

# Parental/Guardian Phonics Workshop



"You can find magic wherever  
you look. Sit back and relax all  
you need is a book!"

– Dr. Seuss

LittleYellowStar

# Today's agenda

## Early Reading / phonics

- What is phonics?
- Overview of Read Write Inc
- Home support
- Phonics expectations
- Opportunity for questions at the end



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
LEARN,  
the MORE places you'll go.



# Things to consider...

The English language has:








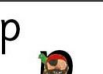


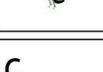
















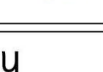


- 26 letter names
- 26 letter sounds
- 44 sounds
- Over 100 ways to spell those sounds
- English is regarded as one of the hardest languages to learn.

**We use phonics to help with our ability to recognise and read sounds.**



# What is Phonics?

- Phonics is a method of teaching children how to read. Through phonics, your child will develop awareness of the sounds in words and the corresponding letters used to represent those sounds (this is called phonetic awareness).
- Phonics is currently the main way in which children in British primary schools are taught to read from their earliest years.
- Phonics is a key part of your child's early schooling journey and is a focal point in the curriculum. **Children will sit a statutory phonics check in Summer of Y1.**
- Children will also be taught other skills, such as whole word recognition (common exception words), book skills, and a general love of reading and stories.

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 

# Why do we use phonics?

- Phonics, taught in a structured way, is generally accepted to be the most effective way to teach sound recognition and reading.
- Through the learning and recognition of sounds in words, children also generally improve their writing and spelling skills.
- Phonics also increases the children's confidence, accuracy and fluency of reading.
- Each school has the choice of what phonics programme they wish to use out of a DfE validated list. Although all programmes have the same objective (to teach children to read), the delivery of each differ significantly.
- At Springwell Park Primary, we follow **Read Write Inc (RWI)**.



What Does a  
RWI Lesson  
Look Like?

# Early Reading – Speed sound sessions



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- You should always use **letter sounds and not letter names**. Letter names can be taught in other ways, but not linked to Read Write Inc.
- You should use **pure sounds** ( for example ‘mm’ and not ‘muh’ / **‘ss’ and not ‘suh’**). This makes it easier for the children to blend sounds into words.

<https://www.youtube.com/watch?v=yln6PpV1G1I>

- The children learn to read words by blending.

Sounds blending demo

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

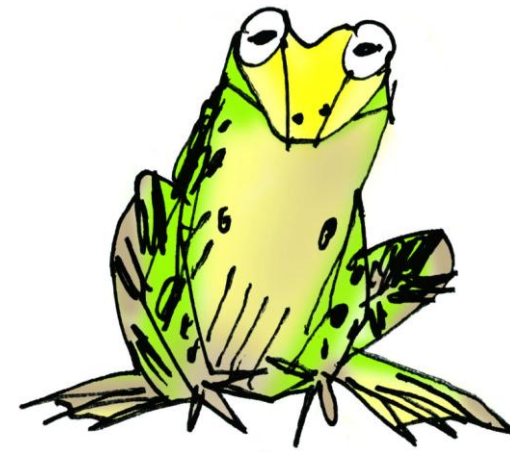


- Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c\_a\_t.” Not **cat**.

We call this *Fred Talk*.



## Early Reading – Decodable books

Children who are being taught phonics have to have a phonetically decodable book.

The children should not struggle with their book – it should only contain sounds that the children have been taught. It should consolidate their learning.

Children read the story three times before taking it home.

**First read – accurate** word reading. Children review the sounds that will feature within the story (inside cover) and read the story accurately and slowly.

**Second read – Developing fluency.** Children increase their reading fluency (speed)

**Third read – comprehension.** Children discuss the story and engage in book talk. Can they summarise what has been read and talk about the characters and plot?

Fluency and comprehension increase with each read.



# Red and green words

## Green words

Green words are words that your child **will** be able to sound out and then sound blend together, using the speed sounds they have learnt. Your child will be able to read a book easier if they practice reading these words first.

## Red words

- Red words are those words which contain spelling patterns that **cannot** be sounded out. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, said sounds like 'sed'.
- Red words have to be learnt by sight. In the past, they have been referred to as 'common exception words', 'sight words' or 'tricky words'.

Some 'red words' aren't permanent red words and are 'red for a while words'. This means that the word includes graphemes that have not been taught by the time they are encountered by the child.

Once the grapheme has been taught, some red words turn into green words.

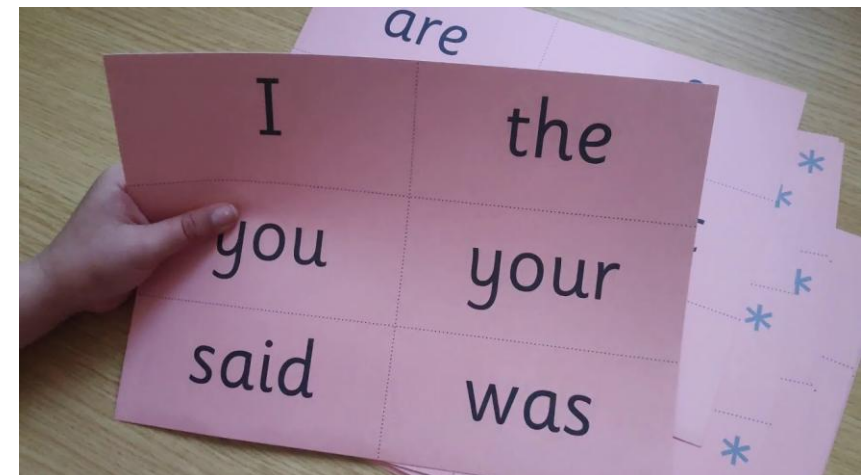
## Red words

Remember these words cannot be completely sounded out - they must be learnt by sight! The best way to do this is by 'flashing' the cards to your child in random order!

I	some	worse
the	come	talk
you	watch	caught
your	who	bought
said	where	thought
through	was	here
are	were	walk
of	there	they
to	brother	wear
do	other	could
does	mother	should
all	father	great
call	above	water
tall	love	whole
any	two	son
many	buy	once



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# Assessment

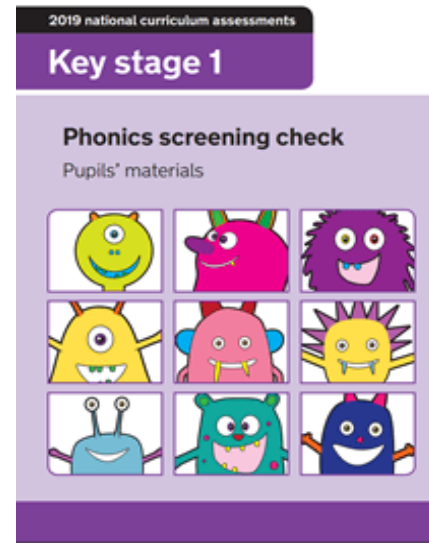
# Early Reading – Assessment






- The children are assessed every 4 to 6 weeks.
- The assessments are then scrutinised by the Reading Leaders to ensure they are in the correct group and receiving the correct level of challenge and consolidation.
- **We do not let any child fall behind.**
- If a child is not on track, extra provisions are put into place (additional speed sound sessions in the PM, for example). If the child remains not on track, Reading Leader is informed.

# Phonics Screening Test

- All Y1 pupils and Y2 pupils who need to resit.
- What happens if my child passes the phonics check?
- What happens if my child fails the phonics check?



Section 2

brend	
throst	
stret	
spraw	

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Section 2

label
vanish
blossom
thankful

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# Home Support

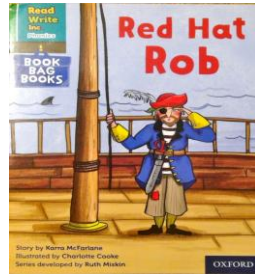
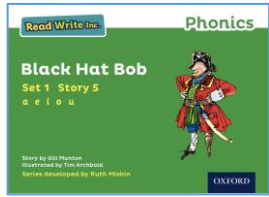
We can't stress enough how important home support is.

You can read stories with your child. Relentlessly.

- Read favourite stories **over and over** again.
- Read some stories at **a higher level than they can read themselves.**
- Listen to them reading their **home reading books.**



# Early Reading – Decodable books



Your children will take home the following;

- RWI storybook matched to the children's phonetic ability
- A corresponding book bag book, matched to the storybook
- A reading for pleasure text

How can you help at home?



# Home support

## 1. Read with your child at home daily.

We cannot stress enough how important home reading is. Your child will have a book that corresponds with their phonics level –this will be a RWI ink book. Reading this with your child will consolidate your child’s learning and move them forward. Home reading should be a part of your child’s daily routine.

## 2. Refrain from telling your children that the book is too easy for them.

By the time the children have brought the book home, they will have read it three times within their sessions. In addition to this, the book is closely matched to their phonetic ability and contains only sounds that they have been taught. The children are meant to be able to read this as storytellers. Be proud of how well your child reads the story.

## 3. Use ‘special friends’ and ‘friend talk’.

Try your best to use the correct RWI language. It is important that we are constantly consolidating the children’s understanding and knowledge.

## 4. Engage with the RfP text

Your child also has a reading for pleasure text. You could read this to your child to increase their reading for pleasure ethos.



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- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much.
- Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

**Any  
questions?**