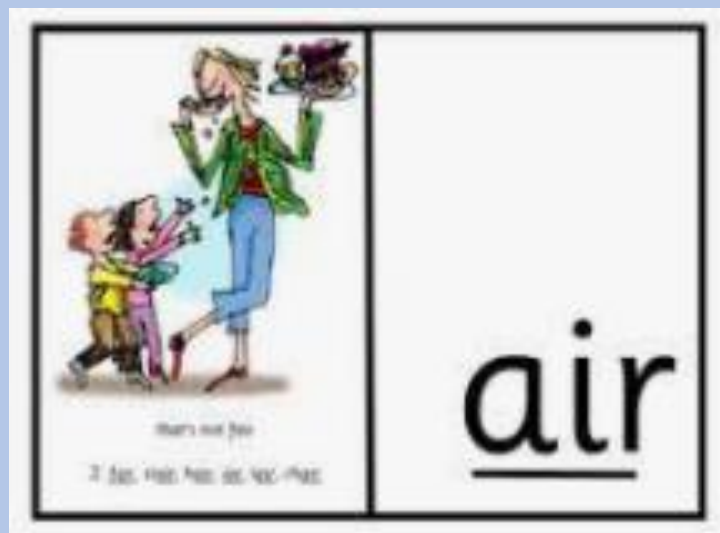
Phoneme



Digraph



Trigraph



Set 1, 2 and 3

First, your child will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter:
m a s d t i n p g o c k u b f e l h r j v
y w z x and sounds written with two letters
(your child will call these 'special friends'): **sh th ch**
qu ng nk ck
- Words containing these sounds, by sound-blending,
e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*,
s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- Blending Books and Red, Green and Purple Storybooks.

Second, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or**
air ir ou oy
- Words containing these sounds
- Pink, Orange and Yellow Storybooks.

Third, he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw**
are ur er ow ai oa ew ire ear ure
- Words containing these sounds
- Blue and Grey Storybooks.

Your child will be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em'; 's' as in 'sun' not 'es'.

Year R will be
taught Set 1
and 2
sounds.

Pure Sounds

- No schwa on the end of a sound!

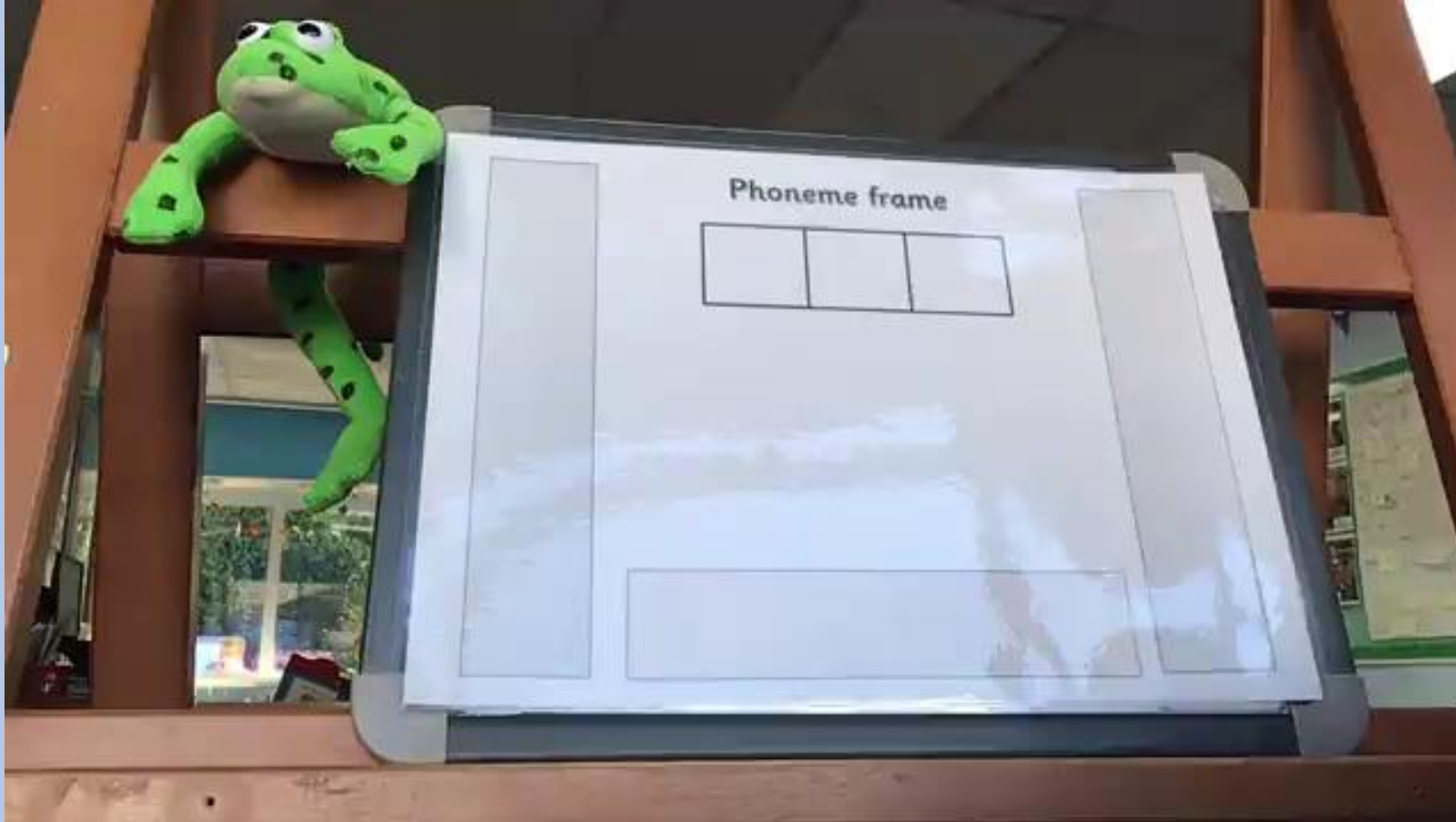
Fred Talk



- Fred the Frog helps children read. He can say the sounds in words, but he can't say the whole word, so children have to help him.
- To help children read, Fred (the teacher) says the sounds and then children say the word.
 - For example, Fred says c-a-t, children say cat; Fred says l-ight-t, children say light
- Teachers are encouraged to Fred talk throughout the day, so children blend sounds. For example
 - Play Simon says. Put your hands on your h-ea-d, f-oo-t, kn-ee
 - Put on your c-oa-t

Word time – blending words

(3 minutes in)



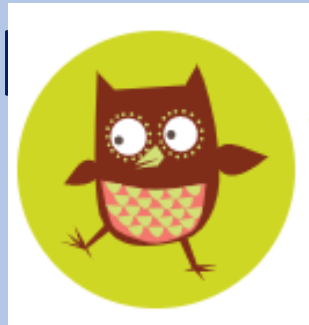
Fred in your Head



- Once children can sound out a word, we teach them to say the sounds in their heads
- The teacher holds up the word to give children time to mime the sounds, and then pushes the word forward as a signal to say the word together, until they can say the word straight away.
- We show them how to do this by
 - Whispering the sounds and then saying the whole word
 - Mouthing the sounds silently and then saying the whole word
 - Saying the whole word straight away

Nonsense words

- Nonsense words (also called pseudo words, non words and alien words) are used to assess children's knowledge of sounds. We use made-up words to ensure that children have not read or heard the words before. As children's reading develops, they will need to work out longer real words that include syllables that, on their own, have no meaning, e.g fan – *tas* – tic



Ditties and Reading Books in Phonics Sessions

- Phonic books are closely matched to children's increasing knowledge of phonics and "tricky" words so that, early on, they experience plenty of success.
- Repeated reading of the texts support their increasingly fluent decoding.
- Children read the story three times (at least).
- On the first read, children focus on **accurate word reading**.
- The second on developing fluency
- The third, on comprehension.
- Fluency and comprehension increase with each repeated reading.

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog


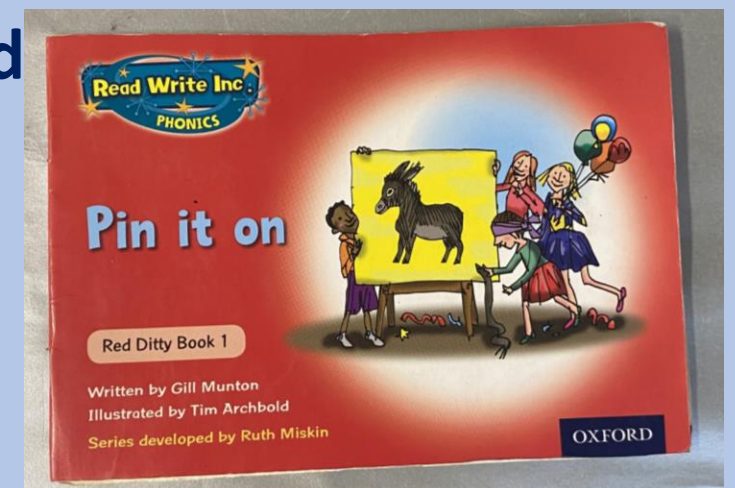
Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

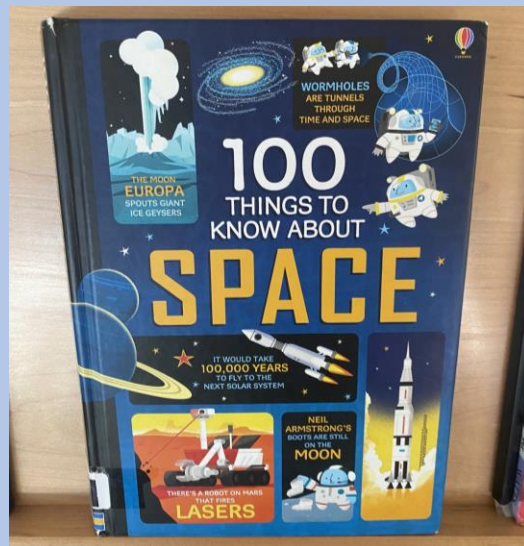
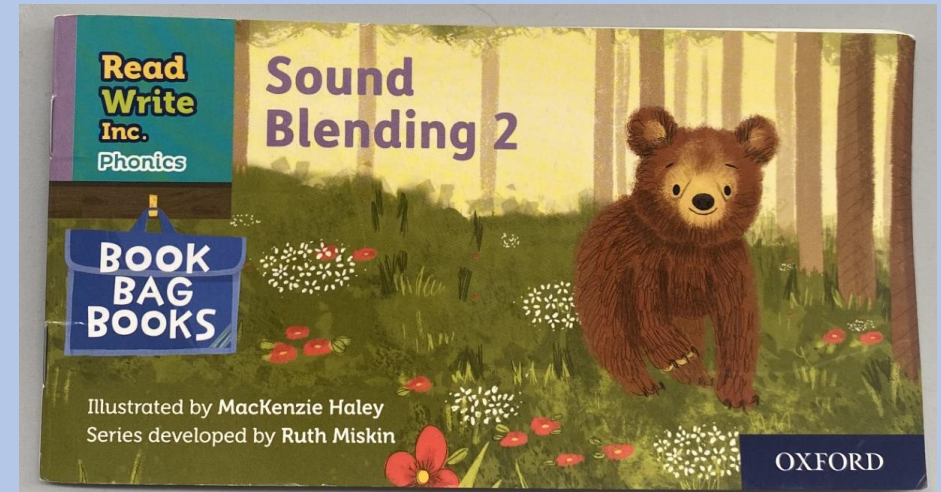
the dog did not

A cartoon illustration of a girl with braided hair, wearing a red jacket and blue pants, standing next to a small brown dog. She is holding a pair of glasses.

Home Reading Books...

Please read the text a minimum of 3 times!

1. Sound Blending Book



Library Book

2. Ditty

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog


Red Words - read these words but tell your child the word if they get stuck

I the

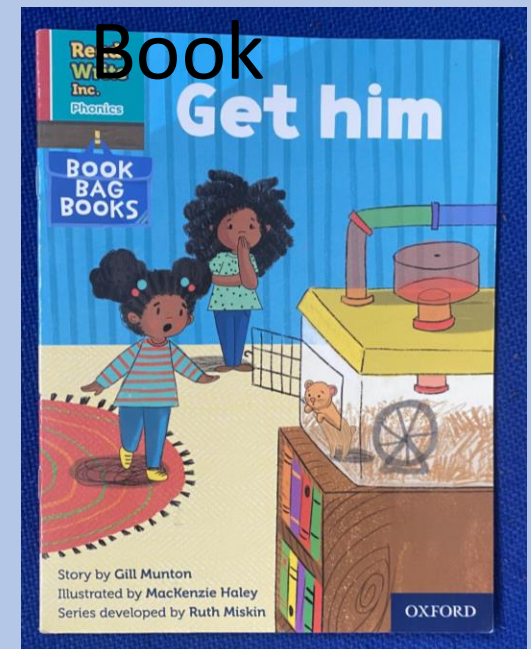
I got pop

dad got a sip

the dog did not



3. Phonics Book



The Importance of Reading

“children are made readers on the laps of their parents”



“Reading is the gateway for children that makes all other learning possible”

How can I support my child?

- Little and often (quality over quantity)
- Share stories and pick out key vocabulary
- Be positive and give lots of praise
- Take it in turns
- Home Learning
- Make it fun
- Enjoy it!



Any Questions?

