

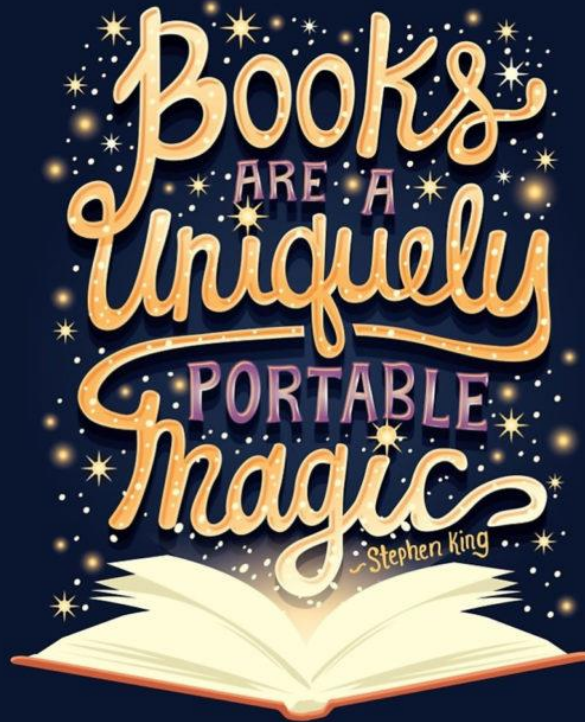
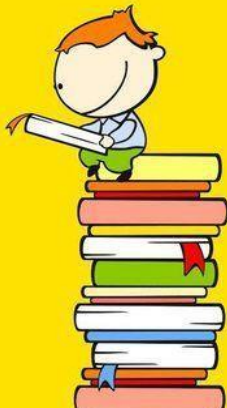
**Read Write Inc.**  
Phonics



### 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



The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you will go.

-- Dr. Seuss

**Welcome to our  
Love  
and  
Importance of  
Reading  
Session**

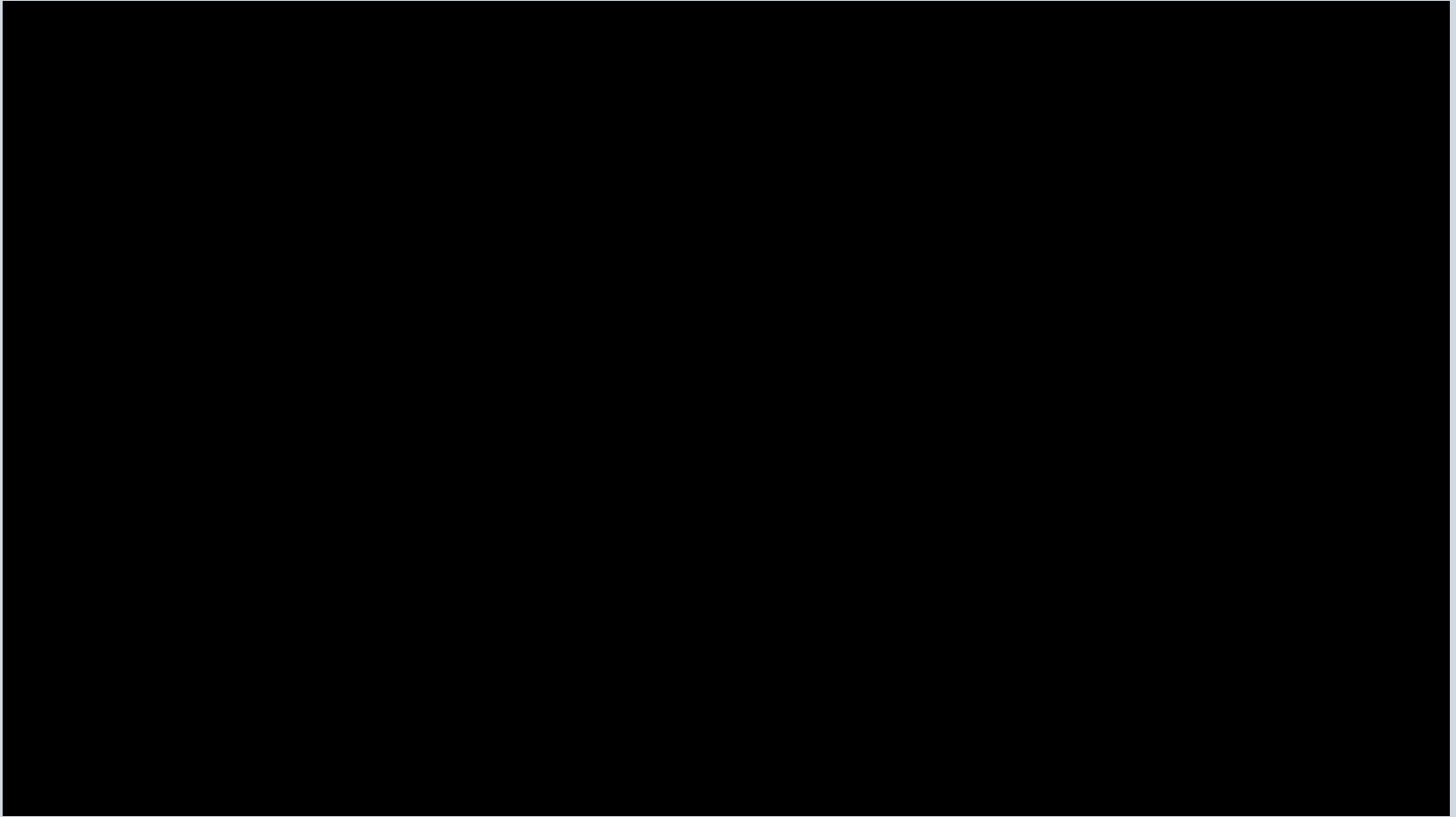


# What reading means to me... to you...



IS READING  
EASY?





This video will help you understand  
what your child is going through  
when they learn to read!

# 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. different ways to write 'or' !



**Your go... prizes up for grabs!**

**On your tables there is a one sound from a sound family.**

**Can you find the others?**

**I have been kind and told you how many are in the sound family.**



If English had a simple code, spelling and reading would be much easier! Can you read these words?

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**play**    mayk trayn cafay strayt wayt stayk

**green**    dreem kee hee happee

**light**    kight fligh lgh igh tigh

**blow**    smowk flowt gow mowst

## Complex Speed Sounds

### 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		
					c		se			
					ce					

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>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							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							

The complex  
English  
alphabetic  
code

44 speech sounds



# Terminology used

## Phoneme

the smallest unit of sound e.g. 'a'

## Grapheme

a written letter that makes a sound (sound symbol)

## Digraph

two letters that make one sound e.g. 'sh' (as in shop)

## Split Digraph –

two letters which are split by another when written a \_ e u \_ e

**Trigraph** -three letters that make one sound e.g. 'ear', 'air', 'igh' e.g. bear, pair, night,

## Blending

to draw individual sounds together to pronounce a word, e.g. s-n-a-p, **blended** together, reads snap.

## Segmenting

to break words down into individual sounds or syllables.

What does Read  
Write Inc look like in  
the classroom?



## ***Reading***

The children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using 'Fred talk' and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

## ***Writing***

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using 'Fred Talk'
- learn to build sentences by practising sentences out loud before they write

Daily on Core days-  
30-45minutes with  
different teachers,  
different groups

Repetition and  
structured approach



# The Speed Sounds

## Simple Speed Sounds chart

Consonants: stretchy

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

Special friends...2  
letters that make 1  
sound

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

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

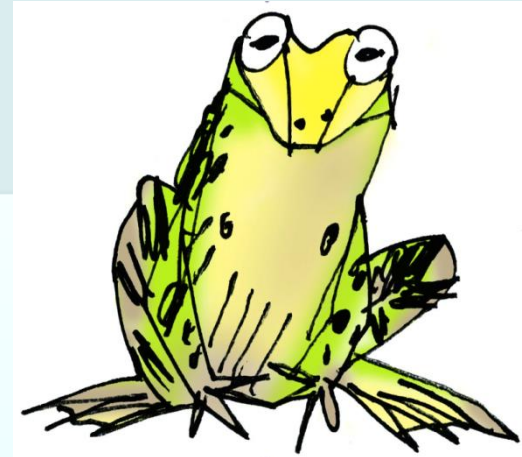
# How do phonics help us to read?

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "*c\_a\_t*." Not **cat**.

We call this *Fred Talk*.





You can support your child with sounding out words using Fred Fingers. For example,



**p - a - n**

**pan**



**d - u - ck**

**duck**



**c - oi - n**

**coin**





# 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!

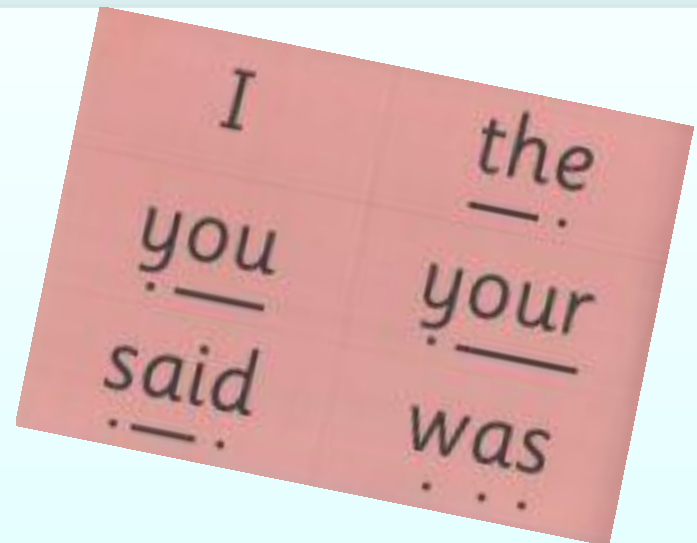


HAVE A GO!

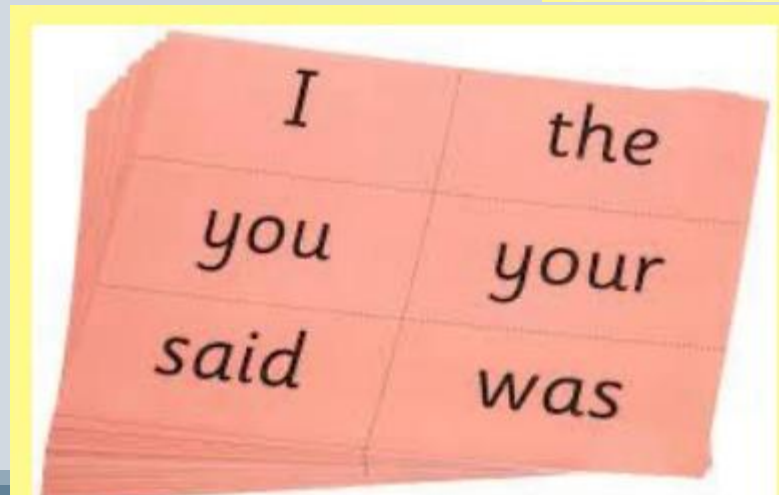
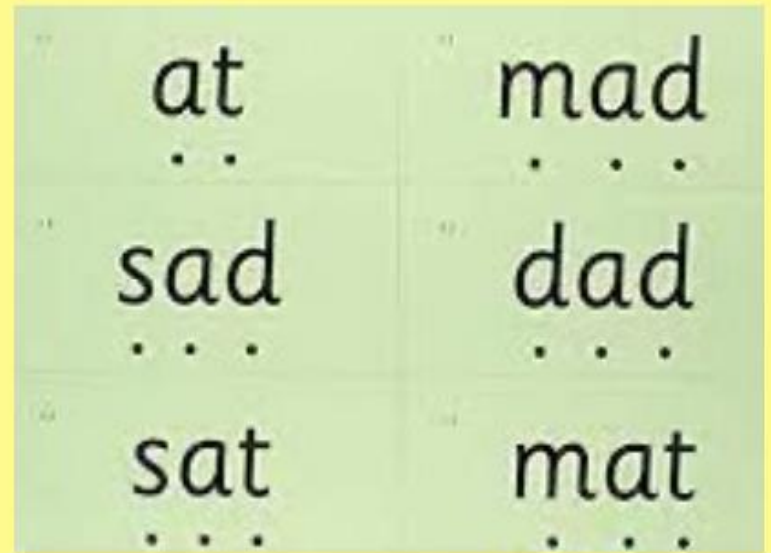
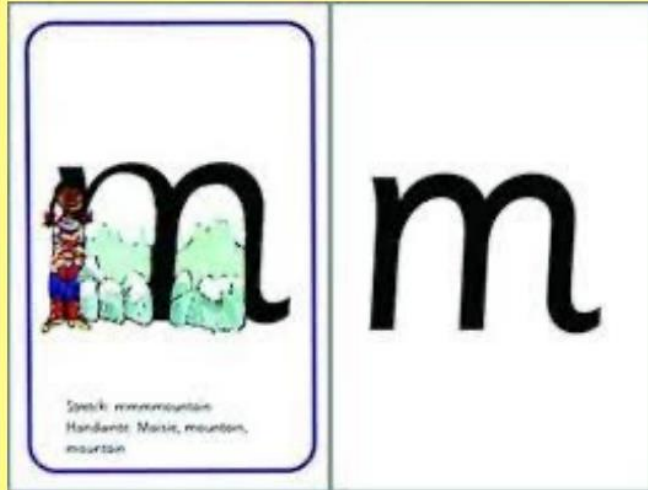
Red words

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

Grotty grapheme!



# Resources



# Storybooks and Book Bag Books


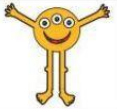
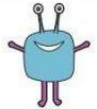



1st read - decode the words  
2nd read - develop fluency and expression  
3rd read - develop comprehension

# Assessment

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- We assess children reading *every day* informally through hearing them read with their partner.
- We also assess each child at the *end of every half term* to be able to group them and work out their gaps.
- The children also have a phonics screening check at the *end of Year one*.

in	ot 
at	vap 
beg	osk 
sum	ect 

## TAKING RWI 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 take home Phonics storybooks.

Watch the RWI storytime at home video on their website for hints and tips.

### Have fun with Fred Talk!

*"What a tidy r-oo-m!"*

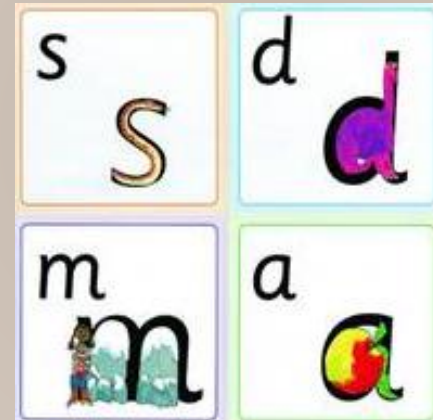
*"Where's your c-oa-t?"*

*"Time for b-e-d!"*

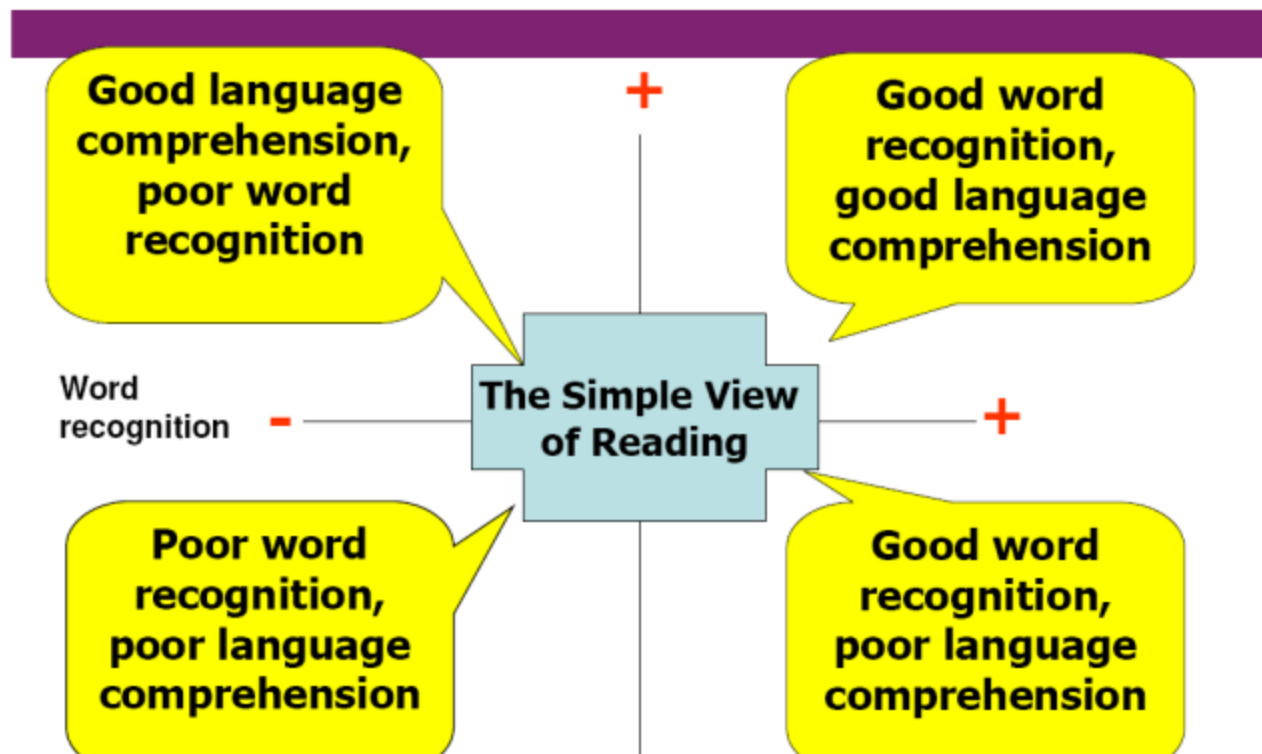


### Practice pronouncing the sounds...

Remember no 'fuh' and 'luh'!



Successful phonic decoding is only one aspect of becoming an effective reader.





# So how can you help your child?

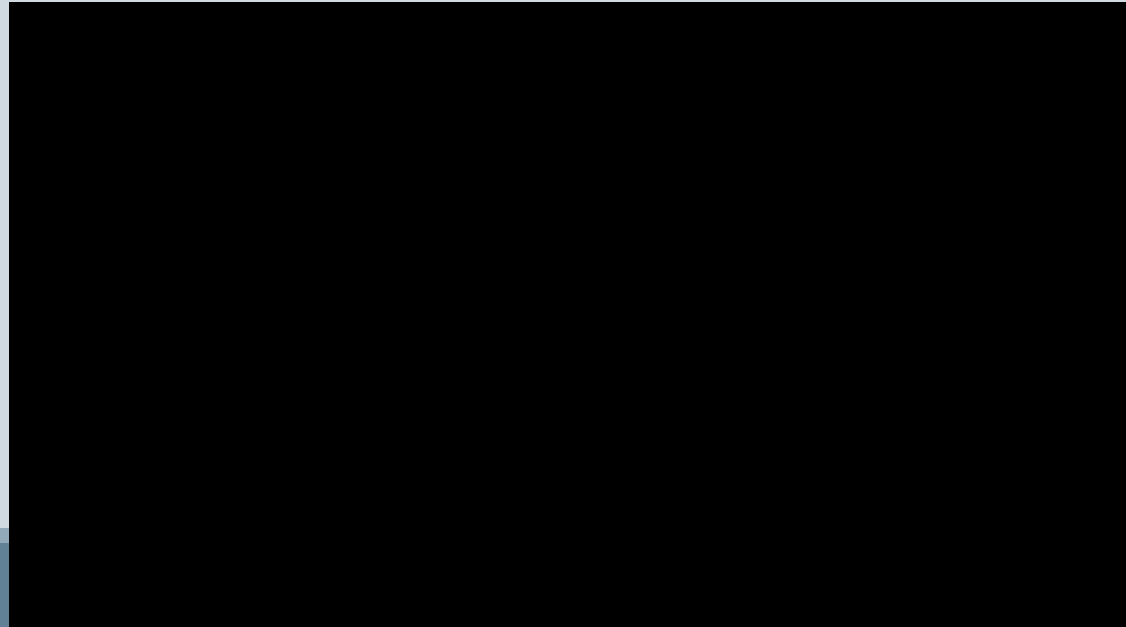
By knowing the 44 pure sounds

<https://www.youtube.com/watch?v=TkXcabDUq7Q&t=71s>

By knowing how to blend using Fred Talk.

*"Special friends, Fred talk, read the word"*

p\_l\_ay



And...

By **reading** to your child lots of lovely stories and asking lots of questions!



Show excitement when they bring their Book Bag Book home (even if they have read it before) and model the expression. They will copy!



# And...

By **talking** to your child as much as possible and 'feeding' them new and different words:

"Let's **eat** our lunch now."

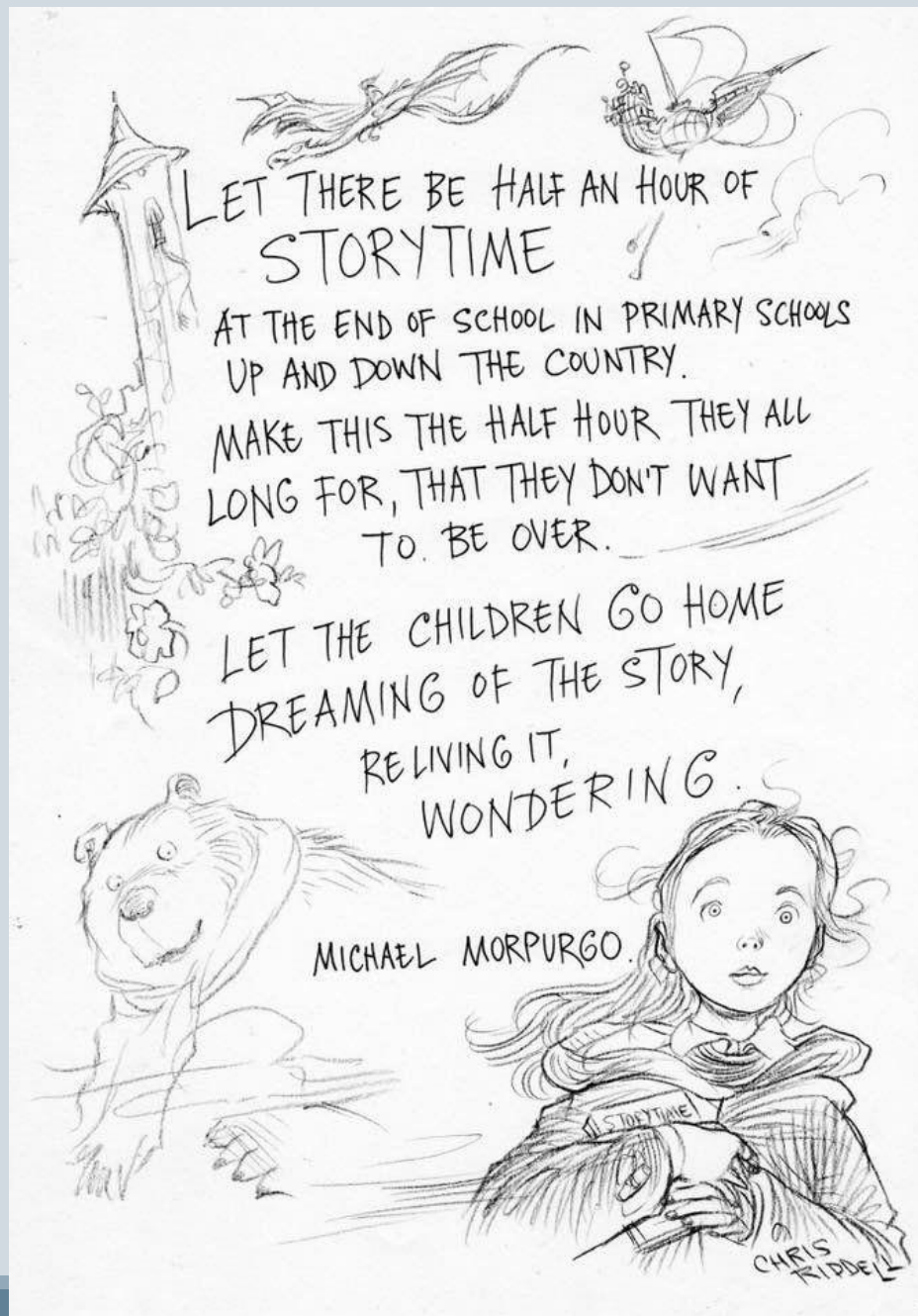
"Let's **munch** our lunch now."

"Let's **scoff** our lunch now."

"Let's **devour** our lunch now!"



A rich vocabulary is essential for high levels of comprehension.



## READ TIME CLUB

- **Parents come too**
- **Bring a blanket/teddy**
- **Reflect and review tasks**