

READ WRITE INC

Team Reception Parent's Workshop



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
graphemes

150+

eg. 9 different ways to write 'or' !!!



W



Phonics?

A complete literacy programme - systematic and structured.

Starting at the beginning... Early Years

- *Read storybooks and non-fiction books closely matched to their developing phonic knowledge*
- *Read with fluency and expression*
- *Learn to spell using known sounds*
- *Write confidently by practising what they want to write out loud first*
- *Work well with a partner*

Aim at the end of Year 1...

Children are accurate and speedy readers and are ready to move onto our class English lessons

One-to-one tutoring - no child is left behind.

Storybooks align with the sounds learnt in class.

*What does Read Write
Inc look like in the
classroom?*



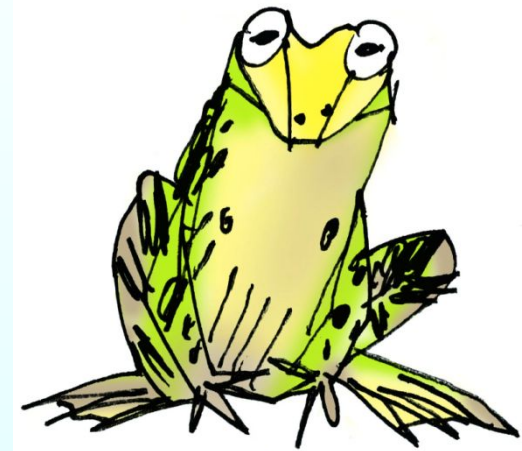
How do phonics help us to read?

Say "hello" to Fred.

Fred can only talk in sounds...

He says "c_a_t." Not **cat**.

We call this Fred Talk.



The importance of talk for writing

"What you can say today...you can write tomorrow"

Ruth Miskin

The Speed Sounds

*Special friends... 2 letters that
make 1 sound*

Simple Speed Sounds chart

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												

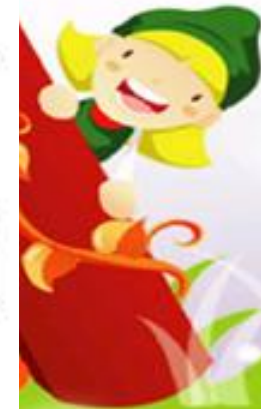
Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

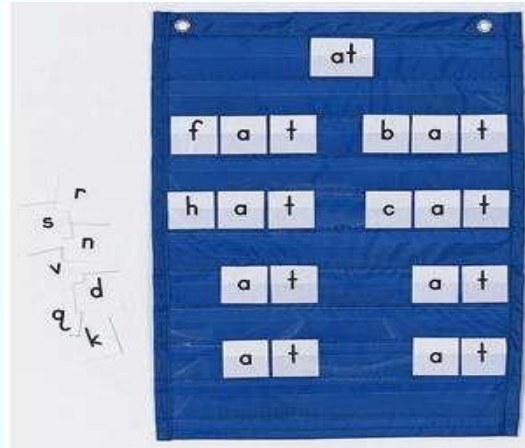
oo	oo	ar	or	air	ir	ou	oy
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Learning to blend and segment with the sounds we know...

Assisted blending
as soon as the first 5
sounds are learnt!

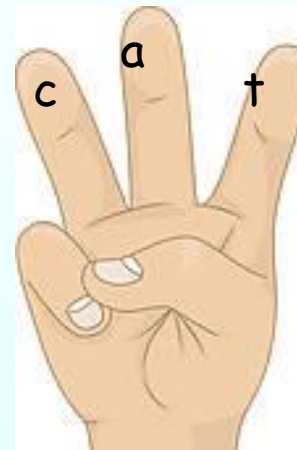
Moving towards
independent
blending



Fred Fingers for spelling

*Say the word and
pinch on the sounds

Eyes for reading,
fingers for spelling!



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

*Fred talk

*Fred in your head

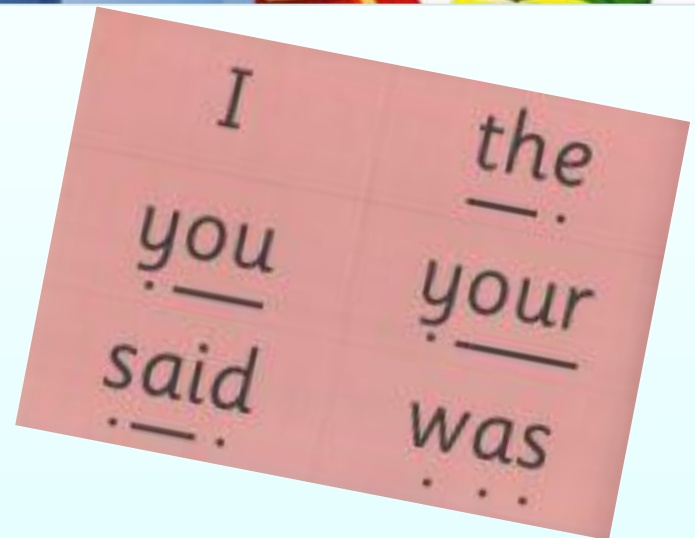
*No Fred talk



Red words

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

Grotty grapheme!



Handwriting

In Reception the letter shapes are learnt at the same time as the sound.

These are sent home with the appropriate rhyme.

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

n down the nait and over the nirate's face



The English language is a complex code...

It would be easy if we only had to learn Set 1 and Set 2 sounds!!



ay

- play
- eight
- cake
- straight



igh

- right
- pie
- kite
- fly

Set 3 sounds - now need to
know the letter names!

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
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Only when set 1 and 2 are effortless!

Set 3 sounds

Splits...where's my friend, he's on the end!



The importance of 'pinny time'!

We ensure that the children are seeing and practising the sounds lots throughout the day, especially those who are finding it difficult to recall them.

This will speed up the recall of Speed Sounds!



The resources



Challenge words

Vocabulary

Power words

The resources include various 'Get Writing!' books and worksheets, such as:

- Pin it on** (Red)
- Pin** (Red)
- A bad fox** (Purple)
- Purple Book 2** (Purple)
- Tab the cat** (Pink)
- The dressing up box** (Pink)
- Scruffy** (Pink)
- My best** (Orange)
- Look out!** (Orange)
- A good cook?** (Orange)
- Orange Book 4** (Orange)
- The gingerbread man** (Yellow)
- The duckchi** (Yellow)
- Tom Thumb** (Yellow)
- The poor goose** (Blue)
- The hole in the hill** (Blue)
- Blue Book 6** (Blue)
- The lion's paw** (Grey)
- Toad** (Grey)
- Grey Book 7** (Grey)
- Waiting Whang's car boot sale** (Dark Grey)
- Toad** (Dark Grey)
- The invisible clothes** (Dark Grey)

Assessment and Monitoring

All staff are Read Write Inc trained – differentiated groups across the school

Reading is a daily activity

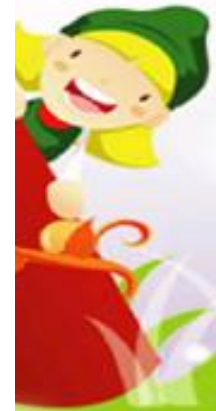
The importance of these reads are to

- 1- develop accuracy
- 2- building fluency
- 3- show expression, reading like a storyteller

Assessment is carried out by the reading leader half termly, any individual concerns are raised



How to help your child read at home



How can you help at home

Most importantly read to your child.

Practice their reading book with them daily if possible.

Revise the sounds they bring home.

Practice the correct formation of letters using the rhymes for each letter shape.

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!"

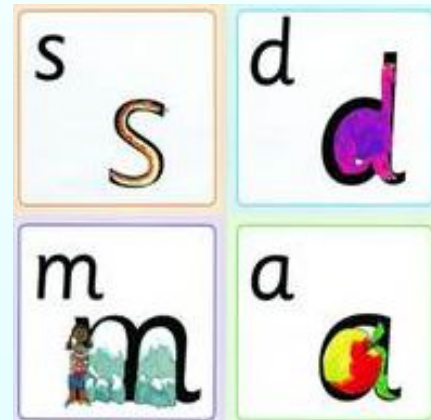
"Where's your c-oa-t?"

"Time for b-e-d!"



Practise pronouncing the sounds...

Remember no 'fuh' and 'luh'!



Available resources



Supporting our reading scheme

It is not a race through levels...there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and therefore understanding.

Thank You!

