



Read Write Inc. Phonics
Parents' Meeting
Fred Talk

What are we going to cover?

What is phonics?

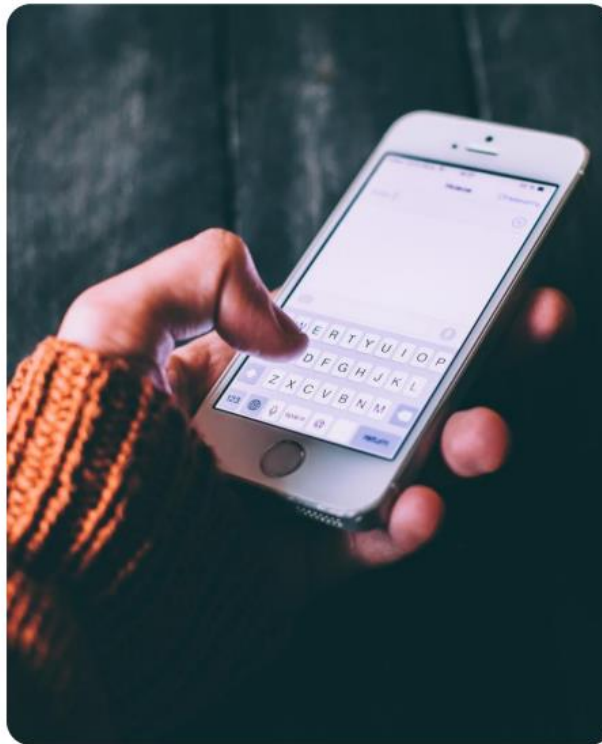
An explanation of phonics terms

Letters, sounds and pronunciation

Our approach to phonics

Reading books

How many times have you read today?



NAME: SMITH, JOHN
FOR SERVICE AT: 123 MAIN ST
ACCOUNT TYPE: RESIDENTIAL

QUARTERLY Utilities Invoice
ACCT NUMBER: 123456
ACCESS CODE: 11111
DATE: MAY 14, 2020
BILLING PERIOD: JUN 1, 2020
BILLING DATE: MAY 31, 2020

DATE **METER NO.** **NO. OF DAYS** **CONSUMPTION** **PREVIOUS BILL AMOUNT** **AMOUNT**

| | | | | | |
|---------------|------------|----|-----|---------------------|--------|
| May 14, 2020 | A-12345678 | 20 | 100 | 100.00 CUBIC METERS | 100.00 |
| Jun 7, 2020 | | | | | 100.00 |
| Jun 14, 2020 | | | | | 100.00 |
| Jun 21, 2020 | | | | | 100.00 |
| Jun 28, 2020 | | | | | 100.00 |
| Jul 5, 2020 | | | | | 100.00 |
| Jul 12, 2020 | | | | | 100.00 |
| Jul 19, 2020 | | | | | 100.00 |
| Jul 26, 2020 | | | | | 100.00 |
| Aug 2, 2020 | | | | | 100.00 |
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| Aug 16, 2020 | | | | | 100.00 |
| Aug 23, 2020 | | | | | 100.00 |
| Aug 30, 2020 | | | | | 100.00 |
| Sept 6, 2020 | | | | | 100.00 |
| Sept 13, 2020 | | | | | 100.00 |
| Sept 20, 2020 | | | | | 100.00 |
| Sept 27, 2020 | | | | | 100.00 |
| Oct 4, 2020 | | | | | 100.00 |
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| Oct 18, 2020 | | | | | 100.00 |
| Oct 25, 2020 | | | | | 100.00 |
| Nov 1, 2020 | | | | | 100.00 |
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| Nov 15, 2020 | | | | | 100.00 |
| Nov 22, 2020 | | | | | 100.00 |
| Nov 29, 2020 | | | | | 100.00 |
| Dec 6, 2020 | | | | | 100.00 |
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| Dec 20, 2020 | | | | | 100.00 |
| Dec 27, 2020 | | | | | 100.00 |
| Jan 3, 2021 | | | | | 100.00 |
| Jan 10, 2021 | | | | | 100.00 |
| Jan 17, 2021 | | | | | 100.00 |
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| Dec 4, 2021 | | | | | 100.00 |
| Dec 11, 2021 | | | | | 100.00 |
| Dec 18, 2021 | | | | | 100.00 |
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| Jan 1, 2022 | | | | | 100.00 |

AMOUNT NOW DUE: 300.00

What is phonics?

Phonics is making connections between the sounds of spoken words and the letters that are used to write them

Phonics is an approach to teaching reading and writing skills.

Phonics helps children develop reading and spelling skills at an early stage e.g. **pin** can be sounded out to support reading and spelling.

The ability to read and write is an important skill for all children. This will pave the way for an enjoyable and successful school experience and future life.

What is Read Write Inc phonics and why do we use it?

Read Write Inc is the UK's leading synthetic phonics programme.

Read Write Inc is designed for children from reception to Year 4. For children beyond Year 4 who still need support we use the Fresh start Read Write Inc Programme

In 2021 the DFE revised the criteria for systematic, synthetic phonics programmes, Read Write Inc is one of the most successful and established phonics schemes.

It is a statutory requirement for schools to teach phonics in KS1.

Some of the phonics terms

Phoneme

smallest unit of sound in speech
e.g. speech has 4 phonemes s-p-
ee-ch

Some of the phonics terms

Grapheme

Grapheme- written representation of a phoneme, there may be more than one way to represent the phoneme e.g. ay ai a-e

Some of the phonics terms

Digraph (special friends)

Digraph- two letters that make 1 sound e.g. sh, ee, ar, oi

Some of the phonics terms

Trigraph (special friends)

Trigraph- three letters that make 1 sound e.g. igh, ear

Some of the phonics terms

Split-digraph (special friends)

Split-digraph- a digraph where the two letters are not adjacent, they have been split by a consonant
e.g. cake. There are 6 split digraphs in English spelling a-e i-e e-e o-e u-e

Some of the phonics terms

Blend

Blend- merging the phonemes to
build and say a word

Some of the phonics terms

Segment (Fred talk)

Segment- breaking down a word into its phonemes to sound it out or write it down

Some of the phonics terms

Schwa

Schwa- the 'uh' sound sometimes added to a sound e.g. duh guh buh. When sounds are pronounced incorrectly it can cause confusion when blending, they are often used for vowel

Some of the phonics terms

Alien words (nonsense words)

Alien words, nonsense words or pseudo words are letter sequences that follow phonetic rules and are pronounceable but have no meaning. E.g. Yif, dax and flet.

Some of the phonics terms

Tricky Words (red words)

Tricky words are usually words that early readers may struggle with. They may have unusual spellings or they may not follow the ordinary phonetic rules. E.g. the, people and could. These are taught explicitly and are called red words

Some of the phonics terms

Sound buttons

Sound buttons are small dots or lines that can appear under words to help children identify the sounds in words to support their reading.

Segmenting activity

Using sound buttons' can you identify how many phonemes are in each of these words...

chair
laptop
things
barking

Segmenting activity

chair

laptop
● ● ● ● ● ●

things
● ● ●

barking
● ● ● ● ●

How do we teach phonics?

We use Read Write Inc

The programme has a strong focus on teaching children to know and remember more.

Children are taught daily, in small groups, from Reception upwards.

The small groups children are in ensure that all children are taught at their appropriate level, which results in good progress being made.

The RWI programme supports the teach simply model:

Review/ Revisit- Previously taught sounds and words are continuously reviewed and revisited at the beginning of every RWI Phonics lesson.

Teach – Children are taught a new sound following the same sequence daily.

Practise - Children have the opportunity to practise reading the sound in words, including multi-syllabic words.

Apply- Children apply reading the sounds in alien words and in closely matched, phonically decodable books.

Children also have the opportunity to apply their learning through written tasks

How do we teach phonics?

The sounds are taught in a specific order

Speed Sounds Set 1

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Vowel sounds – stretchy

| | | | |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

Vowel sounds – stretchy

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

Speed Sounds Set 2

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Vowel sounds – stretchy

| | | | |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

Vowel sounds – stretchy

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

Speed Sounds Set 3

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| 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 | | |
| | | | | | ce | | se | | | |

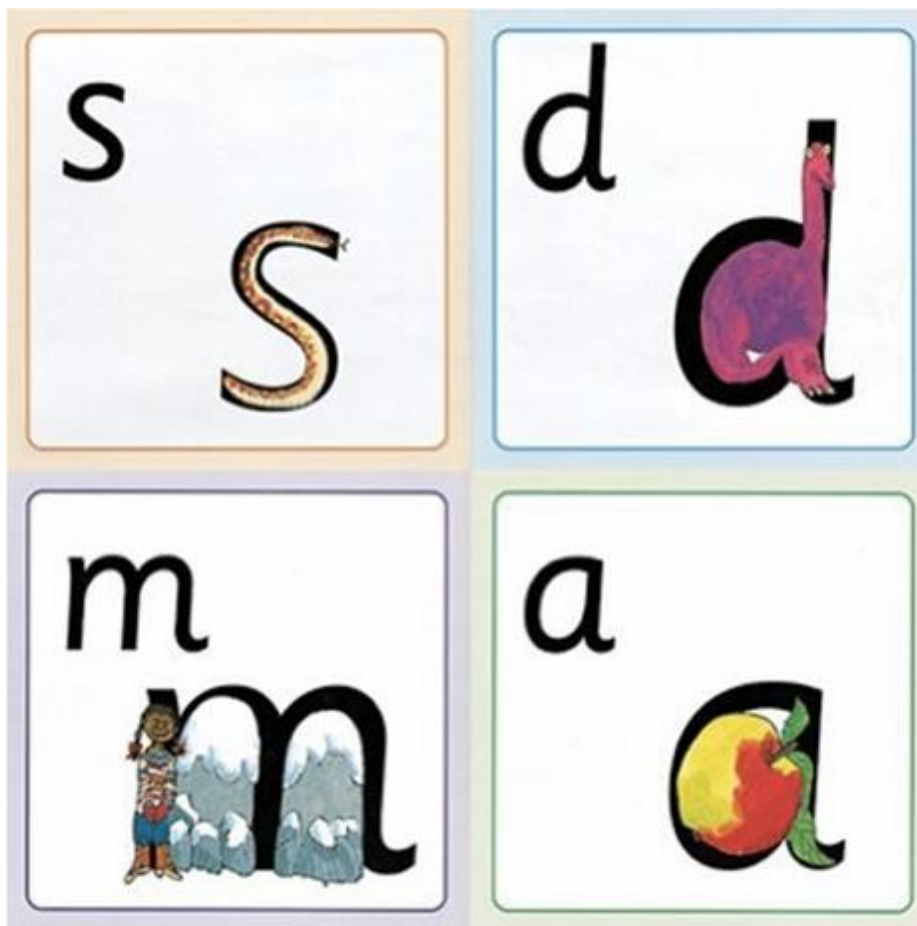
| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| bb | k | dd | gg | | g | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | y | ie | oa |
| | | | | | | ea | i | o |
| | | | | | | e | y | |

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

Name the pictures



Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,
crawl, jaw, claw, yawn

Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



Reading with Fred Talk

m

a

t

mat

‘Special Friends’, ‘Fred Talk’, read the word

spray

crawl

‘Special Friends’, ‘Fred Talk’, read the word

1.4

ship

Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

Fred games and Fred talk throughout the day

Shall we have some **l-u-n-ch**?

What would you like to **p-l-ay**?

Let's put on your **c-o-a-t**.



Reading in school

Children who attend Read Write Inc lessons are heard reading daily.

Your child will be heard read once a half term in addition to this by the class teacher.

The daily reading will not be recorded in your child's reading record.

Your child's class teacher will record when they have read with them in the reading record during the half term.

‘Three with me, four at home’

Accuracy

Fluency

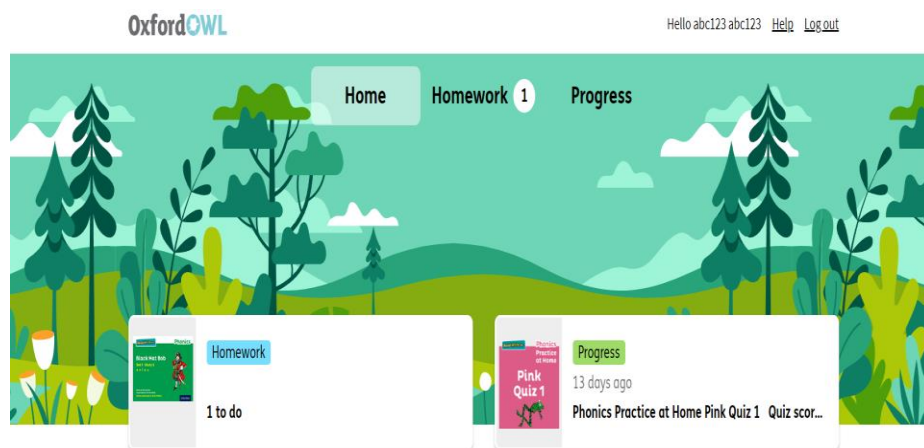
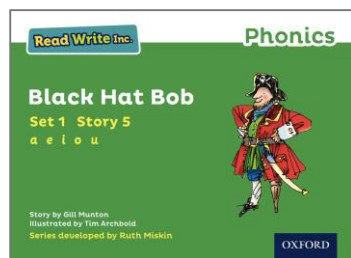
Comprehension

Read and enjoy at home

Books that your child will take home and when they are changed

- Children will receive an e book either once a week or once every three days (depending on their group) books vary in difficulty and take different lengths of time to read. Please read this book as often as you can.
- Children will be given a book bag book once a week, this is a book which is decodable and matched to your child's phonics level. Please also read this book as often as you can.
- Children will select a book for pleasure from the library. This can be changed as and when your child wants to change this book.

After the third read...



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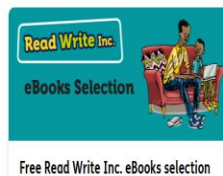
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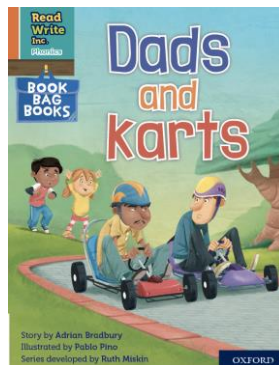
Read Write Inc. Phonics eBook Library



Free Read Write Inc. eBooks selection

Book Bag Books

- Extra reading practice at home
- Uniquely matched to the *Read Write Inc.* Phonics Storybooks.
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.



Reading for pleasure

- Your child will also be able to select a book of their choice.
- This may be a book that is beyond their reading level, but this is a book for you to enjoy with your child, one that sparks their interest.



What can you do?

- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice.
- Record that your child has read their books with them in the reading record

10 things your child learns when you read aloud stories and poems every day

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Oxford Owl for Home

Oxford Owl for home is a portal where you are able to access videos and support materials to support your child at home.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

Dr. Seuss

“children are made readers on the laps
of their parents”

Emilie Buchwald

Any other questions

Q&A