

# Y1 Phonics Parent Meeting

September 2023



# Read, Write, Inc.

- ▶ In Year 1, we follow the 'Read, Write Inc.', literacy programme which the children started in Foundation 2.
- ▶ The whole programme covers phonics, reading, writing and spelling.



# Structure

- ▶ Currently, the children receive a new RWI phonics book 2-3 times a week as they did in F2. Later on in the scheme, books switch to a 5 day teaching timetable.
- ▶ We have restructured some of our phonics groups after initial assessments. The children will be working in phonics groups across KS1, with some mixed year group classes for phonics lessons only.
- ▶ We prioritise pupils' confidence and enjoyment in their reading. It's important that children are only being asked to read decodable books at their ability level.



# Reading at home

- ▶ As phonics is such an important aspect of early education, we encourage you to ensure that the children's RWI phonics book is read at home by the children.
- ▶ However, we strongly encourage you to read alternative texts (such as picture books or stories you enjoy as a family) with your child.
  - ▶ We encourage reading for pleasure!
- ▶ It is also important for children to listen to a story and we encourage adults to read to them.

# Why RWI?

- ▶ The programme is systematic and structured, meaning that the demands of the national curriculum are met and your child is prepared for the Phonics Screening Check.
- ▶ We will give more information about this later in the PPT.



# What is phonics?

- ▶ Every word is made up of sounds.
- ▶ C-a-t
  - ▶ - 3 sounds each represented by a single letter.
- ▶ Sh-i-p
  - 3 sounds. *sh* is one sound represented by two letters (digraph)
- ▶ L-igh-t
  - ▶ - 3 sounds. *igh* is one sound represented by three letters (trigraph)

# Vocabulary

Phoneme - spoken sounds

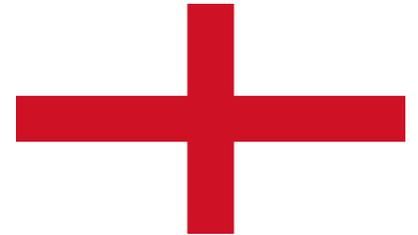
Grapheme - how we write each of the spoken sounds e.g the spoken sounds 'f' is written using the graphemes f, ff, ph.

- 
- Do you know how many sounds are in the English language?
  - Do you know how many graphemes we use for these sounds?

# English

44 speech sounds

150 + graphemes to make up  
those sounds



The English language is extremely complex. The children begin to learn the graphemes which represent each phoneme.



# 'ai' sound

- train
- day
- cake
- sleigh
- straight
- baby
- rein
- reign

Here is an example of how many graphemes represent the 'ai' sound. In Year 1, we focus on ai, ay and a\_e.

During spelling lessons, the children will learn additional graphemes as they progress throughout the school.



# Speed sounds lessons

Throughout the year, the children will learn and review all sounds and alternative graphemes from each set.

The children will practise saying the sound using an approach called 'My Turn Your Turn' and then read the sound in words and alien words. They will also practise writing the sound within words.

# Simple Speed Sounds chart

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

Vowels: stretchy

Vowels: stretchy

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



These charts are used in Year 1. They contain the graphemes from Set 1, Set 2 and Set 3.

# Complex Speed Sounds chart

## Consonants: stretchy

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: bouncy

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				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

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

# Structure

During the 3 day timetable, the children read the story three times in school.

The first read is for accuracy. We discuss the meaning of new vocabulary and ensure that the children are decoding correctly.

The second read is for fluency. The children should be reading the words more fluently than on the first read. The teacher also reads the story to the children to model reading with an expressive voice.

The third time we read is for comprehension. Once the children can read the text accurately and fluently, they are able to think about the meaning and context of the text. We practise answering comprehension questions verbally.

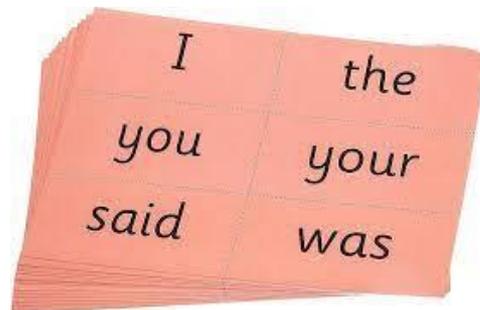
# Structure

Each book contains speed sounds, story green words, red words and speedy green words. We read all of these words as a group and with partners throughout the 3 days. This is to build fluency.

The story and speedy green words are linked to the text and are phonetically decodable. They consolidate sounds and suffixes previously taught.

at ..	mad ..
sad ...	dad ...
sat ...	mat ...

- ▶ Red words are not phonetically decodable (\* words mean the sound hasn't been taught yet).
- ▶ Red words can be found in each RWI book. Some of these are from the Year 1 common exception words list. We work towards children being able to read and spell these words by the end of the year.



## Year 1 Common Exception Words

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

# How does phonics help us to read?

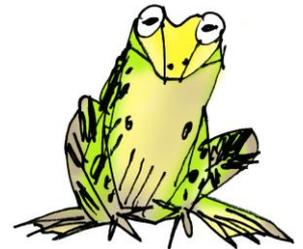
You may have heard your children refer to Fred. We use Fred to encourage children to identify the sounds within the word to enable them to decode successfully.

► Fred can *only* talk in sounds...

He says “*m\_a\_t.*” Not mat.

We call this *Fred Talk*.

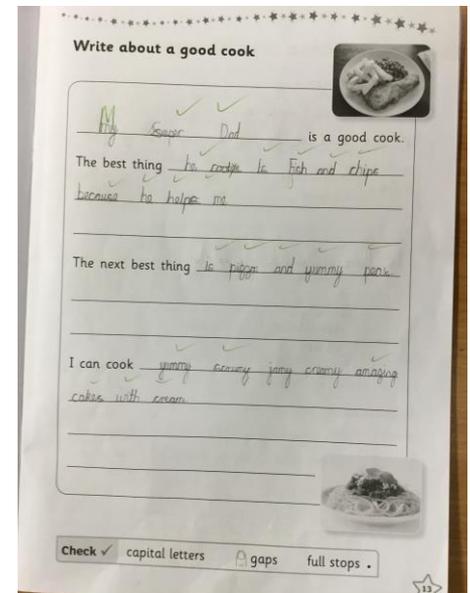
The children sometimes read the word using ‘Fred in your head’



We use Fred fingers (sounding out a word) to help us spell within phonics lessons and across the wider curriculum. Children are encouraged to identify the sounds within a word prior to writing. They hold up one finger for each sound within the word.



- ▶ The children complete spelling, grammar, punctuation and handwriting activities for each phonics book.
- ▶ We practise building sentences using key words from the story. This feeds into a longer piece of writing which is completed on day 3.
- ▶ This is an opportunity to apply the vocabulary they have learned.



# National Phonics Screening Check - Year 1

- The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils.
- The phonics screening check is usually held in mid June.
- It comprises of a list of 40 words; 20 real words and 20 nonsense words.
- It will assess phonics skills and knowledge learnt through F2 and year 1.

# National Phonics Screening Check - Year 1

- Your child will read the test in a one to one situation. They will probably complete the check in 10-15 minutes but no time limit is placed on the child. They will be asked to 'sound out' a word and blend the sounds together to read the word.
- The children have plenty of exposure to nonsense words so they are well prepared for the test. We read alien words during our RWI lessons.
- We will be using past test papers throughout the year to familiarise the children with the format.

# National Phonics Screening Check - Year 1

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



- ▶ Here is an example of a past Phonics Screening Check paper.
- ▶ Alien words are presented with an alien picture next to them. This is so the children can clearly identify them as nonsense words so that they don't try to turn the word into a real word. The children do not need to tell us whether the word is a real word or a nonsense word.

# Alien Words

- There are lots of practice materials online if you google 'phonics screening check practice materials'
- <https://www.gov.uk/government/publications/phonics-screening-check-2018-materials> - past papers are online but please be aware that we use these papers for assessment purposes throughout the year.
- You can make up your own alien words using set 1, 2 and 3 sounds. Please make sure children never write alien words, only read them.



# How to help your child at home...



- 
- ▶ Read favourite stories over and over again.
  - ▶ Read some stories at a higher level than they can read themselves.
  - ▶ Listen to them reading their RWI books.
  - ▶ These books are designed to ensure that the children feel successful and confident when reading to motivate them to read for pleasure. They are not intended to be difficult for the child to read independently.

## *How to listen to your child:*

**Do not read the book aloud before your child reads it to you.**

**3 day reading cycle: green, purple, pink, orange books.**

**5 day reading cycle: yellow, blue, grey books.**

### **First read:**

- Ask your child to read the **Speed sounds and the circled focus sounds** which are at the beginning of the book (consonants and vowels)
- Ask your child to read the **story green words**
- Check your child's understanding of **story green words** after they have read them (**vocabulary check**)
- Ask your child to read some/ all of the story
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.

### **Second read:**

- Ask your child to read the **red words**
- Ask your child to read some/ all of the story
- Discuss the story with your child

### **Third read:**

- Ask your child to read the **speedy green words** from the back of the book
- Read the whole story
- Ask your child the '**questions to talk about**' found at the back of the book

### **Fourth read/ Fifth read:**

- Ask your child to retell the main events of the story
- Ask your child to read the story again
- Ask your child to read aloud and answer the '**questions to read and answer**' found at the back of the book



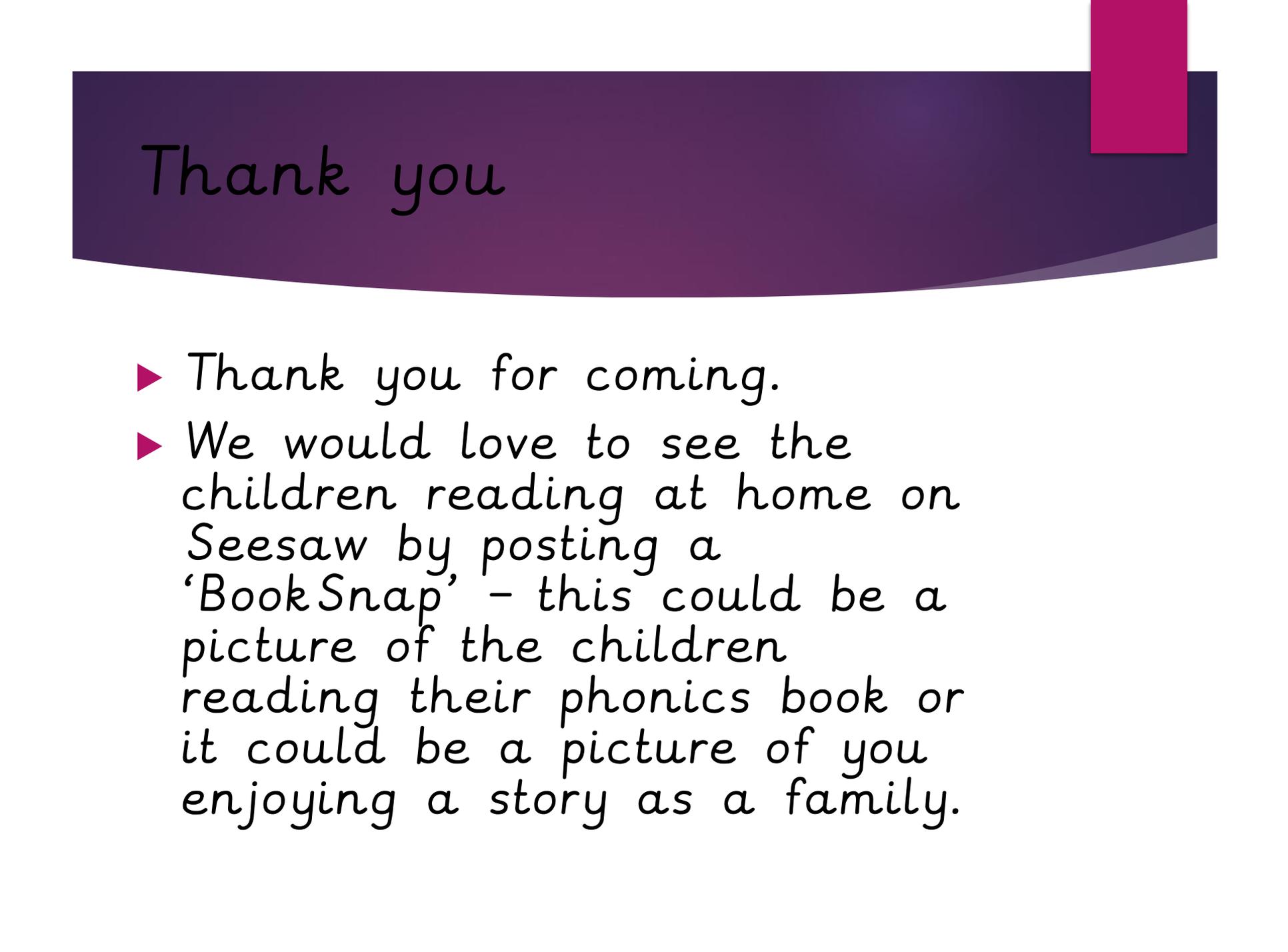
If a child reads for **20** minutes a day, they will read for **7,300** minutes a year.

If a child reads for **10** minutes a day, they will read for **3,650** minutes a year.

If a child reads for **5** minutes a day, they will read for **1,825** minutes a year.

# 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."



# Thank you

- ▶ Thank you for coming.
- ▶ We would love to see the children reading at home on Seesaw by posting a 'BookSnap' - this could be a picture of the children reading their phonics book or it could be a picture of you enjoying a story as a family.