



Phonics Parent Workshop.

Reception

Read, Write Inc.' is a phonics programme by **Ruth Miskin.**

The whole programme covers phonics, reading, writing and spelling and can be used across EYFS, KS1 and KS2.

A complete literacy programme - systematic and structured.

No child is left behind.

Storybooks align with the sounds learnt in class - therefore the children are consolidating the phonics they have learnt and applying these skills in context.



Why RWI?



Technical Vocabulary



Phoneme - spoken sounds - there are about 44 in the English language

Grapheme - how we write each of the spoken sounds e.g the spoken sounds 'f' is written using the graphemes f, ff, ph

Segment - words broken up into separate sounds

Blend - combining broken up sounds to make a word

Fred talk - (Fred is the frog) he can only talk in sounds e.g. sh-o-p

Red words - words that cannot be sounded out e.g. I, said, they (You can not Fred a red!)

Green words - words that can be sounded out using our phonics



m 	a 	s 	d 	t 	i 
p 	n 	g 	o 	c 	k 
u 	b 	f 	e 	l 	h 
sh 	r 	j 	v 	y 	w 
z 	ch 	th 	qu 	x 	ng 
nk 					

Set 1

ay 	ee 	igh 	ow 	oo 	oo 
ar 	or 	air 	ou 	ir 	oy 

Set 2



Simple Speed Sounds chart

Set 1

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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Set 2

Vowels: stretchy

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

The English language is a complex code...



- It would be easy if we only had to learn Set 1 and Set 2 sounds.
- But we also have to learn set 3 sounds because the sounds can be spelt in different ways!

ay	igh
play cake straight	right spie kite fly

Set 3 sounds

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							



How do phonics help us read?

- Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c_a_t.” Not **cat**.

We call this *Fred Talk*.



CVC words - green words

cat

fan

dog

tap

pot

fat



s t ay

c ar

sh or t

h igh

! ou d

ch air



Storybooks

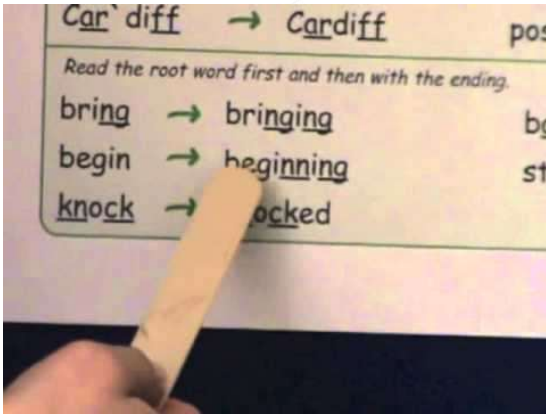


Storybooks

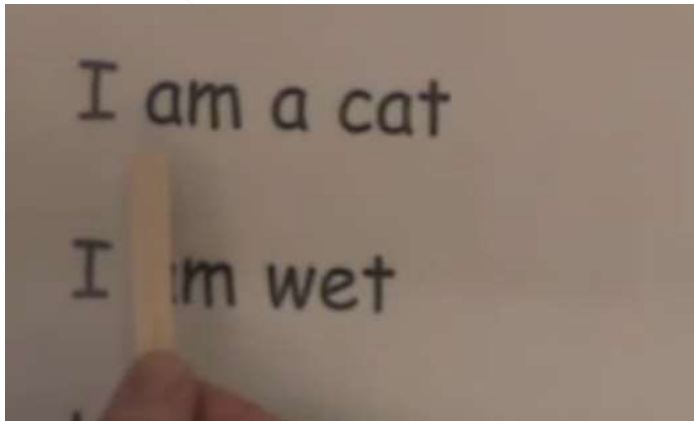
100 lively, decodable storybooks levelled to children's phonic ability



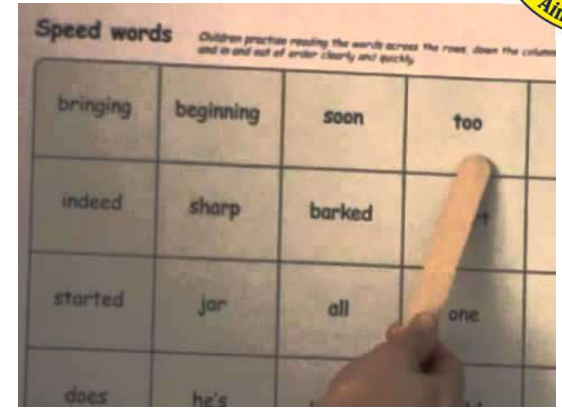
Storybooks



Green words
Red words



Read the
sentences
in the story



Speed
words

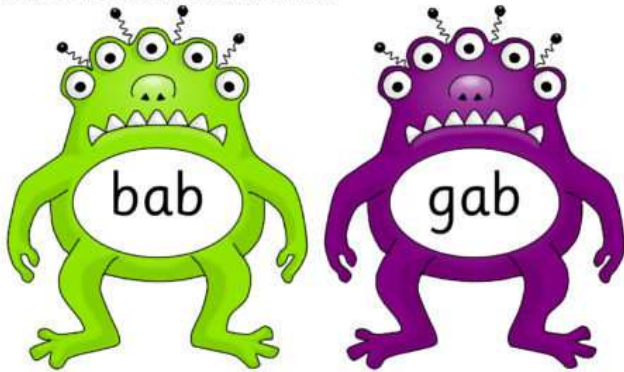


Nonsense words (Alien words)



These words are made up!

Nonsense CVC words on alien monsters



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They ensure that all children understand the sounds and don't just memorise words

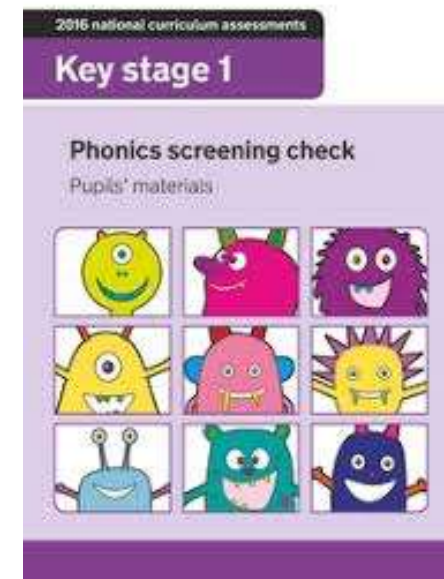
We assess children on real words and nonsense words to ensure that they have a full understanding.

Phonics Screening check



- This takes place once a year for **Year one** children in June
- The children are tested on their set 1, 2 and 3 sounds with **real words** and **nonsense**
- The pass mark is high –usually **32 out of 40**
- If your child scores less than 32 they will continue to develop their phonics in Year 2 and re take the check in the following year.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 





So how can you help your child?

- By knowing the 44 sounds

Simple Speed Sounds

Consonant sounds - strictly												
f	l	m	n	r	s	v	z	sh	th	ng		
Consonant sounds - flexibly												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
Vowel sounds - strictly												
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - flexibly												
oo	oo	ar	or	air	ir	ou	oy					

- By knowing how to blend using Fred Talk for reading
m_a_t



- Read Write Inc website - Videos to support with pronunciation of sounds and resources to support at home.
- <https://ruthmiskin.com/en/find-out-more/parents/>

And...

- By having fun with Fred Talk at home!

“What a tidy r-oo-m!”

“Where’s your c-oo-t?”

“Time for b-e-d!”

*back, head, tum, leg, hand, foot, knee
coat, hat, scarf, zip, sock, glove
run, walk, skip, hop, fast, slow, stop, shop
red, blue, green, black,
knife, fork, spoon, plate, bowl, pan
bread, cheese, meat, soup, jam, cake*



And...

- Read favourite stories **over and over** again
- Read some stories at a **higher level than they can read themselves.**
- Listen to them reading their **home Phonics storybooks** - and encourage them to sound out the words using the sounds.
- Invent your own **alien words** and challenge others to read them



And...

ASK QUESTIONS!



What do you think happens next? Why?

What is the character saying?

What is that character thinking?

Why do you think that character is feeling ___?

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!"

And...



- By having a look at the parents' pages on the web for tips and resources for supporting your child at home:

www.ruthmiskinliteracy.com

- Have a look on the school website at the demonstration videos of how to pronounce each sound:

[Parent Workshops | Quarry Hill Academy](#)

Thank you...



Happy reading!

