Read, write, Inc. Phonics presentation for parents

THURSDAY 26TH SEPTEMBER 2018

OUR AIM IS TO…

- Share an understanding of reading development with you
- Introduce the way we teach phonics, reading and writing in school
- Share strategies to support you at home with your child's reading development

Language Development

Spanish



24 speech sounds

26 letters to make up those sounds

29 graphemes

English



44 speech sounds

26 letters to make up those sounds

150+ graphemes

eg. 9 different ways to write 'or' !!!

TERMINOLOGY USED IN PHONICS

- **Phoneme –** smallest unit of sound used in a word. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

- **Grapheme –** a letter or sequence of letters that represent a phoneme.

TERMINOLOGY USED IN PHONICS

- **Segmenting -** This involves hearing a word, splitting it up into the phonemes that make it then writing the graphemes down in the correct order.

- **Blending** – combining phonemes heard in isolation to identify words

- VC (e.g. in), CVC (e.g. cat), CVCC (e.g. felt)

TERMINOLOGY USED IN PHONICS

- **Digraph** - A grapheme containing two letters that makes just one sound (phoneme).
- **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).
- **Split digraph** - A digraph in which the two letters are not adjacent – e.g. m**a**k**e**.
- **Abbreviations** - a shortened form of a word or phrase – e.g. I've.

THE SPEED SOUNDS

Special friends...2 letters that make 1 sound

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonants: bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowels: bouncy

a	e	i	o	u

Vowels: stretchy

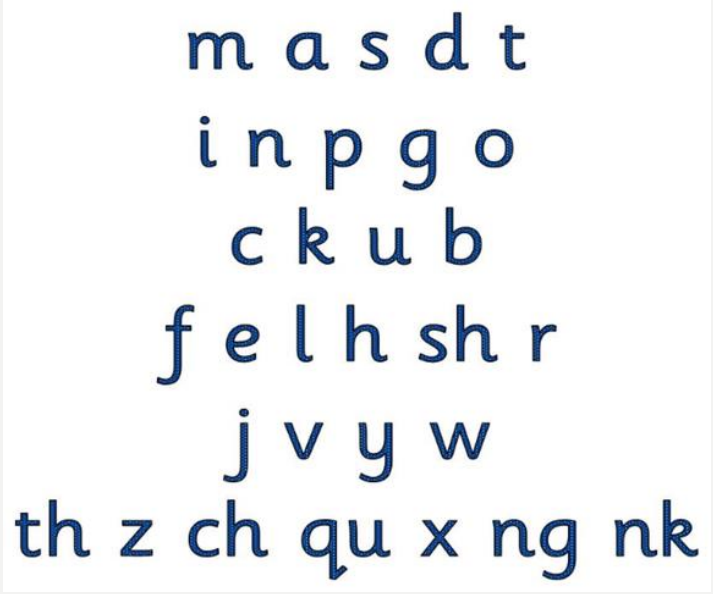
ay	ee	igh	ow

Vowels: stretchy

oo	qq	ar	or	air	ir	ou	oy



SET 1 SOUNDS



SET 2 SOUNDS

ay ee igh ow oo oo

or ar air ir ou oy

SET 3 SOUNDS

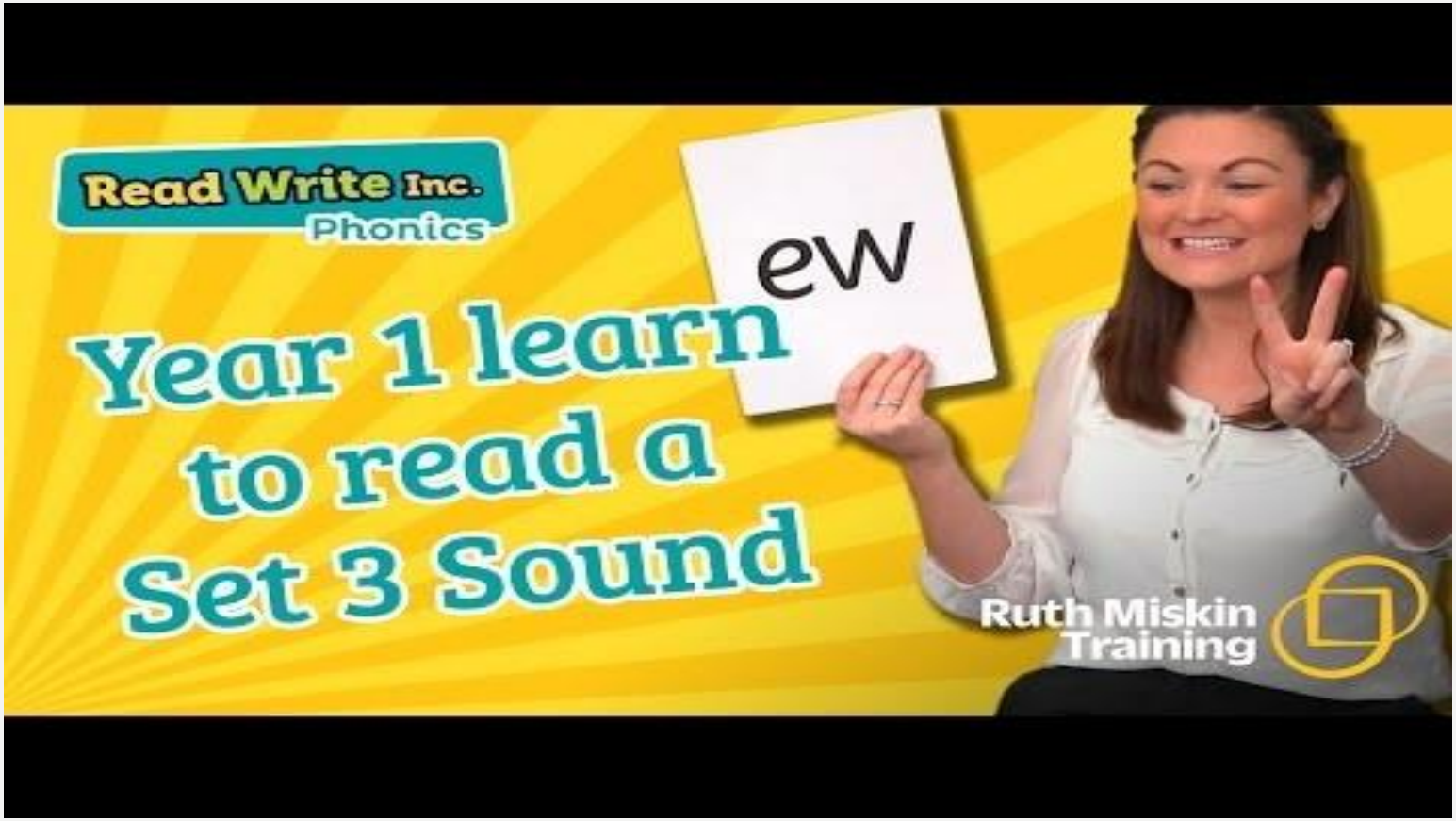
ea oi a-e i-e ai

o-a o-e ue

aw are ur er

ow ew ire ear ure

LEARNING A NEW SOUND



Learning to blend and segment with the sounds we know…

Assisted blending as soon as the first 5 sounds are learnt!

Moving towards independent blending





Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "*c_o_t.*" Not **cot.**

We call this *Fred Talk.*



LEARNING TO BLEND

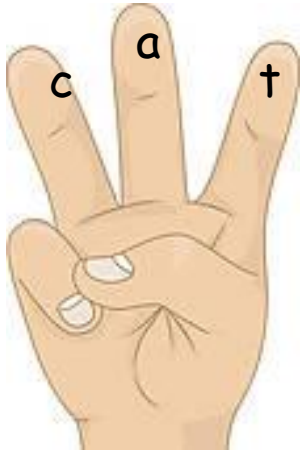


Fred Fingers for spelling

*Say the word and pinch on the sounds

Eyes for reading, fingers for spelling!





The importance of talk for writing

"What you can say today...you can write tomorrow"

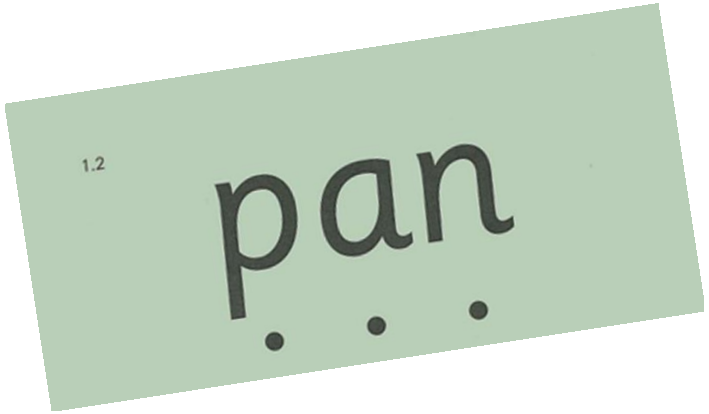
Ruth Misken

Learning to blend and segment with the sounds we know…

Green words – contain all the sounds we know

*Fred talk
*Fred in your head
*No Fred talk

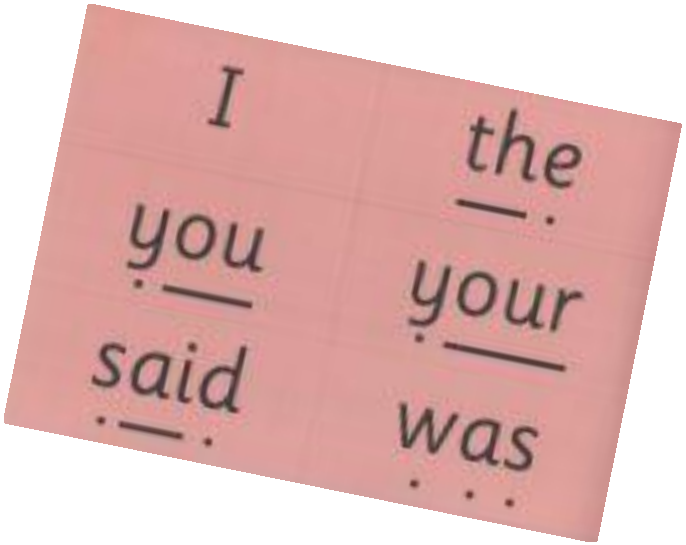
Alien words!



Red words

'If it's red it's hard to Fred'

Grotty grapheme!



WORD TIME



The English language is a complex code…

It would be easy if we only had to learn Set 1 and Set 2 sounds!!



ay

- play
- eight
- cake
- straight



igh

- right
- pie
- kite
- fly

Set 3 sounds – now need to know the letter names!

Only when set 1 and 2 are effortless!

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					

Set 3 sounds

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											

Splits...where's my friend, he's on the end!

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

YEAR 1 PHONICS SCREENING CHECK

In June all Year 1 children will be expected to undertake a phonics check.

The aim is to check that a child is making progress in phonics.

If a child has not reached the expected standard we will ensure that additional support is given to help your child progress in Year 2. They take the phonics check again at the end of Year 2.

YEAR 2

The children consolidate all that the children have learnt in the previous year groups.

Teaching children to develop their skill and fluency in reading and spelling, creating ever increasing capacity to attend to reading for meaning (90 words per minute).

Applying phonic knowledge to recognise and spell an increasing number of complex words.

Read an increasing number of common exception words independently and automatically.

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Year 1 and 2 Common Exception Words

Year 1

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

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

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WRITING – PENCIL GRIP

- 'Pinchy fingers'
- There are many ways that you can support your children to develop their fine motor skills (small movements and muscle strength) necessary for good pencil control. These could include activities such as;
  - Using play dough – dough disco
  - Threading beads or dry pasta
  - Fastening buttons
  - Finger rhymes or exercises

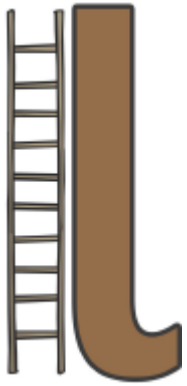


WRITING – LETTER FORMATION

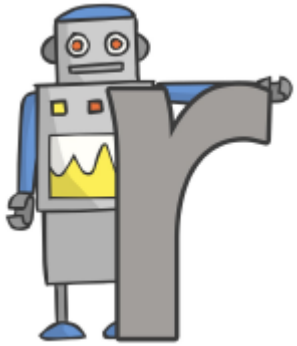
- **<u>Lower case letters</u>** with the exception of the initial letter of names.
- Letters are formed in families:



Curly caterpillar



Long ladder



One armed robot



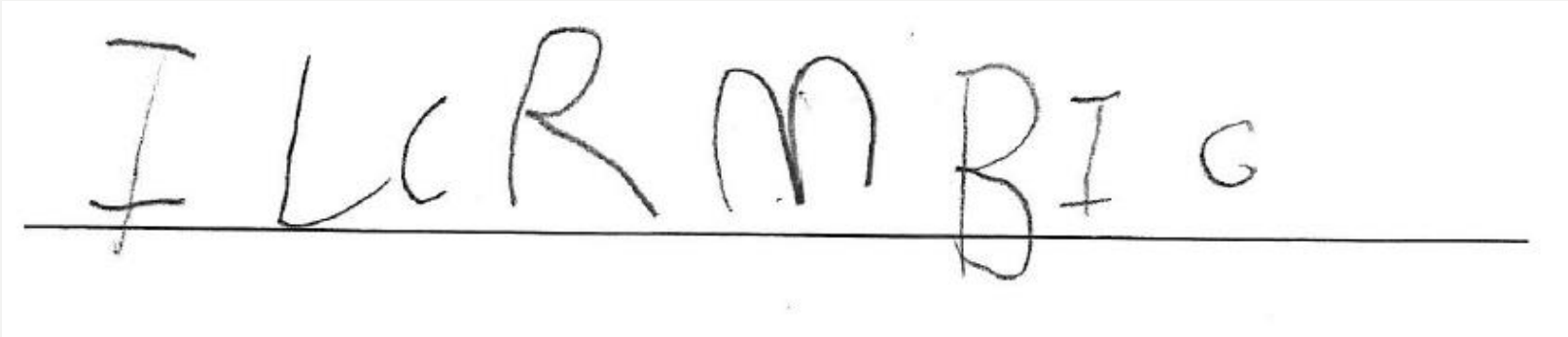
Zig zag monster

- Pictorial sound mat supports letter identification and provides a formation prompt.

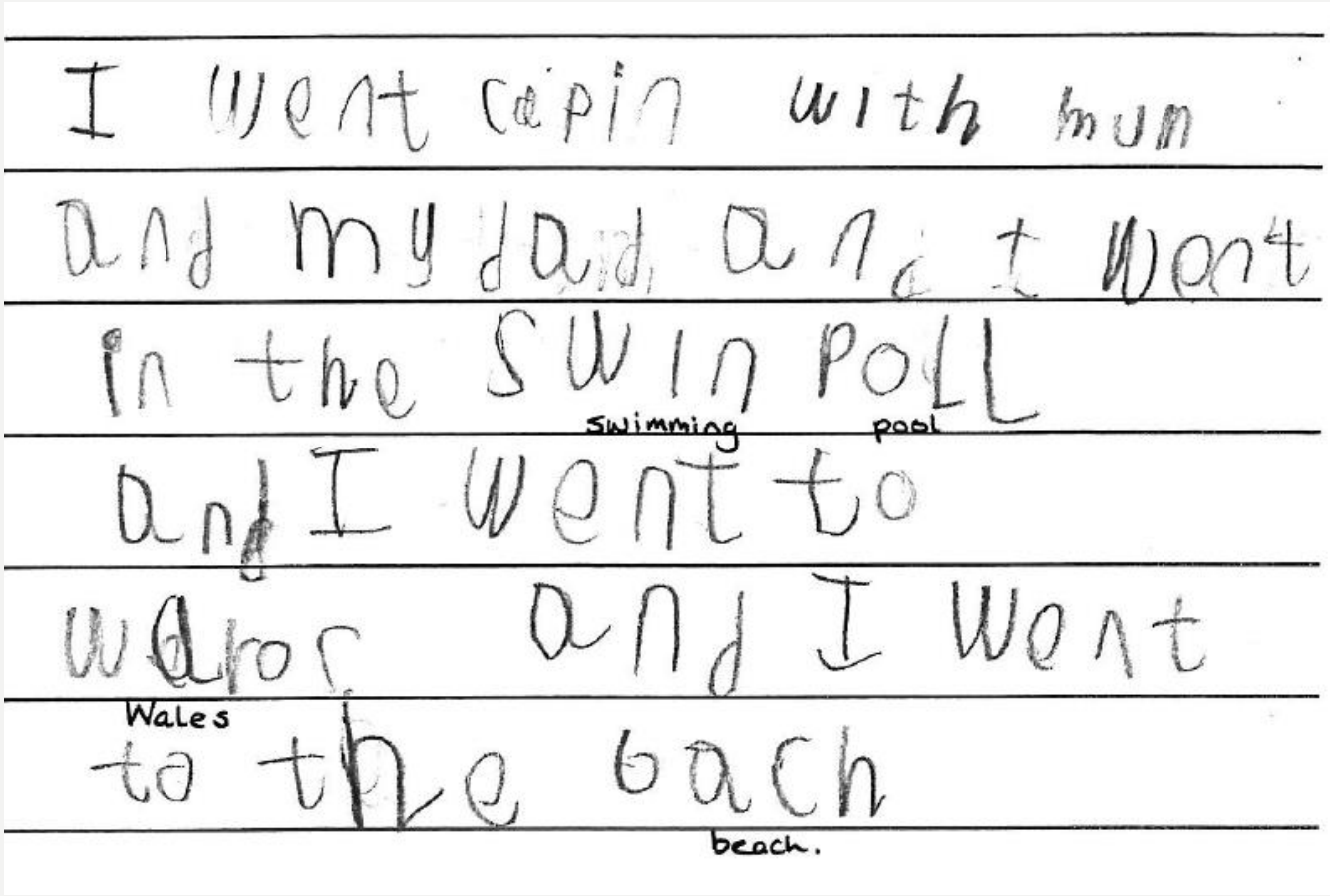
WRITING - SPELLING

- Phonetically plausible attempts are an expected outcome for Reception.
- ‘**The** bair ait a jar ov stickee hunee.’
- The first sounds the children are likely to identify are the initial (first) sounds of words: b in bus, p in play. Children will then begin to identify other sounds in each word (they may need to sound it more than once). This is a difficult skill and requires lots of repetition to learn.
- There are certain words that cannot be sounded out; these are known as tricky words (red words). Initially children are only required to read these and therefore spellings can be given. The first set of these words are I, of, the, my, to, no, me.

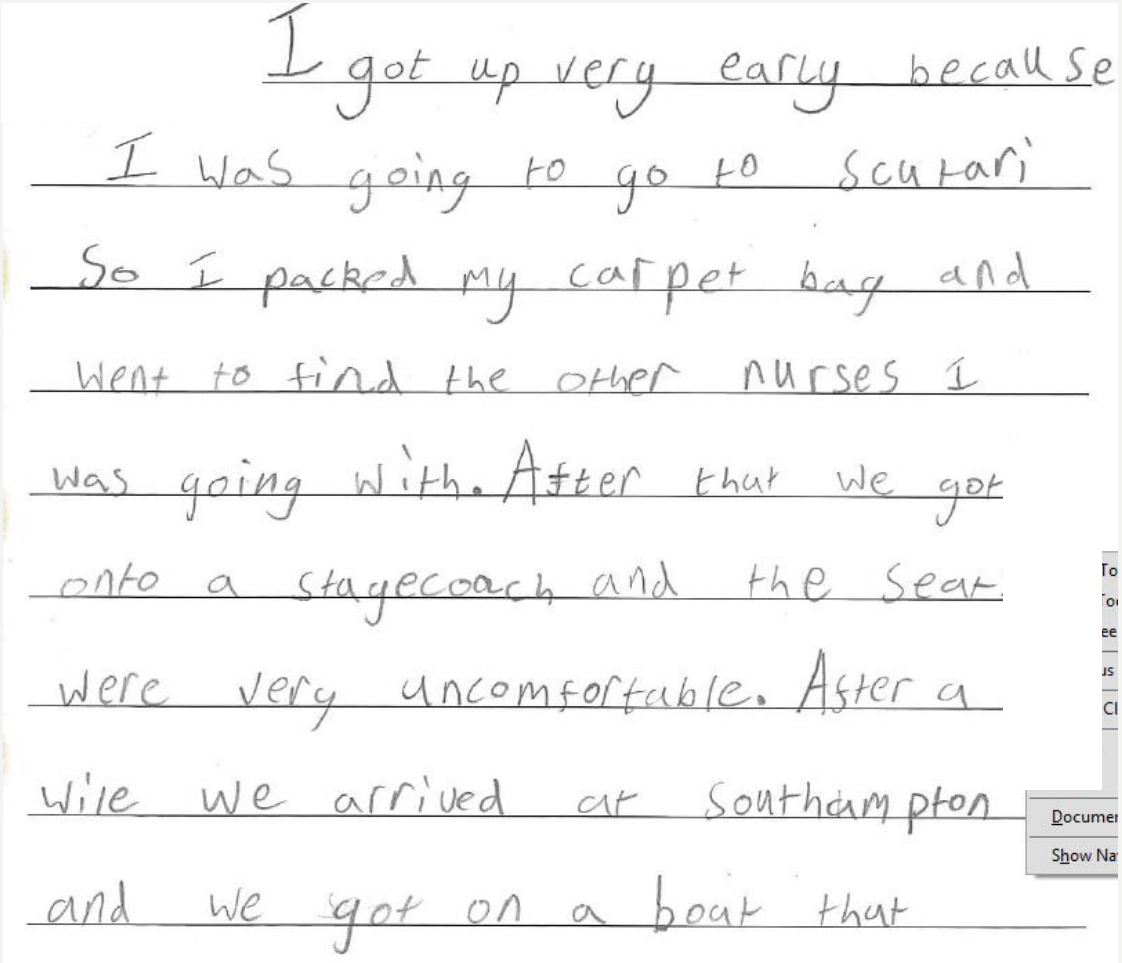
WRITING - SPELLING



WRITING - SPELLING



WRITING – SPELLING



I got up very early because
I was going to go to Scutari
So I packed my carpet bag and
went to find the other nurses I
was going with. After that we got
onto a stagecoach and the seat
were very uncomfortable. After a
wile we arrived at Southampton
and we got on a boat that

WRITING – SPELLING

St. Bede was born in Jarrow in North England 672 AD. He is well known for writing the first British people book, and for being a monk.

At a young age of 7, Bede's parents sent him to Wearmouth Monastry for a better education. During his time there, he was under the care of Abbot Benedict.

In 681 AD, Bede was transfered to the Monastry's new twin house where his teaching was taken over by Ceolfrith

In 691 AD, Bede ordained as a Deacon. It was always known for Deacons to be 25 and over; however Bede, who spent hours studying the ancient scripts, was only 19.

In 702 AD, at the age of 30, Bede became a priest. He had never left Jarrow apart from a visit to Lindisfarne and a visit to York.

HOW TO HELP YOUR CHILD READ AT HOME



READING STORIES 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 READING BOOK FROM SCHOOL.

Have fun with Fred Talk!

"What a tidy r-oo-m!"
"Where's your c-oa-t?"
"Time for b-e-d!"



Practise pronouncing the sounds…

Remember no 'fuh' and 'luh'!



READING RECORDS

What should I write in the reading record?

Regular comments from parents/carers are invaluable information for teachers.

Some suggestions as to what could be commented upon:

- How enthusiastic is your child about the choice of book?
- Can your child remember the story so far?
- Is your child confident to attempt new words?
- Can your child point to each word when reading?
- Is there a pattern to the mistakes your child is making? (e.g. words ending in ed)
- Is your child aware of punctuation?
- Does your child recognise mistakes and self correct?
- Is your child reading with expression?

This isn't an exhaustive list and parents are not expected to comment on each of the above after each reading session! If you don't write in the reading record when you have heard your child read the book will not be changed as we will presume it has not been read.

Supporting our reading scheme

It is not a race through levels…there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and therefore understanding.

A final thought…

Please don't compare your child with another.

All children are different. Children develop and make progress at different rates and have different ways in which they learn best.