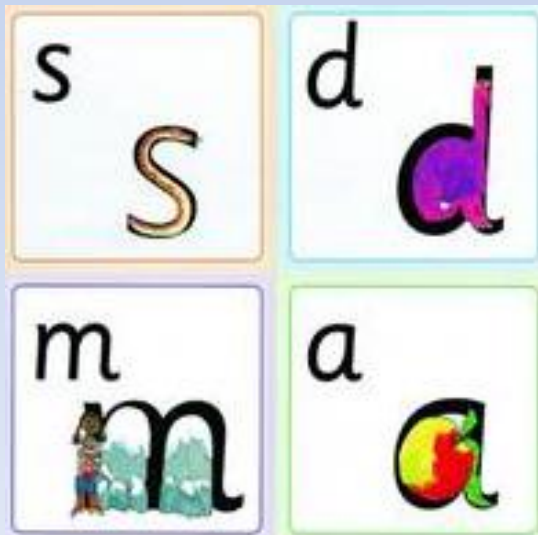


Y1 Phonics Parent Meeting

17th September 2019





Read, Write, Inc.



We use the 'Read, Write Inc.', literacy programme designed by Ruth Miskin.

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

Why



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 in June.

What is phonics?

Every word is made up of sounds.

- How many sounds are in the word cat?
- How many sounds are in the word ship?
- How many sounds are in the word light?

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)

A bit of technical 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?

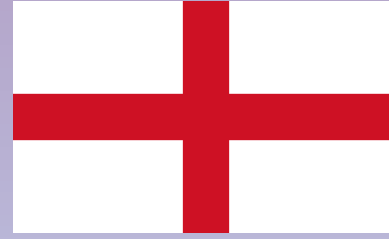


Spanish

24 speech sounds

26 letters to make up those sounds

29 graphemes



English

44 speech sounds

150 + graphemes to make up those sounds

'ai' sound

- train
- daiy
- caike
- sleigh
- straight
- baby
- rein
- reign

Speed sounds lesson

At the start of the RWI lesson all groups have a speed sounds lesson to learn and review sounds and alternative graphemes.

The children practise saying the sound using MTYT and then read the sound in words and alien words. They then write a few words using the sound to consolidate their learning.

Read Write Inc.
Phonics

Information for Parents:

**How to say
the sounds**

Ruth Miskin
Training



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 |
|----|----|----|----|-----|----|----|----|

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 | | | | ā-e | y | i-e | ō-e |
| | | | | | ai | ea | ie | oa |
| | | | | | | e | i | o |

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

Why



Phonics?

The children receive a new RWI phonics book 2-3 times a week. 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.

Purple, pink and orange book bands follow a 3 day timetable (5 day for yellow, blue and grey). Throughout this time 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).

These grids contain words from the Year 1 common exception words list. Children should be able to read and spell these words by the end of the year.

How do phonics help us read?

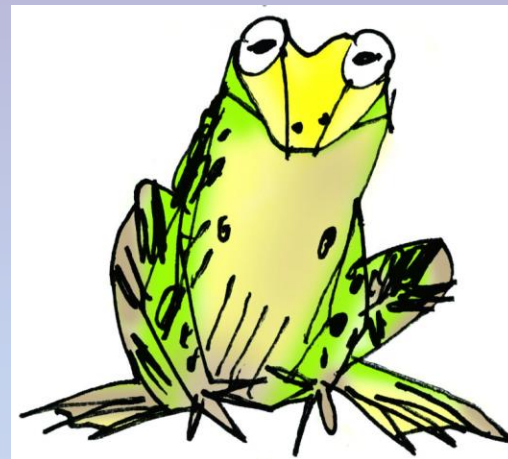
Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "m_a_t." Not mat.

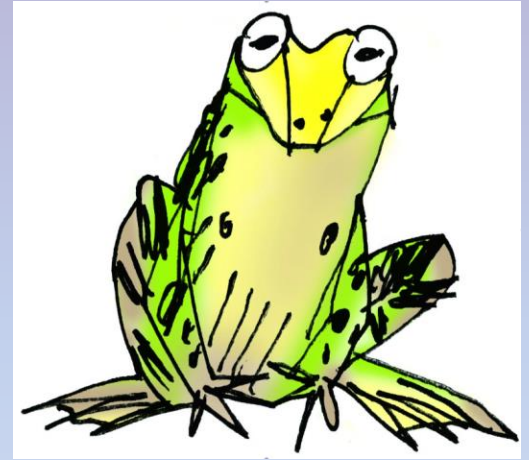
We call this *Fred Talk*.

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



How do phonics help us read?

Can you Fred talk the word
telephone?



How do phonics help us read?

T-e-l-e-ph-o-n-e

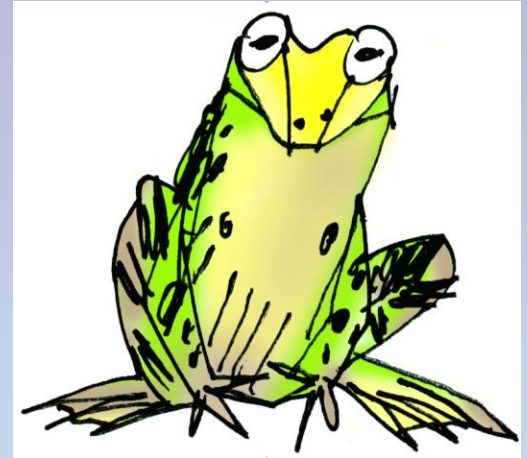


The e is working in three ways.

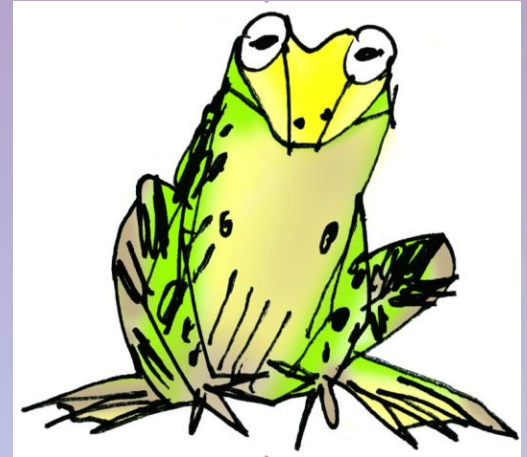
E (short vowel sound)

Ee (long vowel sound)

O_e (split vowel digraph - the 'e' changes the sound of the 'o')



We use Fred fingers
(sounding out a word) to
help us spell within phonics
lessons and across the
wider curriculum.



The children also complete spelling, grammar, punctuation and handwriting activities for each phonics book. We practise building sentences using key words from the story using Hold a Sentence and Build a Sentence activities. 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.

Write about a grumpy girl

There was a grumpy little girl called Anker who was always grumbling.

At breakfast her drink was too cold and her toast was black and burnt and her jam was too sweet.

At school it was a very wet playground and her teacher was angry and she had to take a purple pass always.

At bedtime she did not want to go to bed because she wanted to stay up very late. ^{wasn't} because she wasn't tired.

No one knew how to make her happy until her pet bunnies came to give her a hug and a wet kiss.

Check ✓ gaps full stops .

11

Write about a good cook

My Super Dad is a good cook.

The best thing he cooks is fish and chips
because he helps me.

The next best thing is pizza and yummy peas.

I can cook yummy creamy jammy creamy amazing cakes with cream.

Check ✓ capital letters gaps full stops .

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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 in 2020 during *June*.
- It comprises of a list of 40 words; 20 real words and 20 nonsense words.
- It will assess phonics skills and knowledge learned through F2 and year 1.

- Your child will read the test in a one to one situation. They will read up to 4 words per page and they will probably do the check in 10-15 minutes. 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 every RWI lesson.
- We will be using past test papers throughout the year to familiarise the children with the format.

Read Write Inc.
Phonics

Information for Parents:
**The Phonics
Screening Check**



Ruth Miskin
Training



National Phonics Screening Check - Year 1

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



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 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.

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.

IT ADDS UP!

If you read just
15 minutes a day,
in one year you
will have read
over 1,000,000
words!

Source: Statisticbrain.com



If you read just **one** book a day to
your child, they will have been read
1825 books by their 5th birthday.

Every Day Counts.

Every Book Counts.

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.”

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 should be a pleasurable activity.



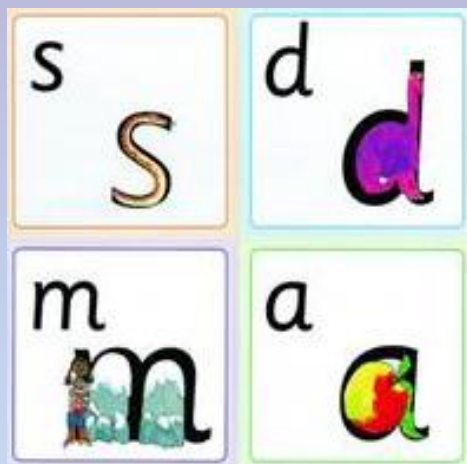
Practise alien words



- There are lots of practise tests online if you google 'phonics screening check practise materials' (we use the national past test papers from <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources> for assessments so please avoid using these)
- 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.

You can order the resources online but please avoid buying the phonics reading and writing books used in school.

<https://global.oup.com/education/content/primary/series/rwi/parents/>



More information and videos can be found on <https://www.ruthmiskin.com/en/find-out-more/parents/>.

Thank you for coming.

If you have any questions
please do come and ask.

