

# Phonics Parent Meeting

November 2023



# Early Experiences

Reading to children is always the best way of encouraging them to love books and reading. By reading stories aloud to children everyday, a link is forming between reading, comfort and love. When a child loves a book they will want to hear it again and again. They thrive on repetition.

Reading stories, singing or reciting rhymes is a fundamental part of early experiences. As children chant the rhymes or songs they develop a sensitivity to rhyme, rhythm and alliteration. On each repetition, children will deepen their familiarity with words and phrases.

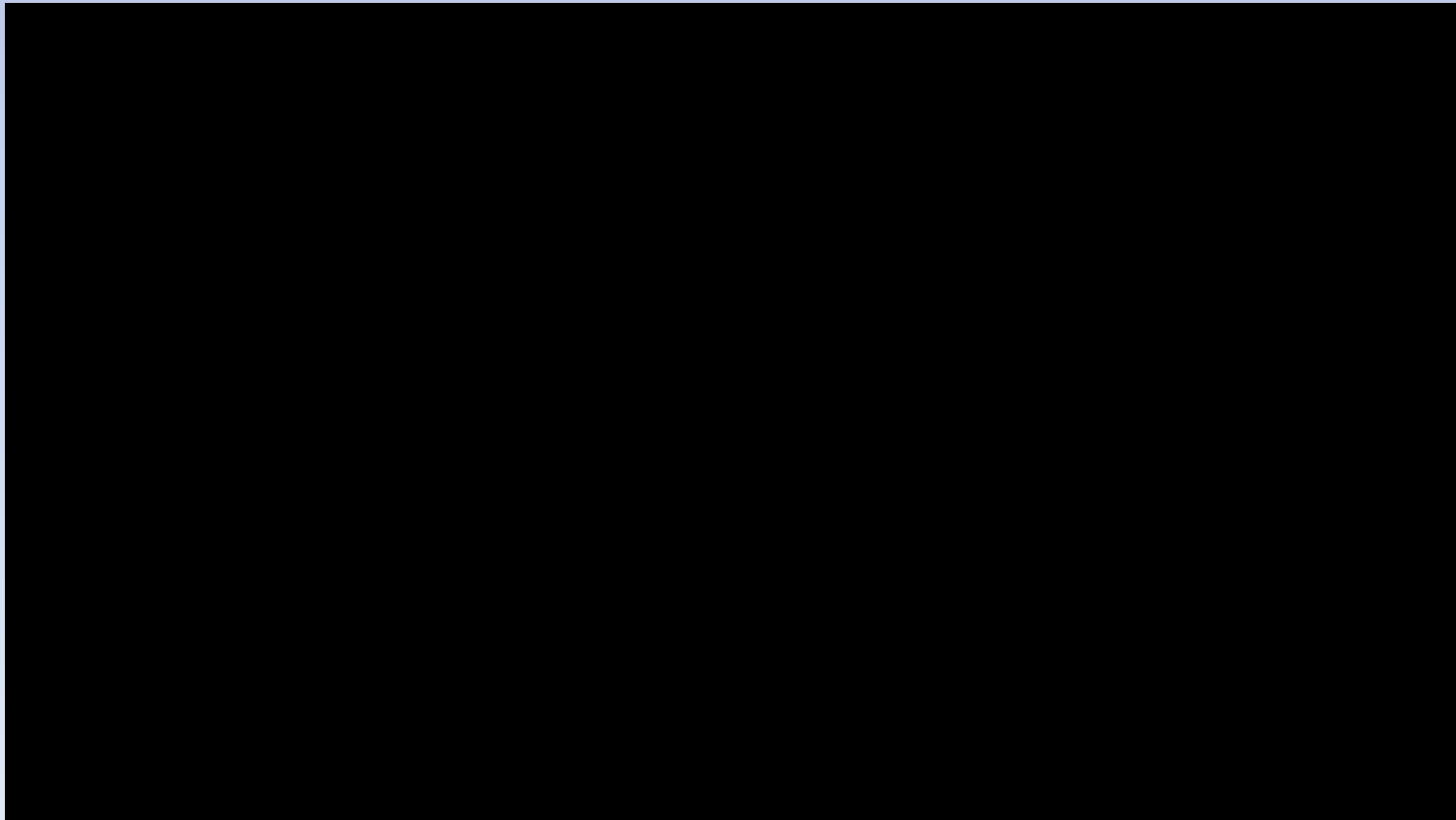
We are creating a reading 'habit'.



# Read, Write, Inc.



We follow the 'Read, Write Inc.', Literacy programme. RWI phonics is a systematic and structured programme that supports the EYFS curriculum in F1 and F2 and The National Curriculum from Year 1 onwards.



# How does phonics help us to read?

- Every word is made up of sounds e.g. d-o-g.
- The word **sh**-i-p, has 3 sounds. The **sh** is one sound represented by two letters. We call these '**special friends**' (digraphs).
- The word l-**igh**-t, has 3 sounds. The **igh** is one sound represented by three letters. We call these '**special friends**' (trigraphs)

In F2, we teach children how to blend sounds together to read whole words.

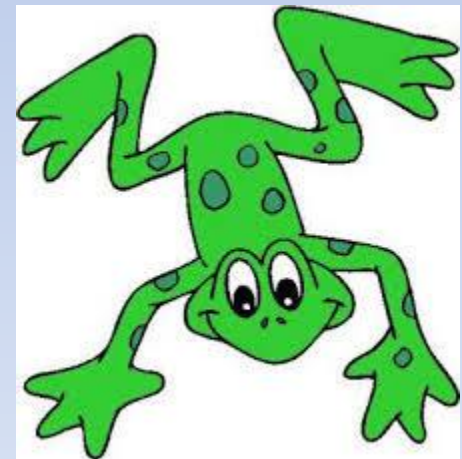
Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "m\_a\_t." Not **mat**.

We call this *Fred Talk*.

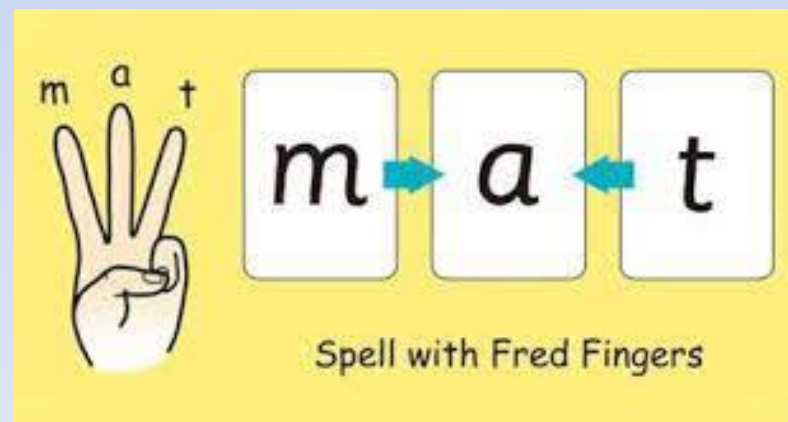
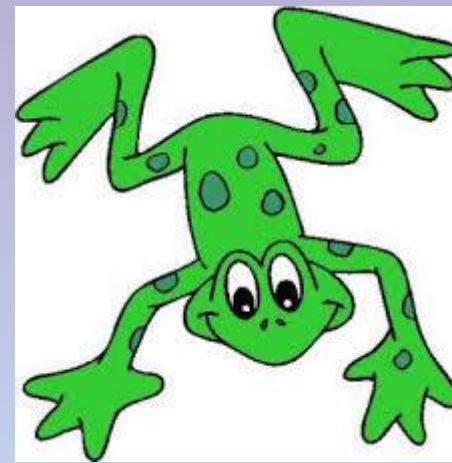
The children sometimes read the word using 'Fred in your head'. Children identify the sounds before blending them together.



# Fred Fingers for Spelling

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

Children sound out the word on their fingers. They 'pinch' one finger for each sound within a word.



# 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.

**Red words** - words that cannot be read by blending e.g. 'said' or 'does'. These words have to be learned by sight.

**Green words** - words that are made up of the 'speed sounds' children have learnt so far

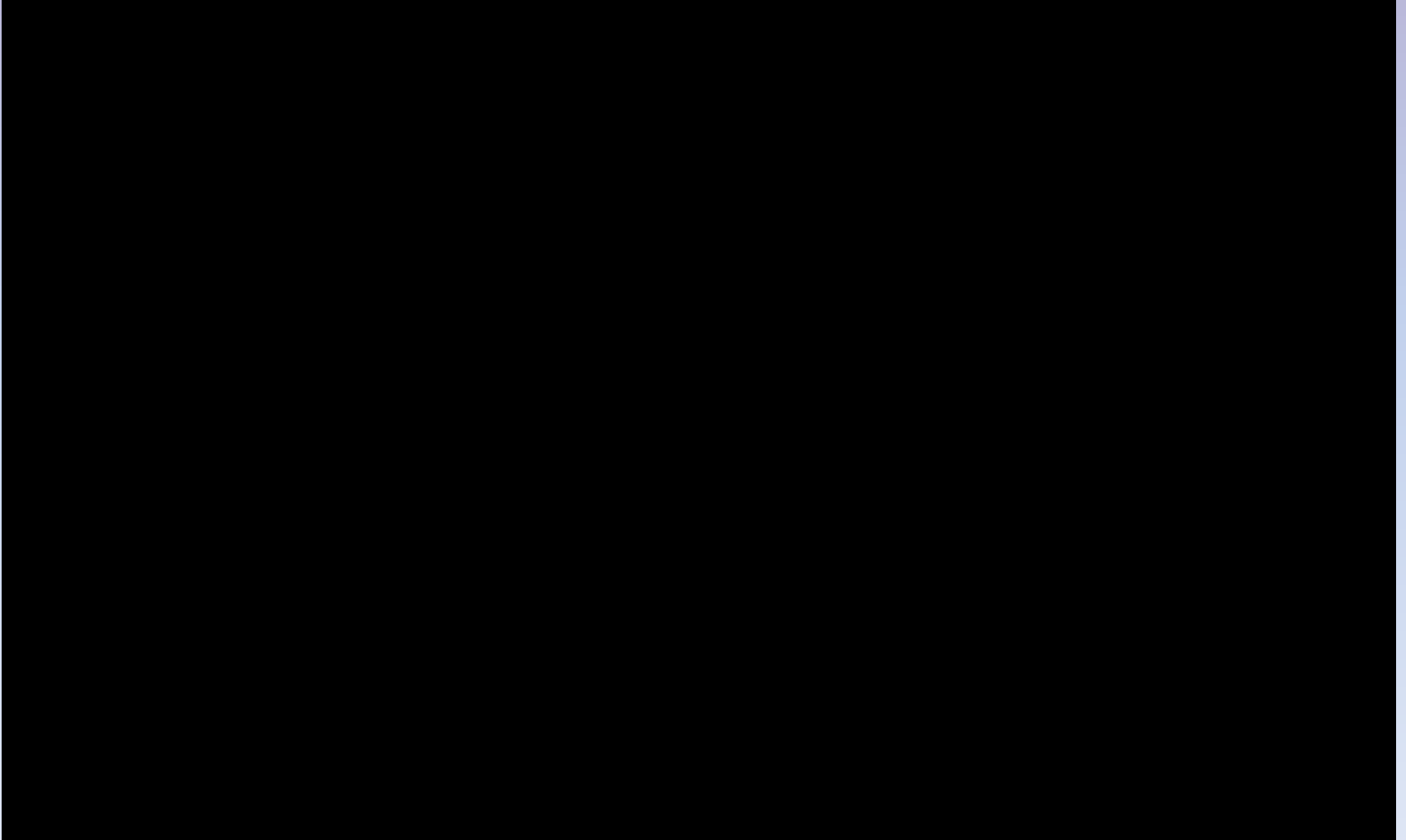
**Special Friends** - These are two or three letters that make one sound e.g. ch, sh, igh

# Speed Sounds Lesson

At the start of a RWI session, children have a speed sounds lesson to learn and review sounds.

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

It is very important that children are pronouncing sounds correctly. In phonics lessons, we use the letter sound not the letter name.





## 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
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*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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## 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					

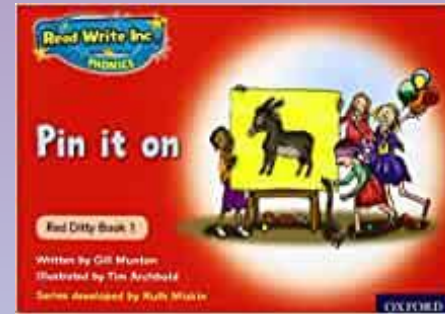
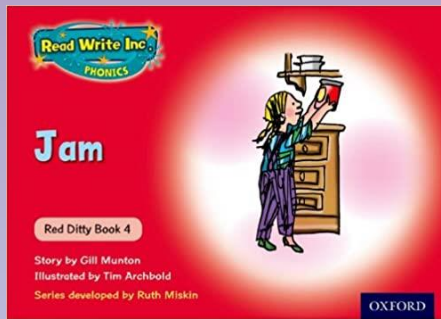
### Consonants: bouncy

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							



The children learn to segment and blend sounds with confidence. When children are confident with reading set 1 sounds, they are introduced to short groups of CVC words known as ditties.

The red ditty books have 3 ditties (stories) and they will read a ditty a day in school and will read it again at home.

Once they have read the 3 ditties they will move on to the next book.

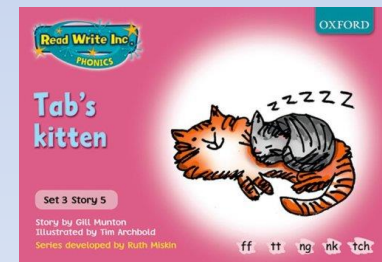
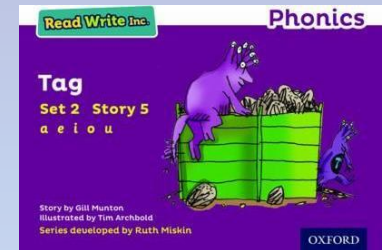
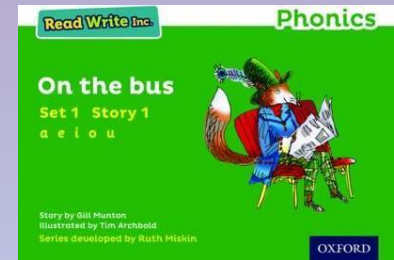
# Green books onwards -

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.

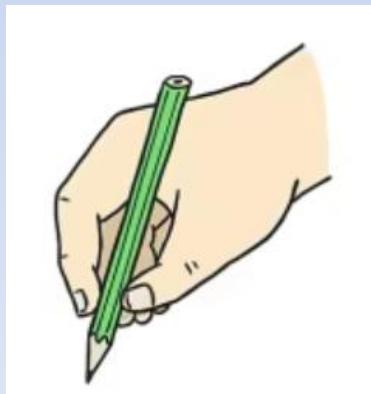


Each book contains speed sounds, story green words, red words and speedy green words. We read all of these words as a group and with partners throughout the 3 days. This is to build fluency.

The story and speedy green words are linked to the text and are phonetically decodable. They consolidate sounds and suffixes previously taught.

## Writing activities

As part of the 3 day teaching cycle, children will complete short writing activities called 'hold a sentence'. We also teach handwriting as part of the RWI lessons. Children are shown how to form letters correctly, starting and finishing in the correct place. When children are writing at home, please reinforce correct letter formation. The rhymes we use to teach letter formation can be found on your child's Google Classroom page. It is also important to ensure your child holds their pencil correctly. We reinforce this daily in RWI sessions.



# Why



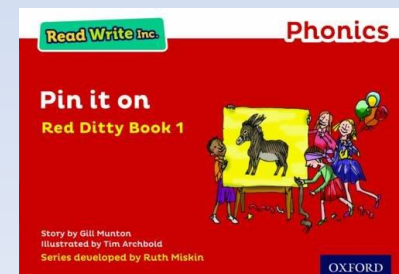
# Phonics?

## Home Reading

All children in FS2 have been working on learning Set 1 sounds, they do lots of oral blending and practise blending sounds to make words.

As children develop their confidence with recognising sounds and blending them together to read words, they will bring home resources for further practice. These resources include sound blending books and 'ditty' sheets to practise reading phrases such as 'pup sits in the mud'.

Following this, the children will bring home a RWI phonics book as their home reading book. They will receive a new book 2-3 times a week. Later on in the scheme, in Year 1, books switch to a 5 day teaching timetable.



In previous years, pupils have also received an additional book from our school reading scheme. However, due to recent DfE and Ofsted guidance, this has now changed.

The DfE guidance clearly states that pupils should only be reading sounds that they have learnt during their phonics sessions. As our school reading scheme books do not match up to the sounds being taught via RWI phonics, we should not be sending these additional books home with pupils. The research has shown that asking children to read books containing graphemes that they do not recognise can lead to them getting confused resulting in a lack of enjoyment in their reading.

**We prioritise pupils' confidence and enjoyment in their reading.**



# Reading at home

We therefore encourage you to ensure that the children's RWI phonics book is read at home by the children.

However, we strongly encourage you to read alternative texts (such as picture books or stories you enjoy as a family) with your child.

Children have been provided with a reading bag to put their RWI phonics book in. These need to be in school every day. When on the red ditty books children should read a ditty a night at home. From green books onwards, children should read their story each night to an adult. Please record this in their reading record books.

# How to help your child at home...



Read stories with your child relentlessly.

Read favourite stories over and over again

Read 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 **gobble** 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.

