

# Phonics workshop

28<sup>th</sup> September 2017  
7:00pm

# Why Read Write Inc ?

- *Read Write Inc.* Phonics is a complete literacy programme, for 3 to 7 year-olds learning to read and write. Although reading is taught using synthetic phonics, the programme is so much more than that. It covers all of the new National Curriculum requirements for language and literacy



# Graphemes

A grapheme is a sound written down

English has more than 150 graphemes

There are more than 150 ways to  
represent the 44 sounds using our 26  
alphabet letters

A complex code!



*Consonants: stretch*

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: bounce*

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				ā-e	y	ī-e	ō-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							



# What is phonics?

- ▶ Phonemes in words (sounds)
  - ▶ cat - c – a – t
  - ▶ shop - sh – o - p
- ▶ Learning the 44 phonemes (sounds)
- ▶ It is 'tricky' – ay/ai

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



# What is a digraph and trigraph ?

- ▶ A digraph is simply a grapheme with 2 letter and a trigraph has 3 letters. We tell the children that when particular letters sit next to each other they are special friends and make one sound. A digraph is 2 letters 1 sound, a trigraph 3 letters 1 sound.
- ▶ Some examples of digraphs words are: rubble, duck, chemist, daddy, photo, which, pass
- ▶ Some examples of trigraphs are: high, fear, pure, fair

# How do we teach phonics at Woodlands?

- ▶ *Read Write Inc.*
- ▶ Daily sessions
- ▶ Key Ps
- ▶ Consistent systematic approach
- ▶ Set 1, 2 and 3
- ▶ Green words/ Red words
- ▶ Segmenting to spell



## Simple Speed Sounds chart

*Consonants: stretchy*

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

*Consonants: bouncy*

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
---	--------	---	---	---	---	---	----	---	---	---	---	----

*Vowels: bouncy*

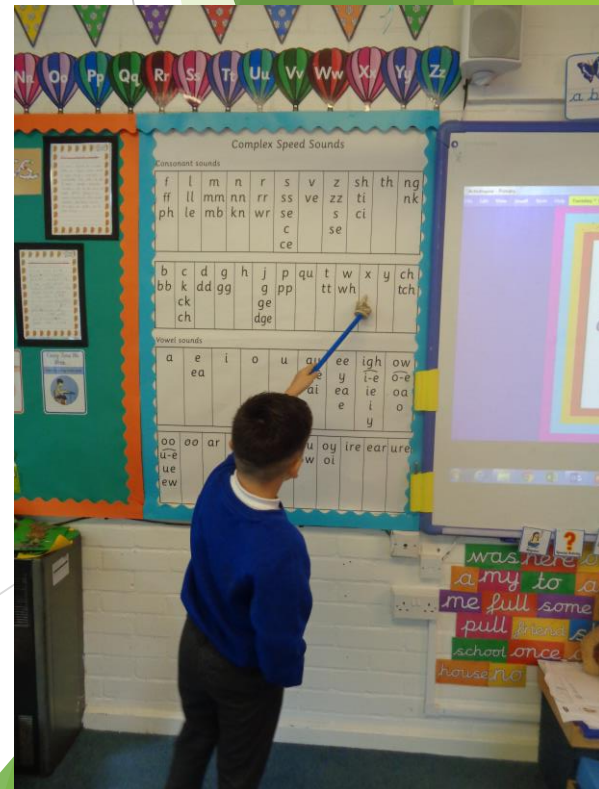
a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

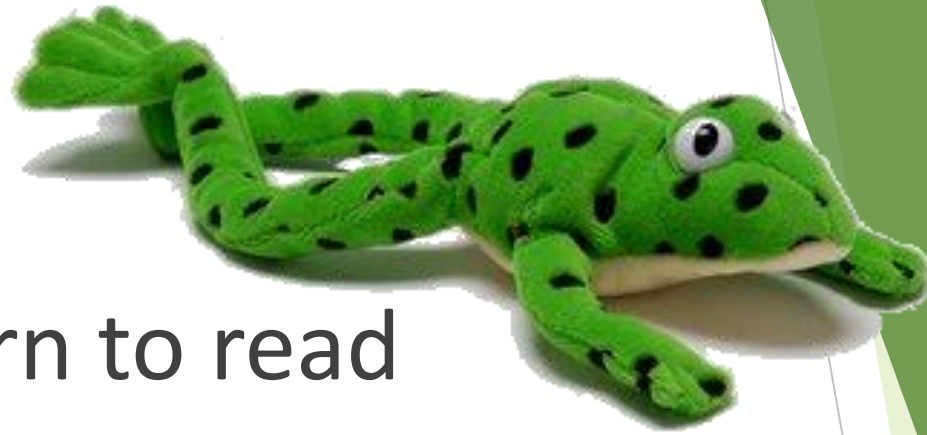
*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

- ▶ c-a-t
- ▶ ch-a-t
- ▶ l-igh-t
- ▶ c-r-a-sh



# Fred...



- ▶ Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say c\_a\_t, he can't say **cat**)

We call this *Fred Talk*

- ▶ If children understand Fred they can *blend* orally

- ▶ *Blending is needed for reading*

# Dots and Dashes (Sound buttons)

We use sound buttons to show which letters make a sound. A dot for a single letter showing a sound and a line underneath digraphs and trigraphs.

p o c k e t

r a b b i t

We discourage children from using these when they are writing.



# Green word cards



## Fred talk

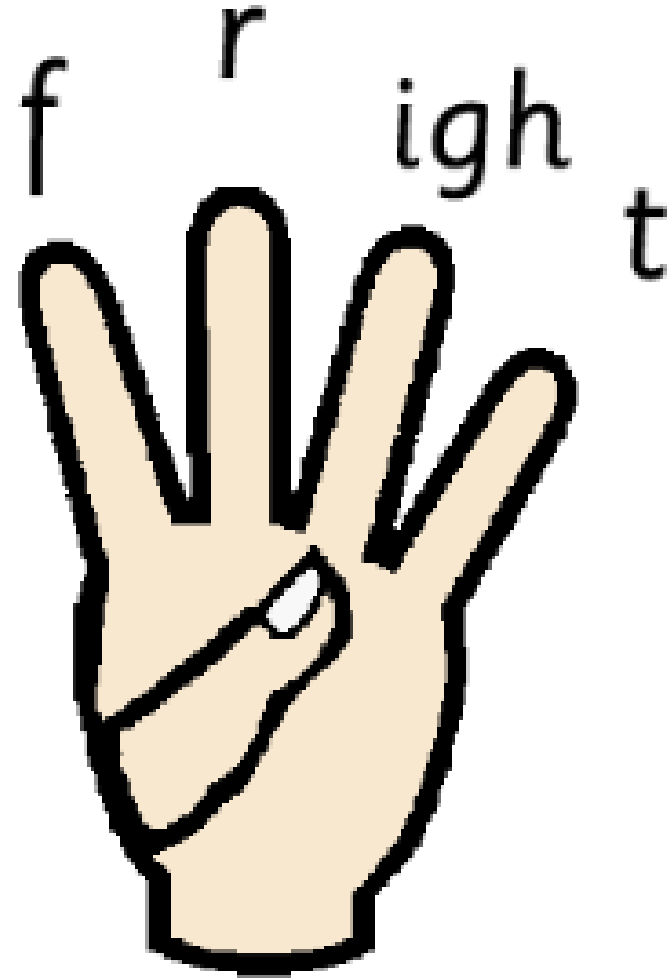


When they can orally blend we introduce green words cards to read. The cards on green are always Fred talked before we read the whole word so we can show off our Fred talk and help Fred frog. We press the sound buttons as they read so they are at a good pace.

# Fred fingers

We learn to write words using Fred fingers. When we do Fred fingers we think about how many sounds are in a word, put that many sounds on one hand, palms facing the person reading and a pointing finger on the other. Then we press those sounds onto our fingers, like this. Then we Fred talk as we write the word.

Writing



## Red word cards

## Grotty grapheme

Red words are words which don't follow all the phonics rules we have been teaching them – unfortunately there are a lot in the English language! If we were to Fred talk this word it wouldn't work – the e is the grotty grapheme because it doesn't make the e sound it should. So we have to learn this whole word on sight and know its red. The phrase we teach is: you can't Fred a red or it's hard to Fred a red.

the

You can't Fred a red!  
It's hard to Fred a red!

### 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

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

### Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Set 1 sounds

Set 2 sounds

f	l	m	n	r	s	v	z	sh	th	ng nk
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci		

b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

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

## Dots and dashes

<b>nod</b>	<b>3</b>
shrug	4
begin	5
play	3
fair	2
photo	4

# Nonsense words

- ▶ These words are made up
- ▶ 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

# Real words and non sense words

jazz	vus
stop	stin
turnip	groiks
flute	kigh

# How do we assess children in phonics?

- ▶ We assess children every day informally
- ▶ Individually
- ▶ Every half term
- ▶ 1:1 support where necessary
- ▶ Small groups where required
- ▶ The children also have a phonics screening check in Year one

# Key stage 1

## Year 1 phonics screening check

- ▶ ‘The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.’



- All pupils in Y1 will complete the check
- Y2 pupils who did not pass in Y1 will complete the check
- The check will take place in the Summer term.
- It will be administered by a teacher on a 1:1 basis
- You will be told what mark your child scored out of 40 after the test
- Their score will be reported to the LA, then government



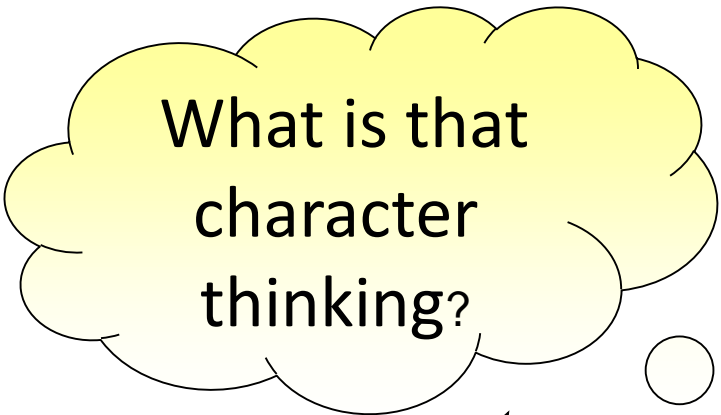
# How can you help your child?



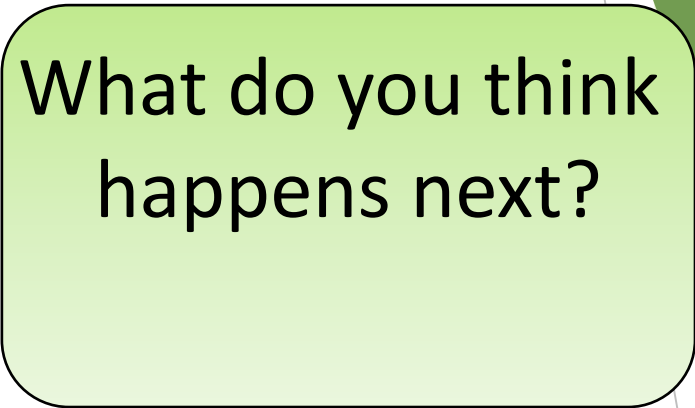
- ▶ Share books with your child - Read their favourites over and over again!
- ▶ Let children see you as a reader!
- ▶ Practise reading and writing the sounds they have been taught – let them teach you and use dots and dashes!
- ▶ Play games!

And...

Use these prompts to help you:



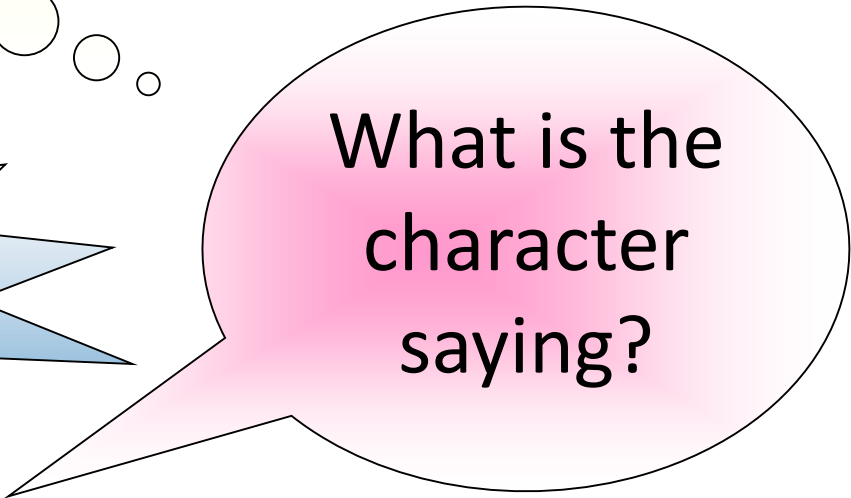
What is that  
character  
thinking?



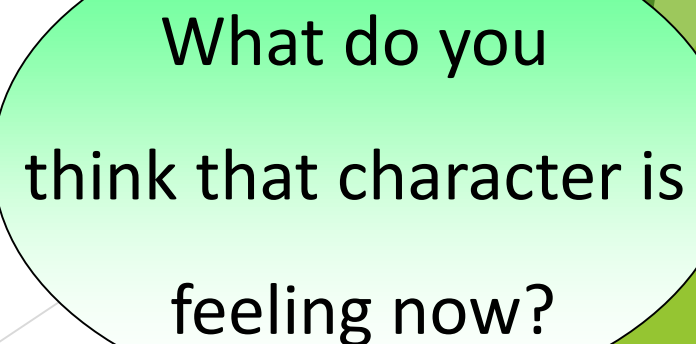
What do you think  
happens next?



What is happening?



What is the  
character  
saying?



What do you  
think that character is  
feeling now?

# Useful websites

- ▶ <http://www.phonicsplay.co.uk/Phase4Menu.htm>
- ▶ <http://www.ictgames.com/literacy.html>
- ▶ Parents section for phonics:  
<http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>
- ▶ Top tips for parents:  
<http://www.ruthmiskin.com/en/resources/playlist-ruth-miskins-top-tips-parents/>
- ▶ Sound pronunciation guide:  
<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

# Any Questions