

# OVERVIEW

Aim High, Work Hard, Dream BIG!



Phonics Information for Parents

## Our Vision for Phonics

At the [Parkland Federation](#), we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI). This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as accurate letter formation. **We passionately believe that teaching children to read independently is one of the core purposes of a school. These fundamental skills not only hold the keys to the rest of the curriculum but they also have a huge impact on children's self-esteem and future life chances.**

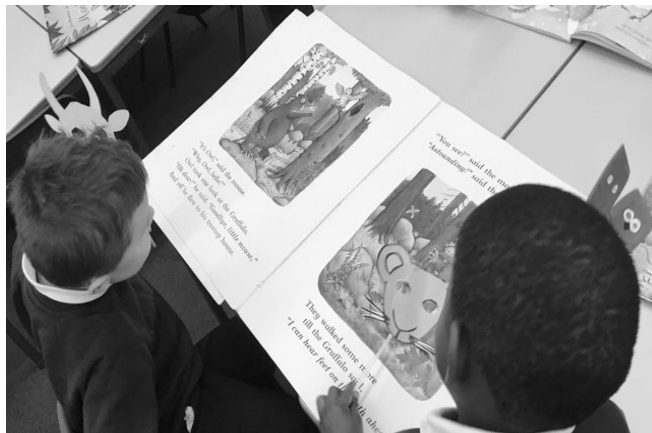
Using the RWI phonics program, we teach children to:

- ★ Read easily, fluently and with good understanding.
- ★ Develop the habit of reading widely and often, for both pleasure and information.

**Read Write Inc.**  
Phonics



At the Parkland Federation, we use Read Write Inc Phonics (RWI) to give your child the best possible start with their literacy. We have put together a guide to how the RWI programme works, together with some useful links. Please take the time to read the information as it will provide invaluable information as to how you can help and support your child in reading at home, continuing the work we do in school.



“The more that you  
**READ** ← ooo  
The more things you will

ooo → **KNOW.**  
The more that you

**LEARN** ← lll  
The more places you'll go”

-Dr. Seuss



## What is Read Write Inc?

Read Write Inc (RWI) is a phonics programme which helps **all** children learn to read fluently and at speed so that they can focus on developing their skills in comprehension and vocabulary. The programme is designed for children aged 4-7 years. However, at Parkland, we begin the programme in Reception and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. More information on this can be found at:

<https://ruthmiskin.com/en/find-out-more/parents/>

## How will RWI be taught?

All children are assessed regularly by their teacher to ensure they work with children at the same level. This allows complete participation in lessons.

## Reception

In Reception, all children will learn how to 'read' the sounds in words and how those sounds can be written down.



## Reading

The children:

- ★ Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- ★ Learn to read words using Fred talk and sound blending.
- ★ Read from a range of storybooks and non-fiction books matched to their phonic knowledge.
- ★ Work well with partners.
- ★ Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions.

## Writing

The children:

- ★ Learn to write and form the letters/letter groups which represent the 44 sounds with the help of rhymes.
- ★ Learn to write words by using Fred Talk.
- ★ Learn to build sentences by practising sentences out loud before they write.



## Talking

The children work in pairs so that they:

- Answer every question.
- Practise every activity with their partner.
- Take turns in talking and reading to each other.
- Develop ambitious vocabulary.

## Year 1 & Year 2

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. There will also be a stronger focus on written comprehension which is the focus of the last session of each week.





## Five key principles underpin the teaching in all *Read Write Inc.* sessions:

**Purpose** – know the purpose of every activity and share it with the children so they know the **one** thing they should be thinking about.

**Participation** – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.

**Praise** – ensure children are praised for effort and learning not ability.

**Pace** – teach at an effective pace and devote every moment to teaching and learning.

**Passion** – be passionate about teaching so children can be engaged emotionally.



## Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use when speaking.

### Fred Talk

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) This is so that your child will be able to blend the sounds into words more easily. This video demonstrates how to correctly pronounce sound:

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

At school we use a puppet called **Fred** who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck. The following video is an example of blending sounds with Fred.

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)





### **Step 1:**

**Set 1 Sounds** are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. **Please do not use letter names at this early stage.**

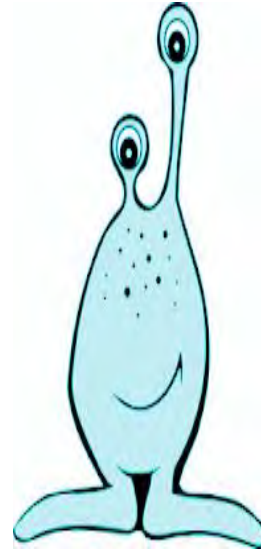
m - down Maisie, mountain, mountain	k - down the kangaroo, up the kangaroo, loop and slide	y - down a horn, up a horn, and under it's head
a - round the apple, down the leaf	u - down and under and draw the puddle	qu - round her head, up past her earring and down her hair
s - slither down the snake	b - down the laces to the heel, up and round the toe	th - the princess in the tower is rescued by the horse, she says, "thhhhank you"
d - round the dinosaur's bottom, up his tall neck, down to his feet	f - down the flower, across the flower	x - down the arm and leg, repeat the other side
t - down the tower, across the tower	e - lift off the top, scoop out the egg	l - down the long leg
i - down the insect's body, dot for the head	ch - the horse sneezes when the caterpillar's hairs get up his nose. Ch-ch-CHOO	w - down, up, down, up
n - down Nobby, over his net	h - down the horse to it's hooves, up and over it's back	z - zig-zag-zig
p - down the pirate's plait and around his face	sh - "shhhh" says the horse to the hissing snake	ng - thing on a string
g - round the girl's face, down her hair, give her a curl	r - down the robot's body, up and over it's arm	nk - I think I stink
o - all around the orange	j - down his body, curl, and dot for the head	
c - curl around the caterpillar	v - down a wing, up a wing	

### Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are confident with all of the Set 1 and Set 2 sounds, they are then taught **Set 3 Sounds**.

### Set 2:

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



### Set 3:

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

### **Nonsense words (Alien words):**

As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the [Year One Phonics Screening check](#) in the summer term. For more information on the Phonics Screening Check, you can watch Miss Male's information video on our website.

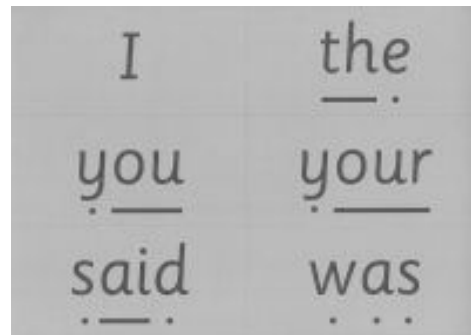
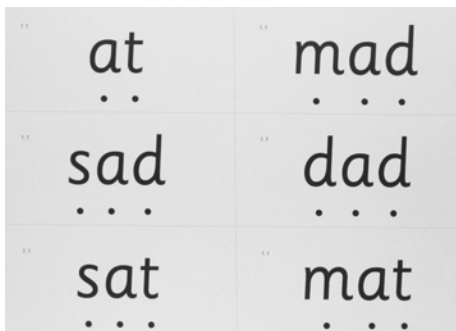
vean	theat
heab	pleak
deast	reat

### Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp. Children use sound-blending (Fred Talk) to read short ditties. Once the children have progressed to learning digraphs, they will then begin the RWI books as part of every RWI session.

Digraph = a combination of two letters representing one sound, as in *ph* and *ey*.

Within all of the books, children will have **red** and **green** words to learn to help them to become speedy and fluent readers. **Red** words are words that are not easily decodable and usually cannot be Fred Talked. **Green** words are linked to the sounds they have been learning and are easily decodable. Dots and dashes represent the sound each letter makes.



As the children progress through the Read, Write Inc scheme, the books they read in each session will become more complex and will create opportunities for comprehension. There are “questions to talk about”, at the back of each book, which your child will either complete verbally or as written comprehension. At least one RWI session each week will have a comprehension focus.

## How can you help your child?

- Use pure sounds, not letter names
- Use Fred Talk to read and spell words
- Watch the home lessons in our Phonics Library with your child as often as possible (on the website)
- **Listen to your child read their story book every day**
- **Read stories to your child every day**

## Top tips for reading stories at home together...

- Make reading stories as much fun as possible
- Make it a special quiet time
- Show curiosity
- Read the story once without stopping
- Chat about the story and share opinions
- Ask questions about the story
- Link to other stories and experiences
- Read favourites over and over again
- Use different voices
- Love the book!



If you need any further guidance, you can watch the phonics information video by Mrs Somers on the school website, speak to Mrs Somers (PKF Phonics Lead), or speak to your child's class teacher.

HONESTY

ASPIRATION

RESILIENCE

POSITIVITY

COOPERATION

