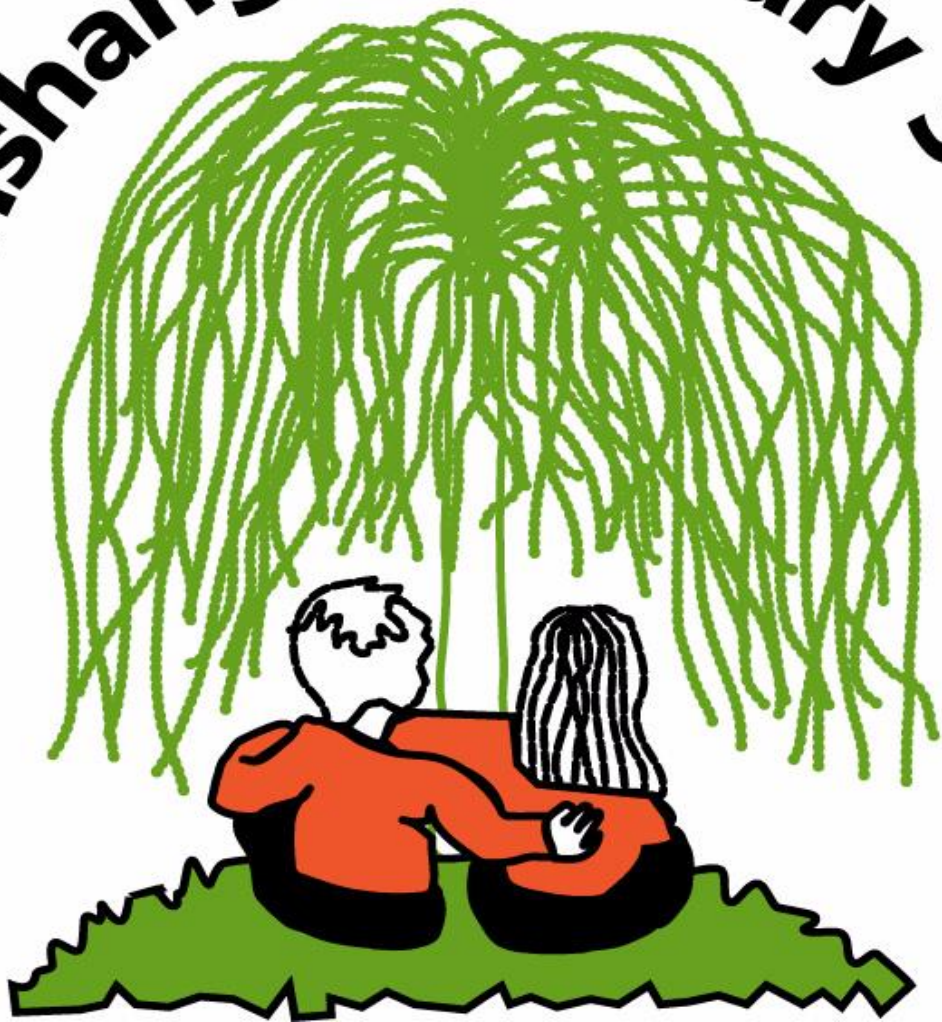


Phonics information booklet

Deanshanger Primary School



What is the purpose of this handout?

- To inform parents of how reading is taught at Deanshanger Primary School.
- To supply parents with clear information on the RWI programme.
- To give parents tips on how to help their child learn to read and read to learn.
- To provide guidance on what resources can be used to help your child at home.

What is Read Write Inc?

Read Write Inc (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and more information on this can be found at www.ruthmiskinliteracy.com .

Who is *Read Write Inc.* for?

The *Read Write Inc.* programme is for primary school children learning to read. Children will begin the programme in Foundation Stage and will remain on the programme until they are fluent readers. Our aim is for most children to be off the scheme by the end of Year 2. However, some children will remain on the scheme in Years 3 and 4.

How will it work in Foundation Stage?

- Children will be taught 3 sounds a week and will be assessed regularly by their class teachers.
- Each week writing practise worksheets will be put in your child's book bag to work on at home, if you wish.

What does the RWI teaching process look like at Deanshanger Primary School ?

Children are first taught the pure 'set 1 sounds' so that they will be able to blend the sounds in words more easily. In School, we call this 'Fred Talk'. Fred can only talk in syllables. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words.

We also use something called 'Fred Fingers'. This is where we point to each finger as we say a sound in the word.

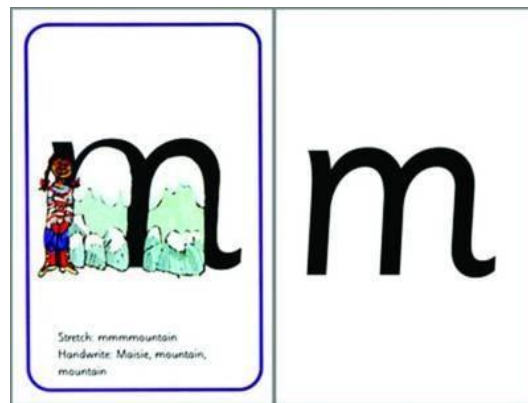
This is our school approach towards teaching synthetic phonics. We apply phonics teaching through 'real' books and creative writing.

To view correct pronunciation of the sounds, look at the links below:
<https://www.youtube.com/watch?v=LlTwooLNys> (how to say the sounds)

<https://www.youtube.com/watch?v=5wGfNiweEkIm> (how to blend sounds)

http://www.youtube.com/watch?v=5J2Ddf_oOm8 (a mix of sounds and blending)

At this stage, the children are not only taught the 'sound' the letter makes, but also how to form the letter, using a rhyme and picture prompt.



When using these sounds to sound out words in 'Fred Talk' we do so like this:

m-a-t (mat) c-a-t (cat) f-r-o-g (frog)

Set 1 sounds:

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

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

Once your child knows all of their set 1 sounds and is able to read words using 'Fred Talk' they will then move into a group where they will begin reading storybooks and completing writing activities to challenge them further. Your child will also begin to learn 'Set 2 sounds'.

Set 3 sounds:

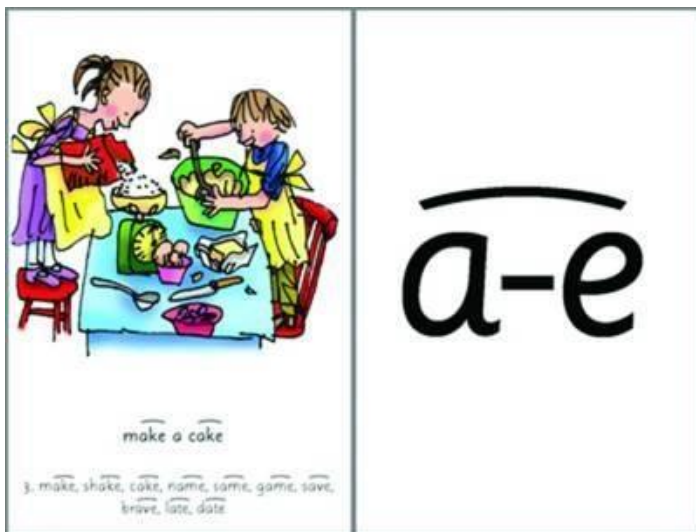
Your child will then move on to set 3 sounds and they will continue to be challenged with their minds stimulated further. The set 3 sounds are highlighted in pink and as you can see for one spoken sound (phoneme) such as 'ay' – there can be a number of ways to write that sound (grapheme).

play = p-l-**ay**
 snail = s-n-**ai**-l
 cake = c-**a** k e

The sound you hear in these words sounds the same, but is written using a different letter pattern.

| | | | | | | | | |
|---|----|---|---|---|-----------|--------------|-------------|----------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | a_e ai | y ea e | i_e ie i | o_e oa o |

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



An example of a set 3 sound card for 'a-e' as in 'make a cake'

What are Red Words?

These are words that are unable to be sounded out and so are irregular or tricky. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy. You may know these as 'Cat' and 'Hat' words.

Examples of red words:

| | | | | |
|------|------|------|------|-------|
| was | what | to | I | my |
| the | said | one | you | who |
| love | all | some | your | water |
| she | he | we | me | be |

Alien Words

Alien words are words that can be sounded out but do not make sense. For example: ig, poj, lat.

How can I help my child at home?

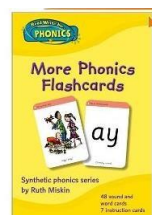
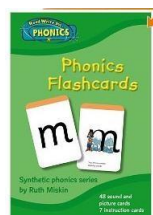
- Establish a routine to include reading regularly throughout the day and the week.
- Have fun with Fred Talk at home e.g. Where is your c_oa_t? Time for b_e_d!
- Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words.
- Recognise 'red words' together – remember 'you can't Fred a red!'
- Fill in the 'Parent Comments' in your child's reading record to keep a dialogue with the class teacher.
- Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story - talk about the stories with them.
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.
- Help your child to learn their High Frequency Words in their word pots.
- Use the questions for reading, which are detailed below, for your child to have a better understanding of the story.
- Play letter games such as Boggle, Hangman/Hangmouse, Banagram, Junior Scrabble, as well as magnetic and bath letters.

Questions for Reading

| | |
|--------------------|---|
| Style | <p>What type of book is this? (Fiction / non fiction)</p> <p>Have we read a book like this before? What other story is it like?</p> <p>Look at the cover. What do you think this book is going to be about? What do you think will happen?</p> <p>What is the title of the book? What can you see on the cover?</p> |
| Setting | <p>Where does this story take place? Where is this story set?</p> <p>Can you describe the setting of the story?</p> |
| Character | <p>Who are the characters in this story?</p> <p>Who is the most important character in this story?</p> <p>Were there any characters that you didn't like?</p> <p>Why does that character behave like that?</p> |
| Plot | <p>What do you think is going to happen next?</p> <p>What is the most important thing that happened in the story?</p> <p>Was there a problem in the story and if so, how was it resolved?</p> <p>What was your favourite part of the story? Why?</p> <p>Did you dislike anything about the story?</p> |
| Theme | <p>Did you learn anything from the story?</p> <p>Has anything similar ever happened to you?</p> <p>Do you think the story ended happily?</p> <p>Why?</p> |
| Punctuation | <p>Can you spot where capital letters have been used? Why have they been used?</p> <p>Where are the full stops? Why have they been used? How should you read a sentence with an exclamation mark (!) at the end?</p> |

What resources are available to help me support my child at home?

Set 1, 2 and 3 speed sound cards are available from the RWI or OUP website.



Further Information

Read Write Inc. Website:

<http://www.oup.com/oxed/primary/rwi/>

For Parents:

<http://www.oup.com/oxed/primary/rwi/forparents/>

Oxford Owl with Free E Books:

<http://www.oxfordowl.co.uk/Reading/>

We all know that reading opens the door to all learning. A child who reads a lot will become a good reader.
A good reader will be able to read challenging material.
A child who reads challenging material is a child who will learn.
The more a child learns the more a child wants to find out.

Please speak to any member of the Foundation Stage Team if you have any questions or concerns about your child's use of phonics or learning to read.

Our English subject leaders are Mrs Rachel Rice and Mrs Sarah Webb.

*A child is like a butterfly in the wind.
Some can fly higher than others.
But each will fly as best as it can.
Each one is different, special and unique!
Why compare one with another?*

