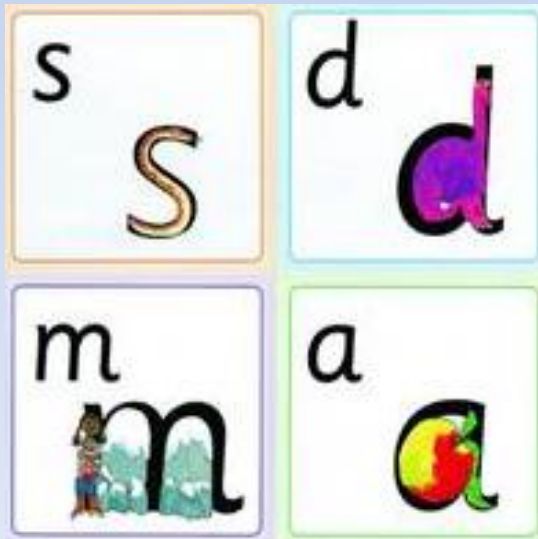


F2 Phonics Parent Meeting

25th September 2019



Reading

When teaching reading fluency is much more important than racing through the books and levels.

New Vocabulary is so important and time spent looking at the meaning of words.

Model Reading and encourage expression.

Reading

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, this will be the day we change books.



Read, Write, Inc.



At Poulton Lancelyn Primary
we use the 'Read, Write Inc.', a literacy
programme designed by Ruth Miskin.
This is our school reading scheme.

The whole programme covers phonics,
reading, writing and spelling and will be
used in F2 and Y1.

Why



Phonics?

The programme is systematic and structured, meaning that the demands of the EYFS Curriculum and The National Curriculum are met.

It also prepares them ready for the National Phonics Screening Check that takes place when the children are in Year 1 in June.

Read Write Inc.
Phonics

Information for Parents:
**Understanding
Phonics**



Ruth Miskin
Training



<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=0>

A bit of technical vocabulary...

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

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

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

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

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

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 then read the sound in words and alien words. They then write sounds or a few words using the sound to consolidate their learning.



<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

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				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							

Once your child is secure with the set 1 sounds and are able to blend orally with confidence, they will start to bring home ditties to read. They start off with photocopiable sheets before moving onto Red Ditty books. This book has 3 ditties (Stories). They read a ditty a day and then re-read at home. They will then start a new book on day 4.

They will also receive an additional book from our alternative 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 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?

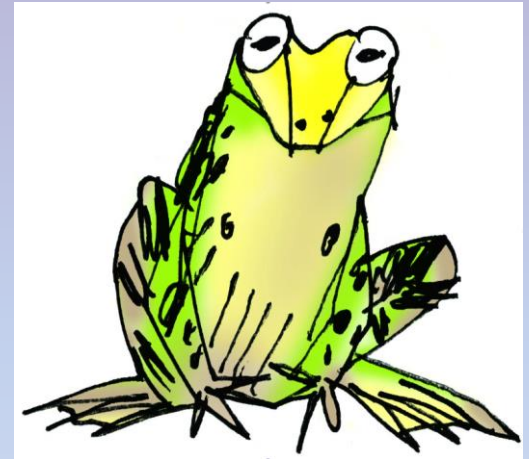
Say "hello" to Fred.

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 Talk

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



- 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

MTYT

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.

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



WE are TEACHERS



Read With a Child

It's the Most Important 20 Minutes of Your Day

Child "A"
reads 20 minutes
each day
3,600 minutes
in a school year.

Child "B"
reads 5 minutes
each day
900 minutes
in a school year.

Child "C"
reads 1 minute
each day
180 minutes
in a school year.



Reading for pleasure

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 is a pleasurable activity not a race!

Thank you for coming.

If you have any questions
please do come and ask.

