Y1 Phonics Parent Meeting

September 2020



Read Write Inc.

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.

Why Read Write Inc. Phonics?

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

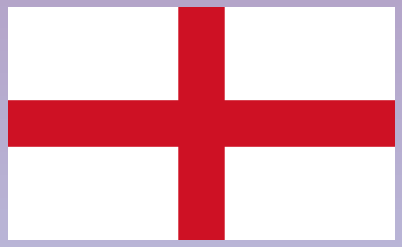
- 3 sounds. Igh is one sound represented by three letters (trigraph)

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

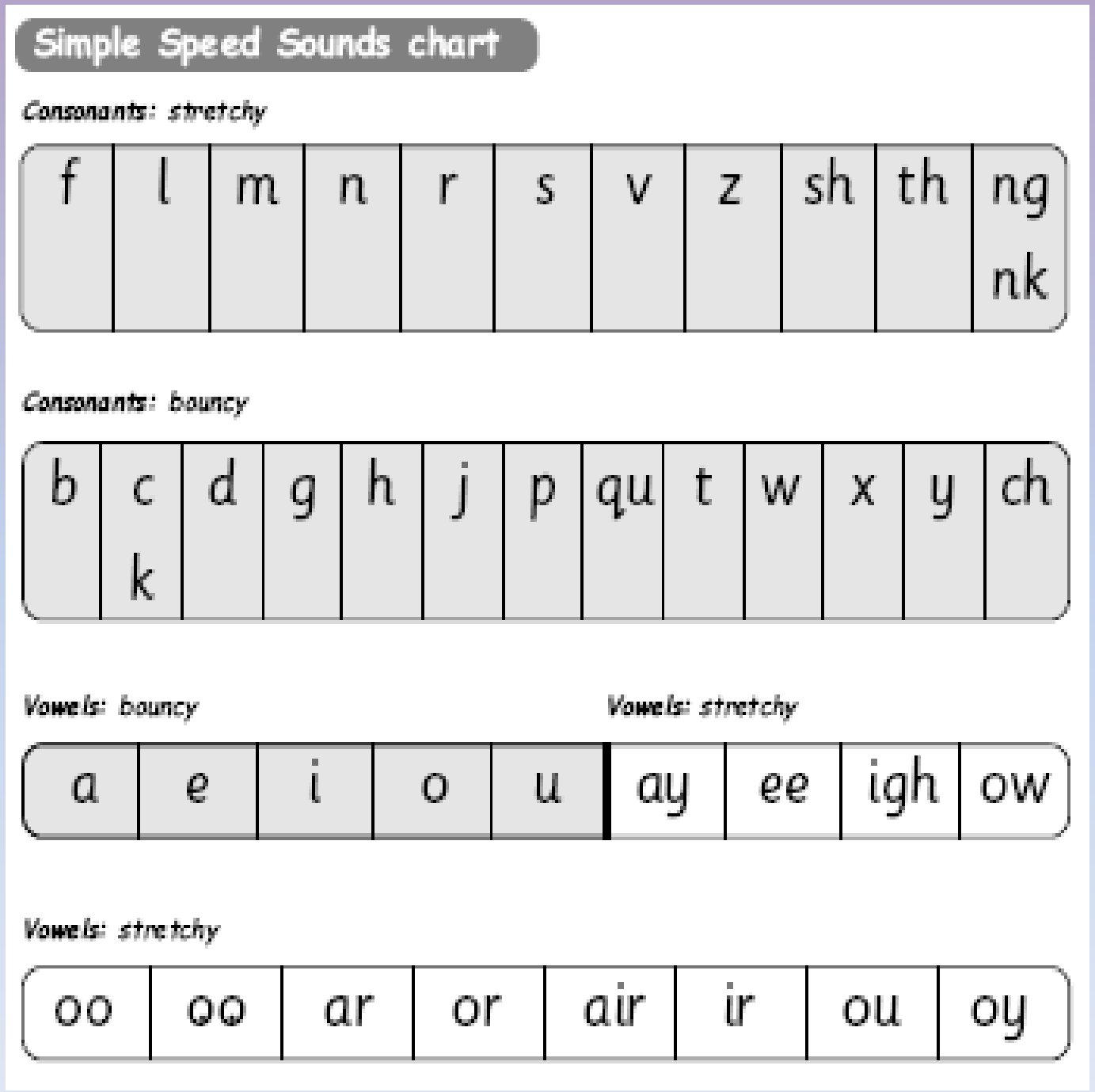
Here is an example of how many graphemes represent the ‘ai’ sound. In Year 1 we focus on ai, ay and a_e.

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.



These charts are used within the Year 1 graphemes. 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							

Why Read Write Inc. Phonics?

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.

They will also receive an additional book from our school reading scheme. These book bands are aligned to the RWI sets, however your child may encounter some sounds they have not yet learned so may need additional adult support.

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.

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.

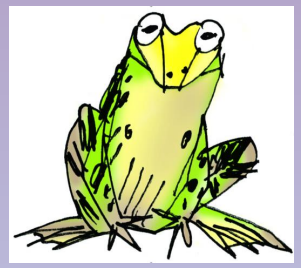
Red words are not phonetically decodable (* words mean the sound hasn't been taught yet).

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 do phonics help us read?



You may have heard your children refer to Fred.

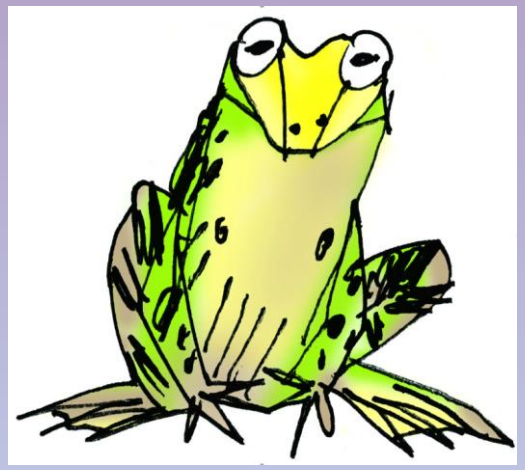
We use Fred to encourage children to identify the sounds within the word to enable them to decode successfully.

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'

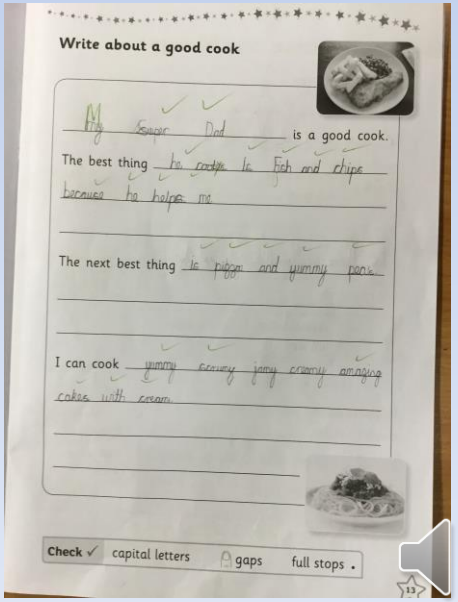


We use Fred fingers (sounding out a word) to help us spell within phonics lessons and across the wider curriculum. Children are encouraged to identify the sounds within a word prior to writing. They hold up one finger for each sound within the word.

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.

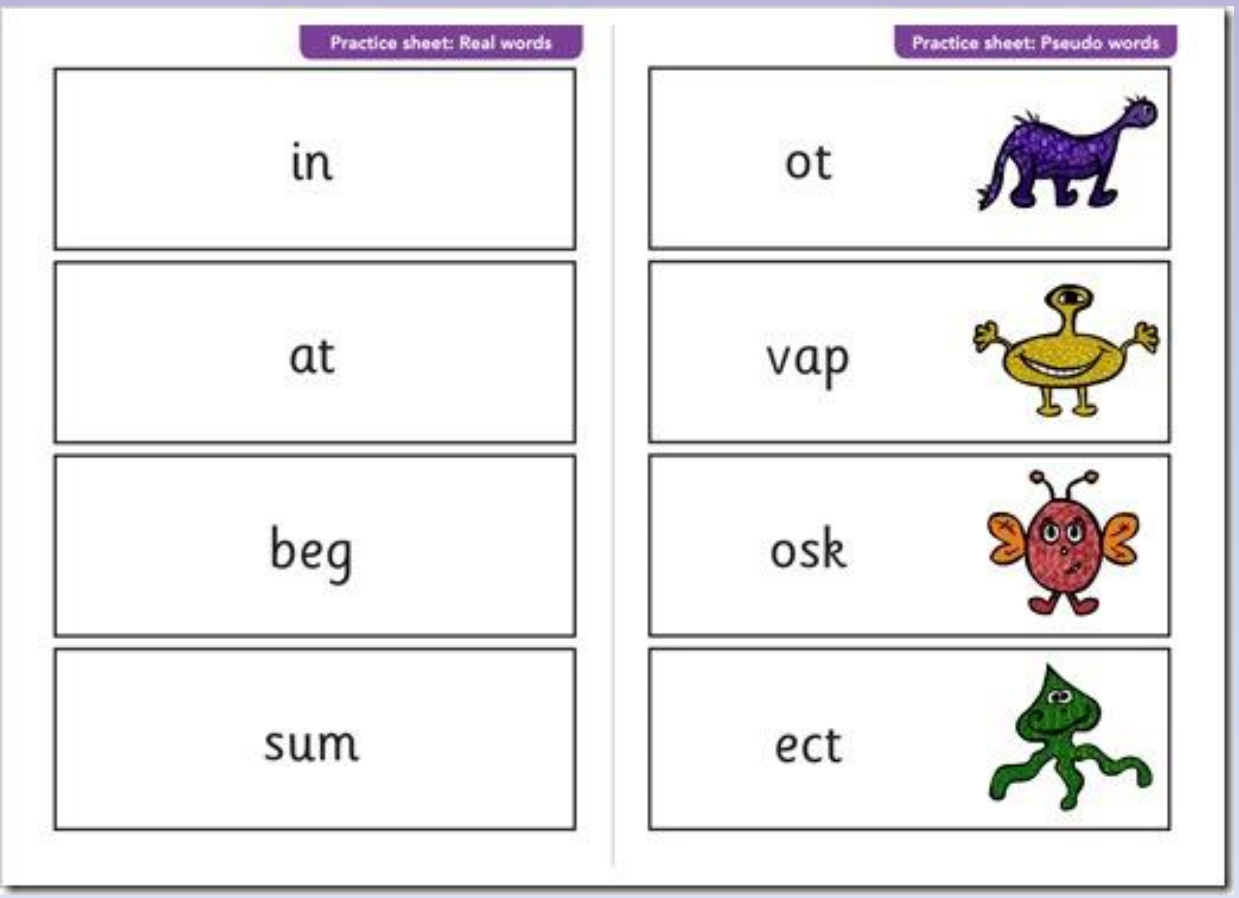
This is an opportunity to apply the vocabulary they have learned.



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.
- 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



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-2014-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…



Please read lots of stories with stories with your child.
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.

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.”