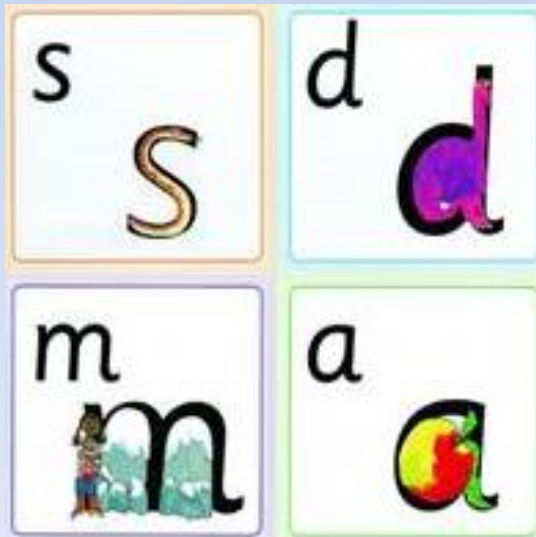


F2 Phonics Parent Meeting

5th October 2020





Read, Write, Inc.



In F2 we follow the 'Read, Write Inc.',
Literacy programme which continues in
Year 1

The whole programme covers phonics,
reading, writing and spelling.

What is RWI Phonics?

RWI phonics is a systematic and structured programme that supports the EYFS curriculum in F2 and The National Curriculum from Year 1 onwards.

- Every word is made up of sounds e.g. d-o-g.
- In the word **Sh**-i-p, it has 3 sounds. The **sh** is one sound represented by two letters. We call these '**special friends**' (Digraphs).
- In the word L-**igh**-t, it has 3 sounds. The **igh** is one sound represented by three letters. We call these '**special friends**' (Trigraphs)

Phonics vocabulary...

Phoneme - spoken sounds - there are 44 speech sounds in the English language

Grapheme - There are 150+ graphemes to make up the speech sounds. The grapheme focuses on how we write each of the spoken sounds e.g. the spoken sounds 'f' is written using the graphemes f, ff, ph. (see on chart in next slide).

Red words - words that cannot be sounded out e.g. I, said, they

Green words - words that can be sounded out using our phonics sounds

Special Friends - These are two or three letters that make one sounds e.g. ch, sh, igh

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							

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

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

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

Speed Sounds Lesson

At the start of the RWI lesson children have a speed sounds lesson to learn and review sounds and alternative graphemes for each set.

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

During Set 1 sounds we ensure they are saying the sounds correctly.*

We learn to segment and blend sounds with confidence. They then move to ditty photocopiable sheets, prior to starting red ditty books once they are secure with all Set 1 sounds both in reading and writing them.

The red books have 3 ditties (stories) and they will read a ditty a day in school and at home. In school they will complete writing activities linked to the ditty they have read. This is called a 3 day programme.

They will also receive an additional book from our school reading scheme.

These book bands are aligned to the RWI scheme, ensuring that the children are consolidating the phonics they have learnt and applying these skills in context.

We will start to send one of our school reading books home on a Monday and these will be brought back the following week. And a new one will be given.

We will start on Monday 12th October.

Picture Books - Share with your child, ask them to talk about the pictures on each page. Ask them questions. Adults retell a story using the pictures. Ask the children to retell their own stories using the pictures.

Word /Sentence Books - Encourage the children to read to you. Adults read the story to them. Use the pictures to retell an alternative story. Ask questions to check their comprehension of what they have read.

Spend time looking at words and new vocabulary and what the words mean.

Reading Records and Bags

Reading bags need to be in school every day, even if they haven't read at home.

Write in the reading record book and sign so we know it has been read at home.

We will be sending home their first book on Monday 12th October, this will be the day we change the reading scheme books.

Phonics sheets and books will be added alongside these books and will follow the RWI structure.

- We read each phonics book three times.
- The first read is for accuracy and to look at the meaning of new words and vocabulary and ensure they decode correctly
- The second is for fluency - the children read with more fluency than 1st read. The teacher also reads the story to the children to model using expression.
- The third read is comprehension. Once they read text accurately and fluently they are able to think about meaning and context of text. We practicing answering 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.

How do phonics help us read?

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "m_a_t." Not **mat**.

We call this *Fred Talk*.

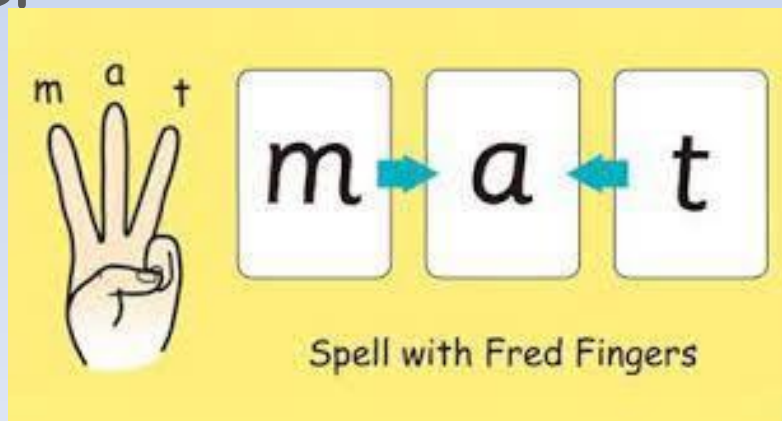
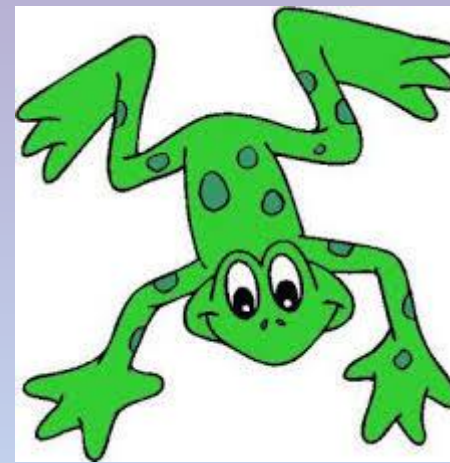
The children sometimes read the word using 'Fred in your head'



Fred Fingers for Spelling

We use Fred fingers to help us spell within phonics lessons and across the wider curriculum.

Children sound out on their fingers. One finger for each sound within a word.



- Writing Activities linked to Reading activity
- Throughout the three days the children also complete spelling, grammar, punctuation and handwriting activities.
- We practise writing the set 1 sounds using a rhyme
- Building sentences using key words from the story using Hold a Sentence Technique

e.g. A cat in a hat

My Turn Your Turn

Write it and apply spelling

- This is an opportunity to apply the skills they have learned.

How to help your child at home...



You can read stories with your child.
Relentlessly.

Read favourite stories over and over again

Read some stories to them that are 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.

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.”

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.

Please remember:

When reading with your child at home, it is meant to be easy! They are consolidating what they have learnt at school, not learning anything new. If they find it too difficult they will not enjoy reading at home. Reading is a pleasurable activity not a race!

Thank you for coming.

If you have any questions
please do come and ask.

