

Information for Parents/Carers



Phonics at St Joseph's



'Learn together and grow in God's love.'

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.

What is the purpose of this handout?

- To inform parents of how reading is taught at St Joseph's Catholic Primary School
- To supply parents with clear information on the RWI programme
- To give parents tips on how to help their child to read by age 6
- 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: <https://www.ruthmiskin.com/en/find-out-more/parents/>

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 Reception and will remain on the programme until they are reading at an age appropriate level in Year 2. 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 when they transition into Keystage 2.

How will it work? In Reception

Children will be taught a sound a day and will be assessed regularly by their class teachers.

By the end of the first term pupils will have been taught the first 31 sounds. They will be then be

assessed and grouped according to their reading level, and will be taught for up to an hour a day in phonic sessions.

They will also start reading and writing alongside learning the new sounds.



In Years 1 and 2

All children will be assessed each term, the children will complete reading and writing activities for an hour each

day, grouped according to their reading level. Children will be grouped according to their stage and will be taught by different teachers and teaching assistants.



How do we know RWI works?

Schools embedding this programme have been recognised by OFSTED in the HMI 'Reading by Six Report' (November 2010) as an example of how the best schools teach reading.

What does the RWI teaching process look like at St Joseph's?

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'. Each sound is said separately and then the word is blended together. C-a-t = cat. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words. To view correct pronunciation of the sounds, click on the link below: _

http://www.youtube.com/watch?v=5J2Ddf_0Om8

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.

Learning the terminology. Phonics is a highly effective way of teaching reading and spelling. Blending when reading and segmenting when spelling.

It is based on the link between sounds and the way we write them down (graphemes).

i-n contains 2 sounds and 2 graphemes.
c-a-t contains 3 sounds and 3 graphemes
ch-a-t contains 3 sounds and 3 graphemes
l-igh-t contains 3 sounds and 3 graphemes
c-r-a-sh contains 4 sounds and 4 graphemes
s-t-r-ee-t contains 5 sounds and 5 graphemes

Each word always contains the same number of sounds and graphemes. Graphemes can have 1,2,3,4 or 5 letters.

Stretchy consonant sounds

Practise stretching each sound (avoid 'fuh' 'luh' 'muh' 'nuh')

ffff	llll	mmmm	nnnn	rrrr	ssss	vvvv	zzzz	ssshhh	ttthhh	nnng
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Shortest sounds without an 'ah!'

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

Bouncy consonant sounds

c-c-c-c	h-h-h-h	p-p-p-p	t-t-t-t	ch-ch-ch-ch
k-k-k-k				

Say the shortest sound you can without an 'uh'

c	h	p	t	ch
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Practice bouncing each sound

b-b-b-b	d-d-d-d	g-g-g-g	j-j-j-j	w-w-w-w	y-y-y-y
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Double consonant sounds

These sounds have two letters that are the same and make a sound closely together, so they are counted as one sound.

tt	ll	ff	mm	pp	zz	ss
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Fred's vowel sounds

There are five vowel sounds 'a' 'e' 'i' 'o' and 'u' but 20 vowel sounds.

a apple	e egg	i insect	o orange	u umbrella
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ay may I play?	ee what can I 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 fait	ir whirl and twirl	ou shout it out	oy toy for the boy	ire fire fire!	ear hear with your ear	ure sure it's pure	

Practice Fred Talk these words:

Read the words in Fred talk. Say the last sound gently.






























Spell the words using Fred fingers. Touch each finger as you say each sound.

a	m-a-d	s-a-d	g-r-a-n	p-r-a-m	t-r-a-p	b-l-a-ck
e	m-e-t	h-e-n	s-e-n-t	b-e-s-t	b-e-ll	l-e-ss
i	b-i-n	th-i-n	th-i-ck	h-i-n-t	s-l-i-d	th-i-n-g
o	g-o-t	n-o-t	b-o-ss	f-r-o-g	s-t-o-p	c-o-s-t
u	h-u-t	c-u-p	j-u-s-t	l-u-m-p	g-u-ll	c-r-u-s-t

Phrase and picture to help children remember the graphemes:

Read Write Inc Phonics Desktop Speed Sounds Chart

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 nk

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a - Round the apple down the leaf.

b - Down the laces to the heel, round the toe c - Curl around the caterpillar

d - Round his bottom, up his tall neck, down to his feet e - Lift off the top and scoop out the egg

f - Down the stem and draw the leaves

g - Round her face, down her hair and give her a curl h - Down the head to the hooves and over his back

i - Down the body, dot for the head j - Down his body, curl and dot

k - Down the kangaroos body, up his arm, down his tail and down the leg

l - Down the long leg

m - Maisie, mountain, mountain n - Down Nobby, over his net

o - All around the orange

p - Down the plait and over the pirates face

q - Round her her head, up past her earrings and down her hair r - Down his back, the curl over his arm

s - Slither down the snake

t - Down the tower, across the tower

u - Down and under, up to the top and draw the puddle v - Down a wing, up a wing

w - Down up, down up

x - Down the arm and leg and repeat the other side y -

Down a horn, up a horn and under his head

z - Zig, zag, zig

Complex 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	t
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											
a	e	i	o	u	a-e	ee	igh	ow				
	ea				ai	y	i-e	o-e				
						ea	ie	oa				
						e	i	o				

Vowels

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

What are Red Words?

These are words that are unable to be sounded out and so are irregular. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy.

Examples of red words:

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

In summary how and what do the children learn?

Reading

The children:

- learn 44 sounds and the corresponding letters/letter

groups using simple picture prompts.

- learn to read words using sound blending.
- read lively stories featuring words they have learned to sound out.
- after meaningful discussion led by an adult the children show that they comprehend the stories by answering questions.

Writing

The children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a range of texts using discussion prompts

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

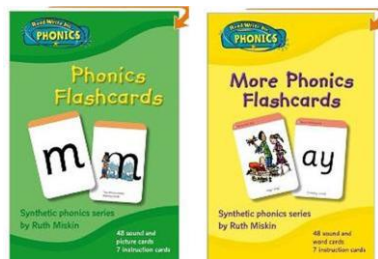
How can I help my child at home?

- 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-o-a-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!'
- Use the 'Questions for Reading' to help deepen understanding of the books you read together
- 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.

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/>

Style

- What type of book is this? (Fiction/non-fiction)
- Have we read a book like this before?
- What other story is it like?
- Look at the cover. What do you think this book

	<p>is going to be about? What do you think will happen?</p> <ul style="list-style-type: none"> • What is the title of the book? What can you see on the cover?
<p>Questions for reading</p>	
<p>Setting</p>	<ul style="list-style-type: none"> • Where does this story take place? • Where is this story set? • Can you describe the setting of the story?
<p>Character</p>	<ul style="list-style-type: none"> • Who are the characters in this story? • Who is the most important character in this story? • Were there any characters that you didn't like? • Why does that character behave like that?
<p>Plot</p>	<ul style="list-style-type: none"> • What do you think is going to happen next? • What is the most important thing that happened in the story? • Was there a problem in the story and if so, how was it resolved? • What was your favourite part of the story? Explain why? • Did you dislike anything about the story?

Theme	<ul style="list-style-type: none">• Did you learn anything from the story?• Has anything similar ever happened to you?• Do you think the story ended happily?• Explain why?
Punctuation	<ul style="list-style-type: none">• Can you spot where capital letters have been used?• Why have they been used?• Where are the full stops?• Why have they been used?• Why have they used a question mark?• Why have they used an exclamation mark?• How should you say that sentence?