

# Phonics Parent Workshop.

Reception & Year 1



Read, Write Inc.' is a literacy 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.

**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



# 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
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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											

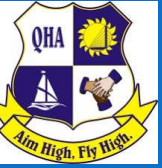
*Vowels*

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.*



s t ay

c ar

sh or t

h igh

! ou d

ch air





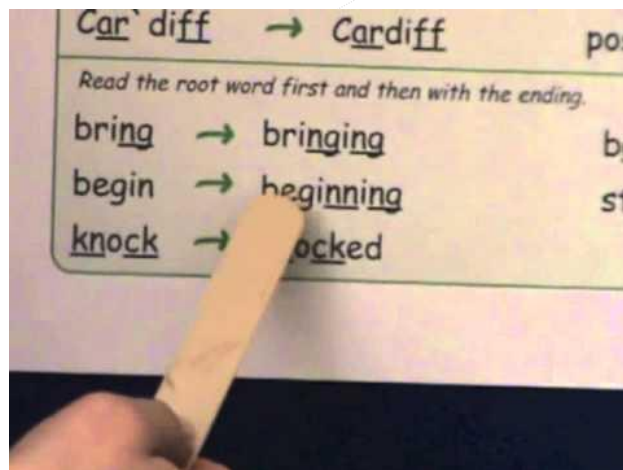
# Storybooks

## Storybooks

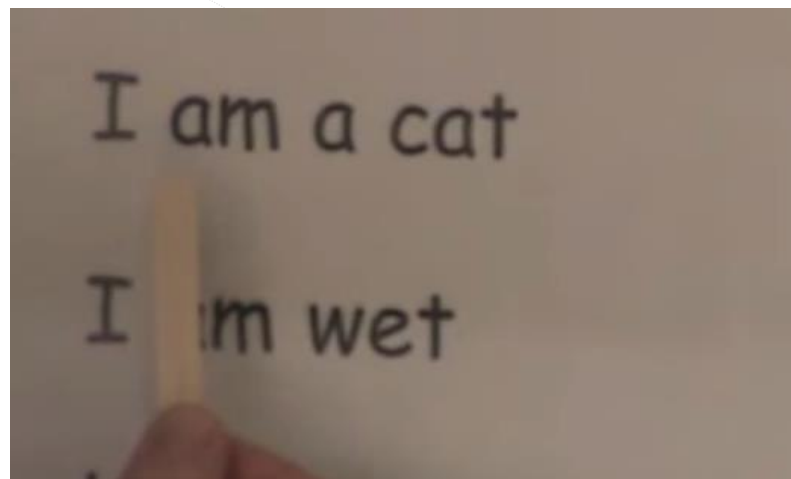
100 lively, decodable storybooks  
levelled to children's phonic ability



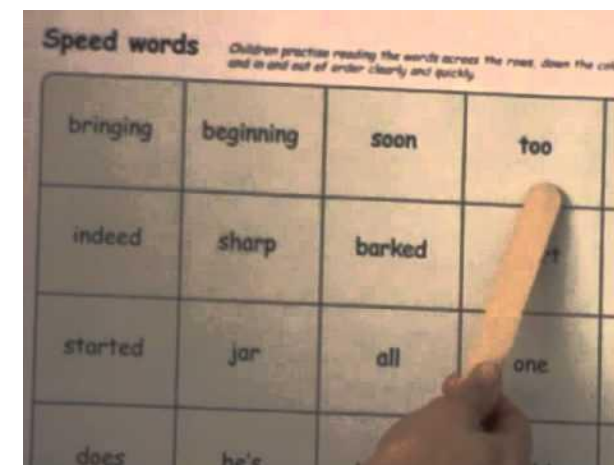
# Storybooks



Green words  
Red words



Read the  
sentences  
in the story



Speed  
words

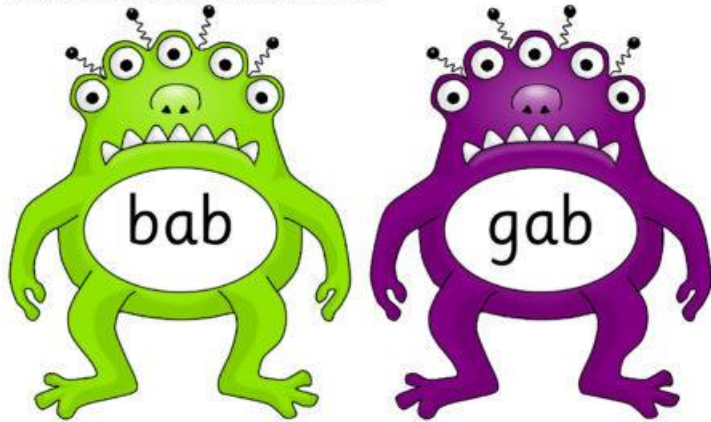


# Nonsense words

( 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

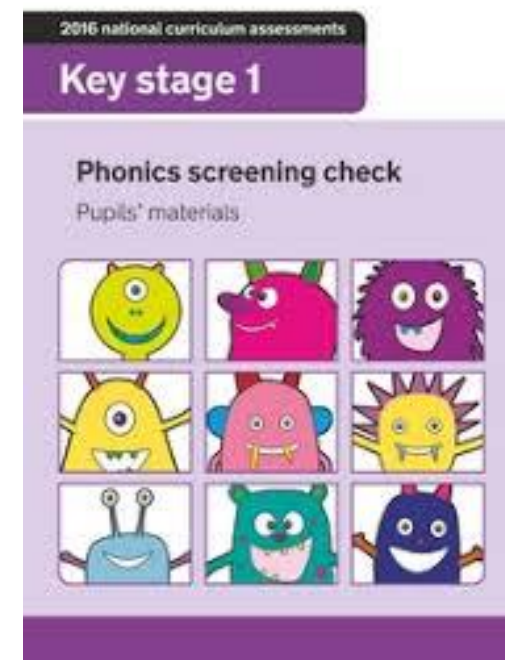
We assess children on real words and nonsense words to ensure that they have a full understanding.



# 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	nk	
Consonant sounds - loosely												
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 - strictly												
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-oa-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 is happening?

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](http://www.ruthmiskinliteracy.com)

Type into google **Ruth Miskin Phoneme pronunciation guide** to watch a clip about how to pronounce the sounds or follow the link below:

<https://global.oup.com/education/content/primary/teaching-support/pages/rwi/?region=uk#>



# Quarry Hill Academy



# Happy reading!

