



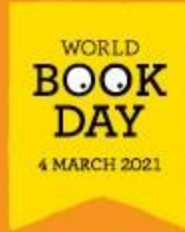
# Information Meeting

## Thursday 23<sup>rd</sup> September 2021



**Alsager Highfields**  
Community Primary School

Mighty oaks grow from small acorns



Spending just  
10 minutes a day  
reading with a  
child makes a big  
difference to their  
future success.



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Changing lives through a love of books and shared reading.

World Book Day is a registered charity funded by publishers and booksellers in the UK & Ireland.

with Rob Biddulph



# 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

# Why teach phonics?



- Phonics gives children the key to unlocking this alphabetic code for their reading and spelling. This is why teaching phonics for reading and spelling is a cornerstone of the programmes of study for English in the national curriculum.
- Because of the complex alphabetic code of English, children are taught explicitly the correspondences between letters and sounds (graphemes and phonemes), as well as the skill of blending the individual sounds together to read. The skill of segmenting words into their individual sounds is needed for spelling. Word reading and spelling are 'reversible processes'. Reading involves blending sounds to say a whole word; spelling involves segmenting a whole word to identify the sounds in it. Evidence shows that teaching phonics is the best way to teach children to read.
- Synthetic phonic programmes have one thing in common: they teach children GPCs, to blend phonemes into spoken words and segment spoken words into phonemes.

**Reading Framework – Teaching the Foundations of Literacy  
July 2021**

# *Read Write Inc. Phonics*



- Children learning to read in YR– Y2
- Older children who need to ‘catch up’
- Taught in groups based on their stage of reading

# Phonics daily lessons



































# English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)
  
- One of the most complex alphabetic codes in the world.

Speed Sounds Set 1

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

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and swirl
ou  shout it out	oy  toy for a boy			

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy			
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure



# Speed Sounds Set 1 and 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		
					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</u> -e	<u>e</u> -e	<u>i</u> -e	<u>o</u> -e
					ai	y	ie	oa
						ea	i	o
						e	y	

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

# 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



Sounds + blending = reading



sat

# Fred Talk routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



# Reading with Fred Talk



m a t

mat

# Teach spelling using Fred Finger



# Handwriting



One thing that holds back some children is poor pencil grip. Holding a pencil correctly is very important. Awkward grips can cause fatigue and discomfort, as well as making handwriting look very untidy. The following grips are recommended for children to achieve:



Tripod Grip



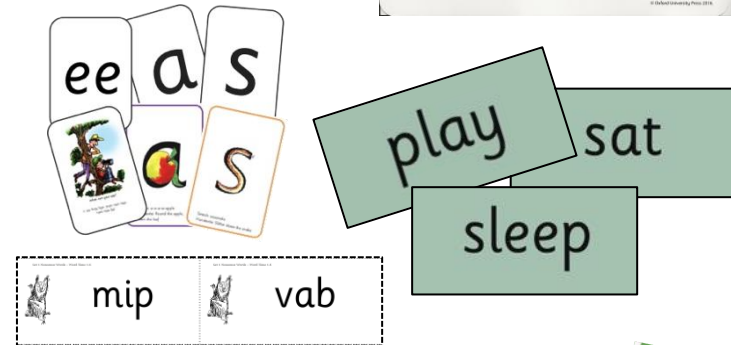
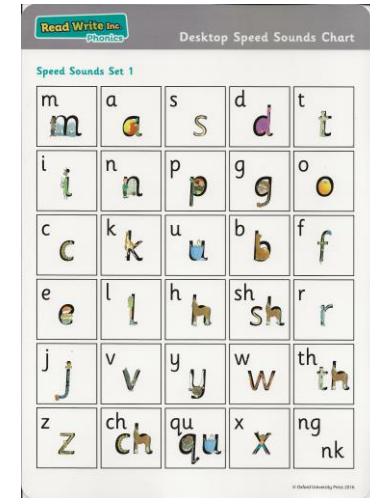
Left Handed Tripod Grip



# Speed Sounds One phonics daily lessons

Children learning the initial speed sounds set one will have a daily session made up of:

- New sound
- Say the sound
- Read the sound
- Review the sounds – new and previously taught
- Write the letter
- Speed write – previously taught
- Fred talk
- THEN
- Learning to blend activities
- Or blending independently activities
- FINISH with sharing a story.



# Read Write Inc. Phonics Speed Sound Cards Set 1

m a s d t

i n p g o

c k u b

f e l h sh r

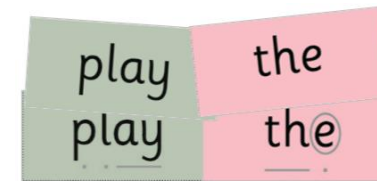
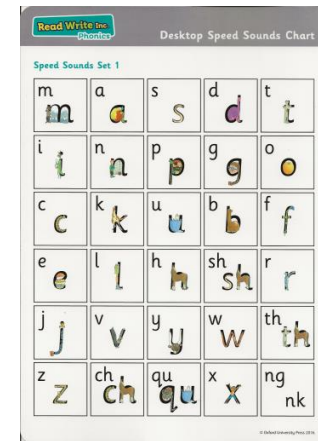
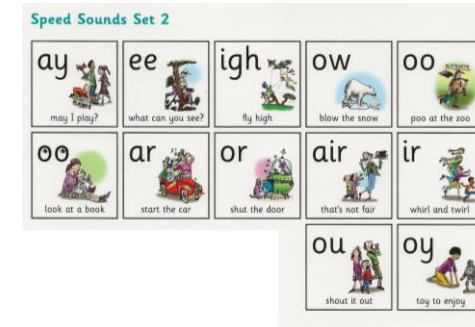
j v y w

th z ch qu x ng nk

# Speed Sounds Two phonics daily lessons

Children learning the initial speed sounds set two will have a daily session made up of:

- New sound
- Say the sound
- Read the sound
- Review the sounds – new and previously taught
- Read the words
- Review the words
- Reading assessment (nonsense)
- Spell with Fred Fingers
- Spell review
- THEN
- Share the storybook and complete the storybook activities



# '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.



8

# Red Words

I

said

This is Red Hat Rob.

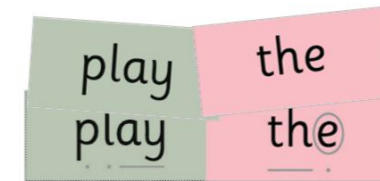
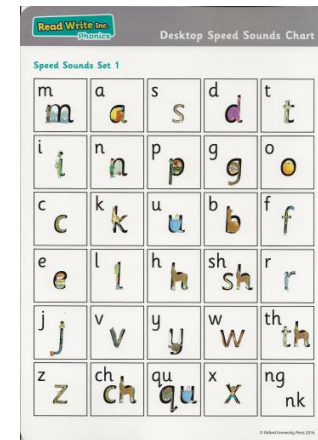
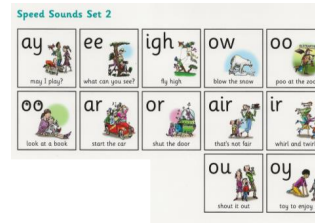
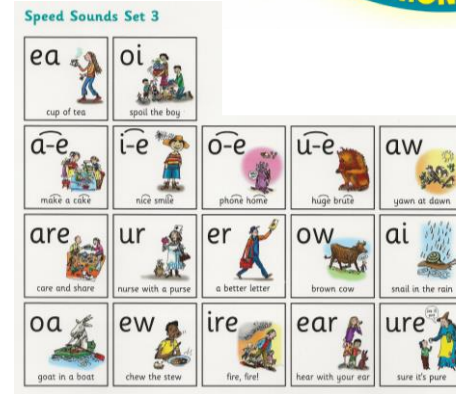


“I will grab that cash box,” he said.

# Speed Sounds Three phonics daily lessons

Children learning the initial speed sounds set two will have a daily session made up of:

- New sound
- Say the sound
- Read the sound
- Review the sounds – new and previously taught
- Read the words
- Review the words
- Reading assessment (nonsense)
- Spell with Fred Fingers
- Spell review
- THEN
- Share the storybook and complete the storybook activities



## Assessments

Assessments are carried out at the end of every half term, ready to adjust the groupings for the next half term.

On occasion, reading teachers may highlight children that they feel need moving before then, which is for the RWI Leads to observe and assess, and if the groupings allow, moves may be made mid-term.

Assessment 1


Set 1 Sounds Groups A or B

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

Set 1 Sounds Group C


Oral blending: d-u-g ch-a-t t-e-n p-o-t t-i-n


Ditty Group (Photocopy Masters 1-10)

 in am red bin yes


Red Group


ch ng nk qu sh th

 chip shop jump that


 fas gip guk rab

Green Group

 flat pink help thick


 plut dimp criff slom


Purple Group


 with off thin will his  
 them that have

Pink Group

ay ee igh ow oo oo

 tray creep sight blow

 skay spoom smoll fleep

 lots black long this  
 them went that stop



Assessment 1 (continued)

Orange Group

ar or air ir ou oy



start horse stair house boy



norg ouf firb stoy



rest smell soft play feel

stay which about

Yellow Group



dorp pight clow thoob

hoy nair ploun gart



thing right night sleep boy

quick little think know smart

Blue Group

ā-e ea î-e ô-e û-e oi



steab groit grafe stime

doke vuke sneap shoop



So Gretel sat on a stool and cooked bread and buns and milk puddings. The witch put on her clumpy boots and took the food to the hut, pushing it in at the window.

But Hansel fooled the witch. When she asked to feel his wrist, as proof that he was getting fat, he stuck a twig out of the window. The witch felt the twig.

“Too thin, too thin!” she screeched. “But I will still cook you for my lunch!”

She dragged Hansel into the kitchen.

She looked at Gretel, spooning salt into the pot.

“I will cook you, as well! Get into the oven!”

11

20

32

34

43

54

64

66

76

81

87

96

106



sit

17

## Ditty 1: pop

**Speed Sounds** - read the sounds (not the letter name)

a g t p n s d o i

**Green Words** - read these words by blending the sounds together

not got sip pop dad did dog

**Red Words** - read these words but tell your child the word if they get stuck

I the

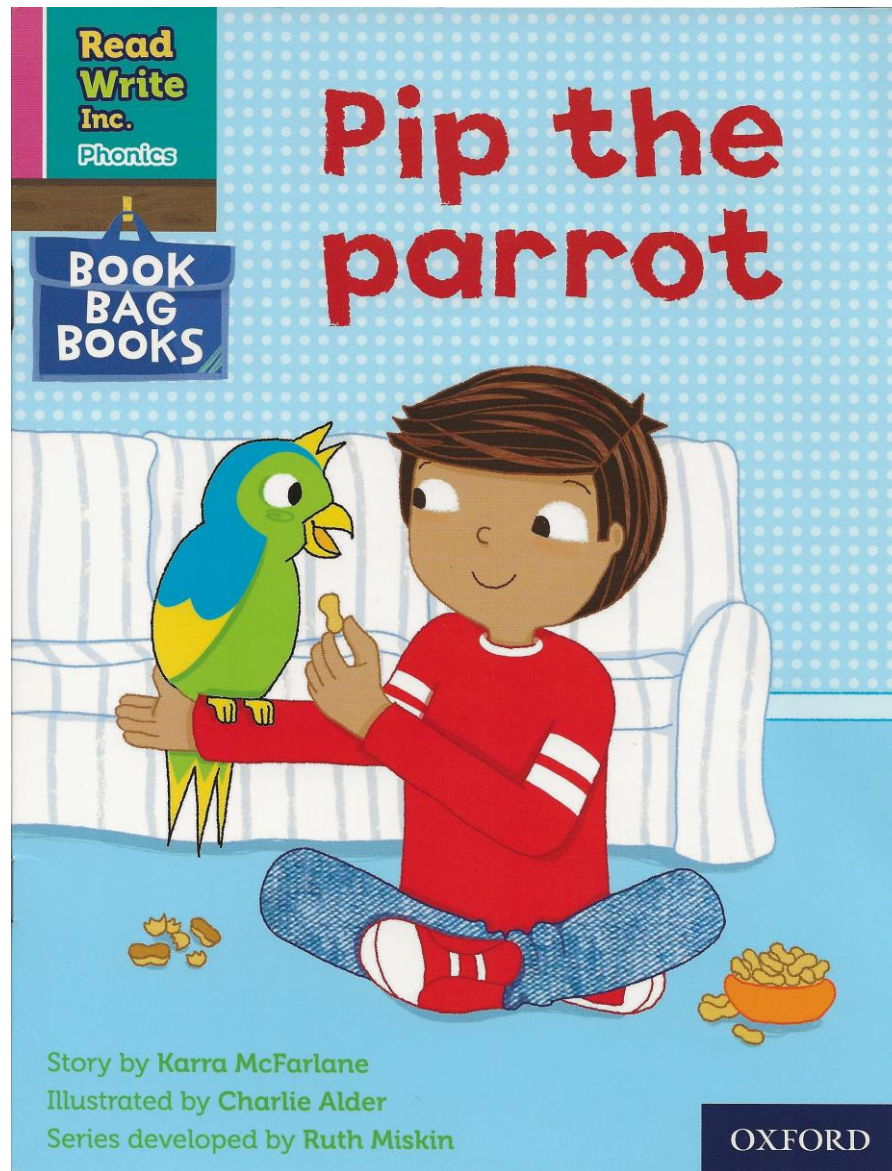
I got pop

dad got a sip

the dog did not



Remember not to read the Ditty to your child first.  
As your child reads the Ditty, be patient and give your child plenty of praise.



# Pip the parrot

Set 3 Book 2

ll nk ck



**Set 3: Pink Book Bag Books**

- |                         |                          |
|-------------------------|--------------------------|
| 1 Scruffy Ted gets lost | 6 My holiday             |
| 2 Pip the parrot        | 7 I can see you, Dad!    |
| 3 Rags                  | 8 Up all night           |
| 4 Sam's bag             | 9 Let's play in the snow |
| 5 Yap, yap!             | 10 Boo's coolest day     |

Use **Set 3 Pink** Book Bag Books after learning **Speed Sounds Sets 1 and 2.**

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UNIVERSITY PRESS

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web [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)  
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Read Write Inc. Phonics  
Book Bag Books  
Pink Set 3:  
Mixed Pack of 10  
ISBN 9780198420200  
Mixed Pack of 100  
ISBN 9780198420217



## How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

### Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following green words:

often    cross    frills    ring  
spotted    picked    shocked

### Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

was    her    I    your    the    you

## Important note

Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.

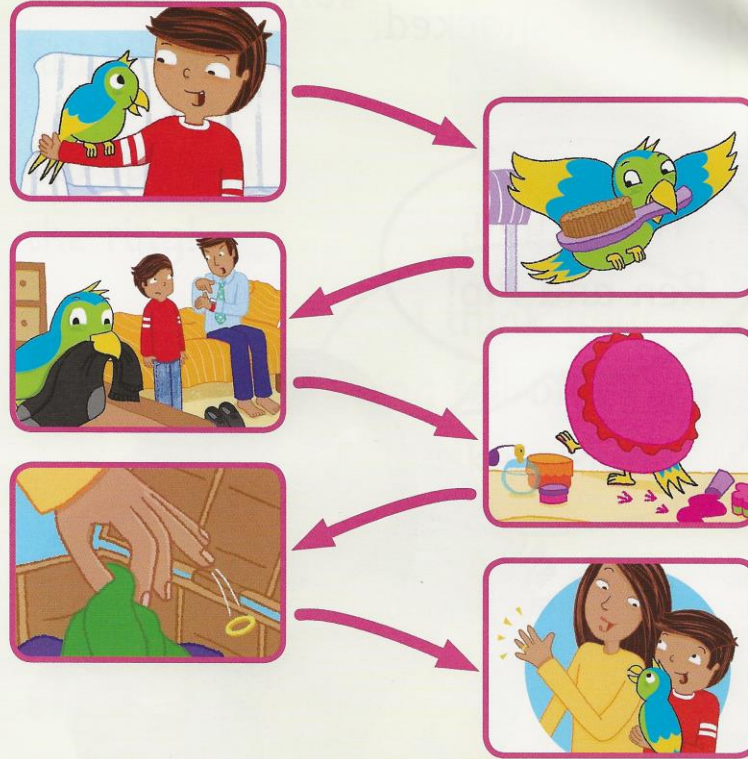
Ren had a pet parrot, Pip.

Pip often hid things.



☆ ☆ ☆  
**Retell the story**

Take turns retelling the story with your child.





## Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

**p.5** What item belonging to Mum did Pip the parrot hide?

**p.6** What items belonging to Dad did Pip hide?

**p.7** What colour is Gran's hat?

**p.8** Where was Mum's ring?



One-to-one tutoring – ‘keep up, not catch up!’  
finding their ‘Goldilocks’ point





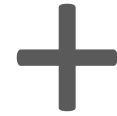
Read me at least three times

First Read - Accuracy

Second Read - Fluency

Third Read - Comprehension

# Which books will children bring home?



# How you can help at home



Books are currently changed once a week, on Monday

## **Read the book at least 3 times over the week**

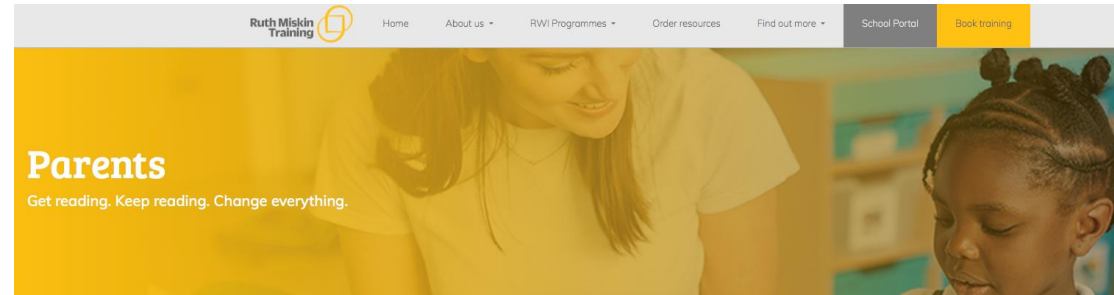
- Listen to your child read the same Storybook again and again.
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'.
- Discuss the story and encourage their storyteller voice.
- Practice sound/word strings every night.
- Practice and use the sound cards in their folders – these are being added to daily as a new sound is introduced.

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

**Dr. Seuss**



# Free Video Tutorials (ruthmiskin.com)



## Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics. If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home. If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



# Online resources available



- Parent video: How to say the sounds
- <https://www.youtube.com/watch?v=TkXcabDUg7Q>
  
- Free e-books for home reading:
- <http://www.oxfordowl.co.uk/Reading/>

# Online resources available



- Parent videos on the YouTube Ruth Miskin channel
- <https://www.youtube.com/c/RuthMiskinTrainingEdu/videos>
- Parent video: Reading the set 3 sounds with your child
- <https://www.youtube.com/watch?v=2o2b7nL1jrg>















# What can I do?

1. Read the same stories aloud again and again
2. Read with enthusiasm – love each story
3. Use a range of vocabulary with your child
4. Use pure sounds, not letter names
5. Use Fred Talk to read and spell words
6. Listen to your child read their Storybook every day
7. Read stories to your child every day
8. Use the handwriting phrases for writing ONLY



## Our Reading Teachers are:

-  Miss Hook (assessor & also one-to-one tutor)
-  Mrs Millichap
-  Mrs Ward (also one-to-one tutor)
-  Mrs Lindblad
-  Mrs Ellis
-  Mrs Harry
-  Mr Bundy
-  Mrs Moores
-  Mrs Riley
-  Mrs Hancock
-  Mrs Walker
-  Mrs Windel (Read Write Inc Lead Teacher)