



**Ruth Miskin
Training**



Read Write Inc. Phonics Parents' Meeting

Read Write Inc

Phonics Teaching at Cardinal Road Infant & Nursery school

Miss Woodley - Reading Leader

Miss Din - English Co-ordinator

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

And I mean everything.

Jeanette Winterson

The Importance of Language

Language development –

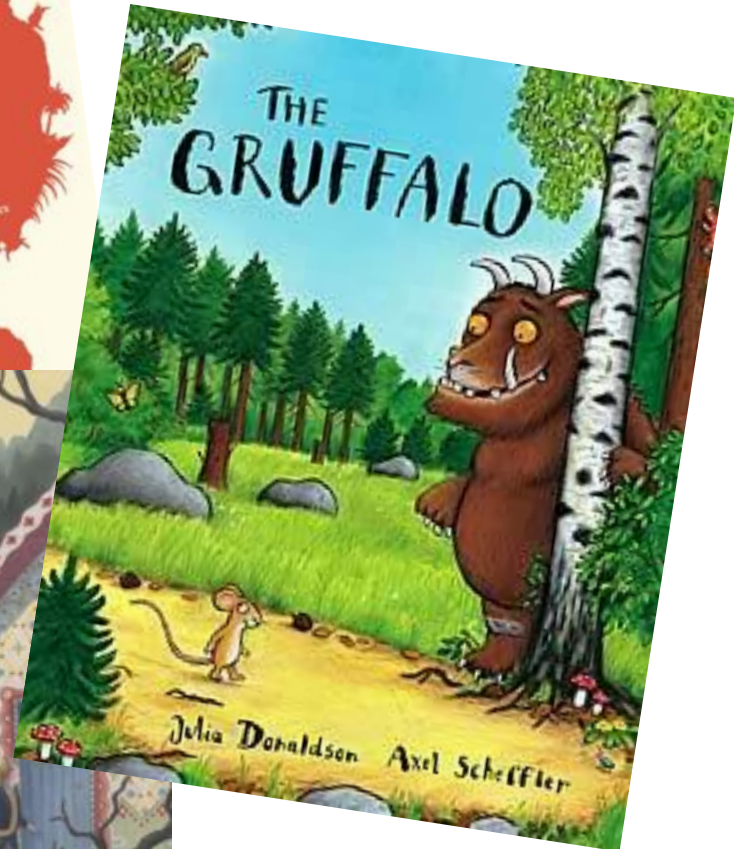
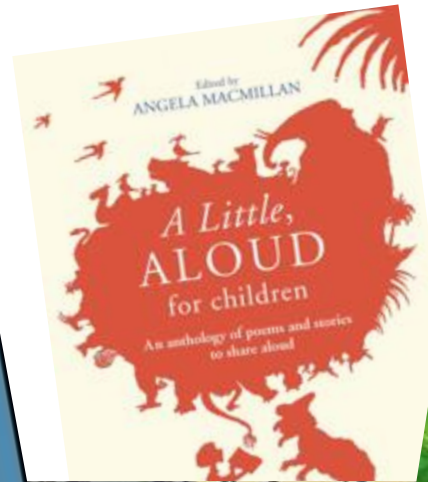
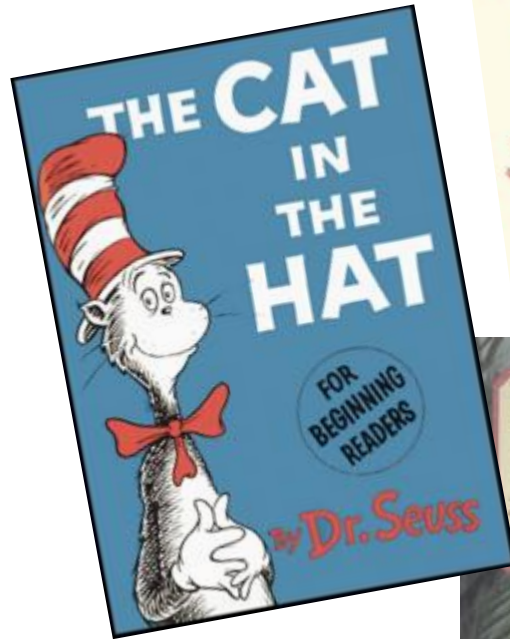
50% of children in the UK start school with a language delay.

What does this mean?

- The majority have a transient delay and, with support, will make progress and ‘catch up’.
- We learn a great deal through language. How can you ask a question if you don’t have the words to ask it? How will you understand the answer?

Where can children ‘find’ language?

Bedtime stories



What is Phonics?

- Phonics is using sound symbols to read and spell.
- Hence we have adopted Read Write Inc. We researched the most effective ways of teaching phonics and this was a method that came highly recommended by OfSTED.

Who is Read Write Inc.
Phonics for?

Read Write Inc. Phonics

- Nursery – Y1 (KS1)
- Older children who need to ‘catch-up’
- Children new to English

What do we do about phonics in the nursery?

- We work hard to develop listening skills in addition to language skills.
- For example we play listening games with musical instruments, discriminating sounds in the environment eg vehicle sounds, animal sounds – through the medium of song e.g. old Mc Donald has a lot of items on his farm.
- We identify initial sounds in our names, whilst beginning to look for environmental print e.g. What does that say?
- Ascribing meaning to print in the environment.
- Begin to introduce RWI graphemes using the resources so that children can begin to develop early literacy skills which we can develop throughout our school.

What is Read Write
Inc. Phonics?

Systematic approach



What is systematic
phonics?

Phonics

Sounds

Graphemes

Pure Sounds

Sound pronunciation guide



English alphabetic code

- 44 sounds
- Over 150+ graphemes

- One of the most complex alphabetic codes in the world.

Speed Sounds chart

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				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

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

How does Read Write
Inc. use phonics to
teach reading?

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
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

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

Speed Sounds

a

e

i

o

u

ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
day	see	high	blow	zoo	look	start	for	stair	girl	shout	boy	fire	hear	pure

Blending using Fred Talk



Fred Talk



Speed Sounds

in

Speed Sounds

thick

*How many sounds do you think are in
this word?*

Speed Sounds

splash

Complex Speed Sounds chart

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				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

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

Storybooks



A simple speed sound lesson

- *Introduce the sound*
- *Say the sound*
- *Look at the pictures/objects and say the names listening for the sounds.*
- *Learn the handwriting 'patter'.*
- *Air write the sound*
- *Handwriting of the sound*

Speed Sound lesson Set 2

- *Say the sound*
- *Fred Talk words with the sound (children blend)*
- *Introduce picture card and sound (flash card)*
- *Speed sounds (hide the new sound)*
- *Pile 1- words with new sound (Fred talk)*
- *Pile 2- review words (**read in 3 ways**- FT, Fred in your head, Speedy reading)*
- *Pile 3- Nonsense words*

Speed Sounds Set 3

- *This is where the variations are introduced.*
- *Letter names are introduced at this stage to help differentiate between the various graphemes.*
- *Introduce the complex chart.*
- *Syllables – put your hand under your chin to help feel the syllables in a word.*

Can you sound out all words?

No you can't! Some words are not phonetically decodable and we have to learn these by sight.

There are some words that the children come across that they cannot segment because they have not yet learned the correct grapheme. These will be taught as 'red words for now'.

Green vs Red Words

Green words

- *see*
- *car*
- *play*
- *ted*

Red words

- *the*
- *was*
- *they*
- *said*

Nonsense words

- *In the Government's Year 1 Phonics screening test the children will be expected to read nonsense words and know that they are nonsense words and do not make sense.*
- *There may be times when we slip some of these into the work the children take home – the challenge is, do they notice them?*
- *Fromp; stap; scrip; yop*

How does Read Write
Inc. teach spelling?

Fred Fingers



Spelling

- *Break down words into their individual sounds*
- *Wun morning a tighnee ant crorld up a torl blayd ov grars.*

Handwriting

The handwriting we use in school now reflects the style of writing that is used in RWI.

This is gradually moving through the school as RWI is introduced in each year group.

What we will send home

- *Phonic Folders - in reception we send these home to help reinforce the sounds we have been learning during the week.*
- *Words - read them at first by sounding them out and blending them back together. This may take some time!*
- *Captions – as above*
- *RWI Books – already seen in school. Allow your children to show you what they can do*
- *Additional Texts – in reception these might be library books to read to your child. Your child could then try to re-tell the story using the pictures.*
- *They might be reading scheme books that will help them practice their decoding skills and their use of the tricky words.*

Read Write Inc. Storybooks



Attendance

- *We learn a sound every day and rehearse all the sounds that we have learned previously.*
- *We rehearse the skills of blending sounds together to read and segmenting them to spell every day.*
- *There are chances to extend and rehearse vocabulary every day in school.*
- *We write each day in school.*
- *If your child misses a day, a week, two weeks they will be a long way behind in their phonics and might not be able to catch up very easily and are at risk of not reaching their full potential.*

How can I help at home?

How can you help at home?

- *Foster a positive attitude to reading – model that you enjoy reading e.g. newspapers, magazines, books.*
- *Be positive about your child's progress – always praise what they have tried to do!*
- *Keep checking what is in your child's book bag and treat it with respect – if you look after it they will too and will value the contents more highly.*
- *Make time for reading, both hearing your child read and reading to them.*
- *Find a special place that is quiet and distraction free to read.*
- *Value that time and show that you are sad if you don't get to share books with your child.*
- *Join the library and take part in all of the reading challenges.*

Storytime

- Read *to* your children
- Ask lots of questions and share opinions

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

Dr Seuss

Talking

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!”

You’re looking ... not just... but...

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

Read Write Inc. lessons

Support how your child is learning to read and spell in school.

- Pure sounds
- Fred Talk
- Fred Fingers

Online resources available

Ruth Miskin Parents' Page:

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

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo

Any other questions

