



# SS Osmund and Andrew's RC Primary

## Parents Phonics and Reading Information Meeting

# Aims

- To understand how we teach phonics at SS Osmunds & Andrew's RCP
- To learn about how you can support your child with phonics and reading
- To discuss any concerns with teachers

# Scary Statistics



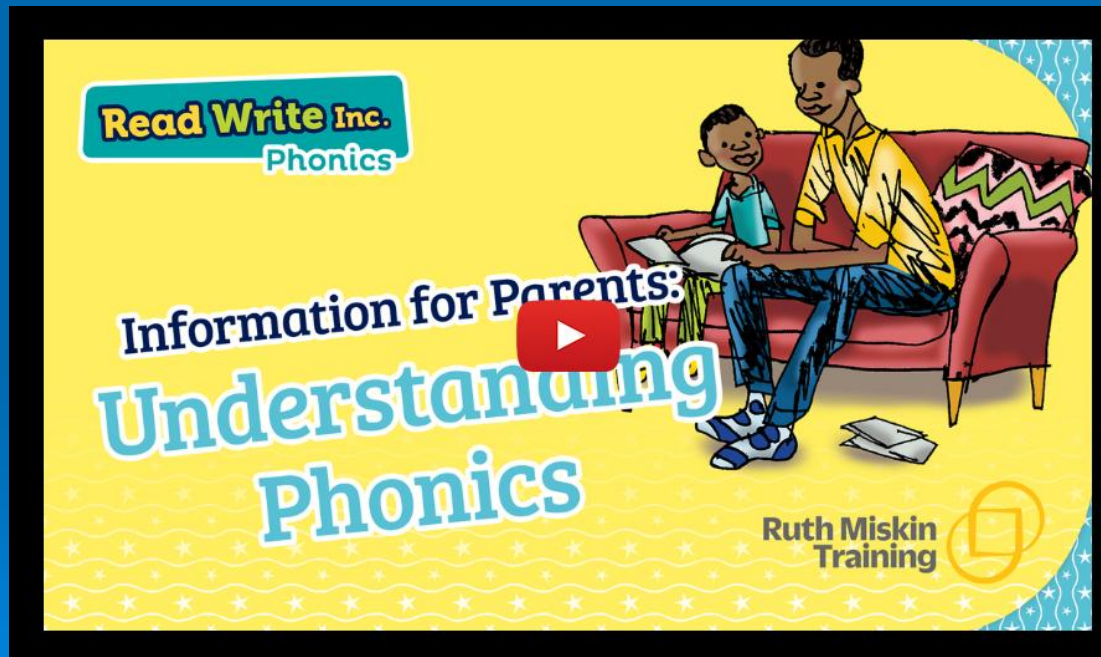
- Children who struggle with language at age five are five times more likely to fail to reach the expected standard in English aged 11 (23% vs 4%)
- In 2019, 175,000 five-year-olds in England started primary school without the communication, language and literacy skills expected for their age.
- A quality home learning environment can enable children to develop the language and communication skills they need to learn and develop socially and emotionally
- Literacy Trust

# Read Write Inc. Parents Information Meeting



# What is Read Write Inc?

- <https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1> 5/18



# What is Phonics?

- Phonics - the sounds that our alphabet represent.
- We have 26 letters, 44 sounds and 150+ ways of writing those sounds!!
- It is the most difficult language to crack!
- We need to make sure our children learn these sounds quickly and that they are embedded.  
The best way to do that is have fun learning, but also repeat, practise and repeat again and again and again!

# How Do We Teach The Sounds?

## Speed Sounds

The sounds are split up into 3 sets.

There are **BOUNCY** sounds...

...and **STRETCHY** sounds!



# Set 1 Sounds

## Set 1



Simple Speed Sounds

Consonant sounds - stretchy

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

Consonant sounds - bouncy

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

Vowel sounds - bouncy

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

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
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© 2010 Scholastic Teaching Resources

# Today's sound is....

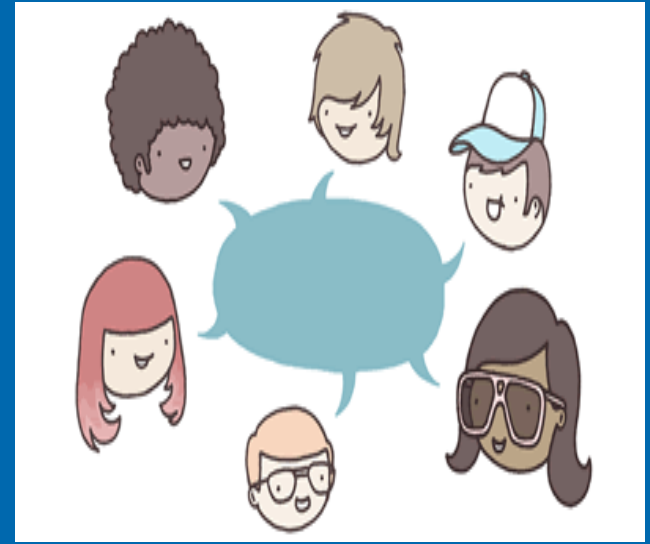


# g



My  
turn!





Your

turn 😊

TTYT

Turn to your partner!



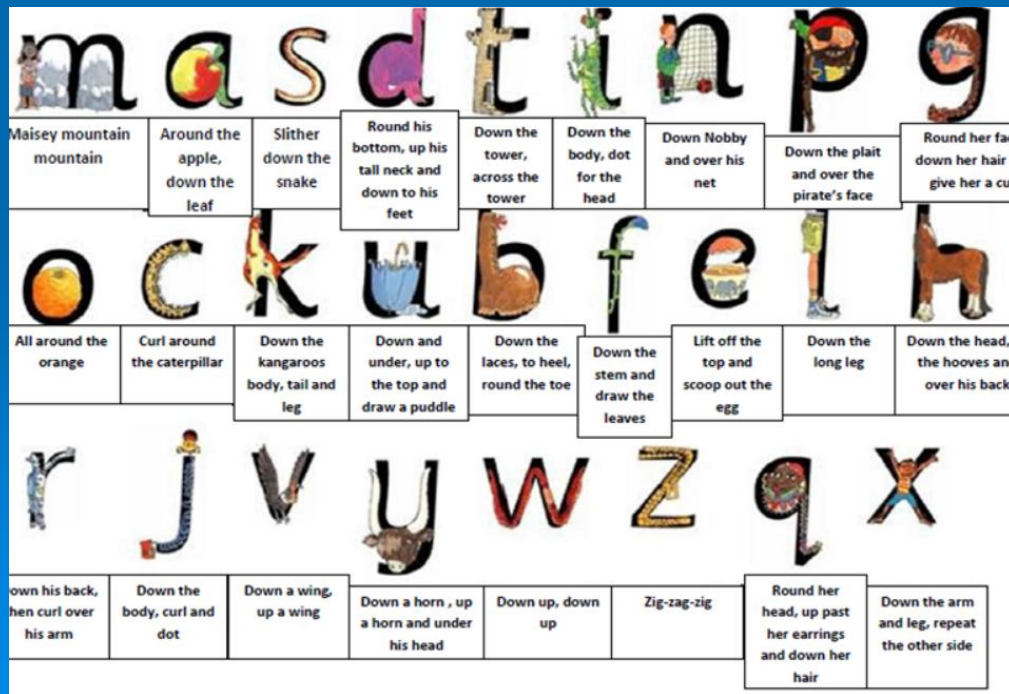
# Pure Sounds

- It is vital that we teach our children to pronounce the sounds correctly.
- We call these *Pure Sounds*.
- <https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2> 3/18



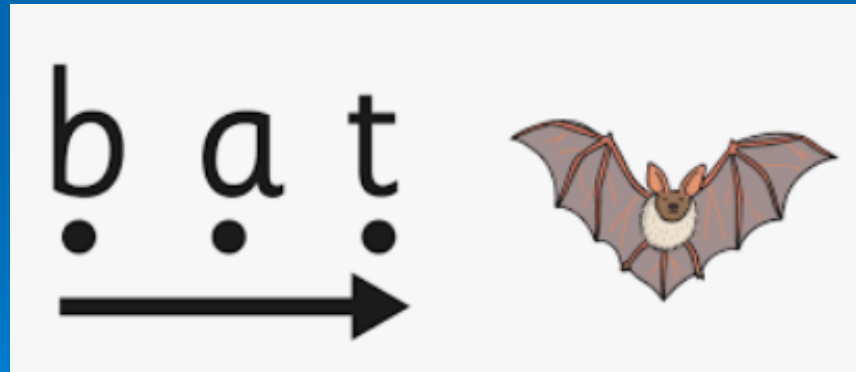
# Reception Class Now

- Currently learning the set 1 sounds-
- Next week they will be grouped



# Blending Sounds

- Once the children have learnt some sounds they can start to blend them to begin to read words.



# Fred Talk

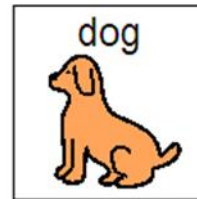
- Fred the Frog helps us to learn our sounds!
- He only speaks in sounds!
- He helps the children listen to the sounds and begin to blend the words without reading them.
- **Let's see if you can do it!**



# Word time

- Fred is not the only way we teach children to blend sounds.
- We use the letter cards and magnetic letters.
- This section of the lesson is called **Word Time**.

d-o-g



....and now  
write it!



# Rhymes to Write!

- To help the children write the sounds we use a rhyme to help.
- These link to the letter pictures.
- When the children write, they sit at desks. They are taught the correct sitting position and pencil grip.

# Writing Words

- Once the children are secure writing some letters, as with reading, we begin to blend the letters to write some words.
- Fred is back!



# Fred fingers



# Recap....

- RWI teaches:
- Speedy Sounds
- Blending
- Handwriting



# Reading Books

- This is the **BIG change** and where we need **your help**.
- RWI only gives children books that contain the sounds they know.
- They read a book in class with a partner. This book is matched to the sounds they know.
- They read the book 3 times:
  - First read – decoding
  - Second read – fluency
  - Third read – comprehension
- They also bring a book home to practise.

# Home Reading

- The books do not look very exciting but the aim of the programme is to **build basic skills and confidence.**
- **Reading for pleasure is vital though and children must experience the joy of a great book!**




# Home Reading

- So that we help our children to build basic skills, grow in confidence and enjoy reading, your child will bring home a selection of reading books and word work.

- <https://www.youtube.com/watch?>



# Decodable book



A decodable book is one that is made up of words in which the very large majority can be read independently as the letters and sounds have been previously taught.

It will be very closely matched to the stage children are working at in Phonics.



There is a huge emphasis on Schools sending home decodable books matched to the stage children are working at.

The National Curriculum states children should be taught to:  
'read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'



# Book 1

Words not pitched at the correct level  
for the child are crossed out.

~~What does a bird like to eat?~~

A bird likes to eat worms.

~~What does a giraffe like to eat?~~

A giraffe likes to eat leaves.

~~What does a seal like to eat?~~

A seal likes to eat fish?

~~What do you like to eat?~~

Example taken from The Reading Framework, DfE, 2021



## Book 2

Decodable book matched to the  
level the child is working.

Look up! A ship!  
Will it land?

Yes. Let's run and see it.  
A thing with three legs and six  
arms got off.

Can we get in?

Up, up, up we went on a trip  
to a far planet.

Example taken from The Reading Framework, DfE, 2021

# Reading Books

Reception children begin with a 'Sound Blending Book'

All sounds have been taught

Reading books will be given to the child when they are ready – stage not age



# Reading Books

Then a 'Ditty Sheet'

All sounds have been taught

Reading books will be given to the child when they are ready – stage not age



# Reading Books

- Then a RWI 'Book Bag' reading book
- All sounds have been taught
- Read the book 3 times **minimum**:
- First read – decoding- Fred Talk words
- Second read – fluency- Reading faster
- Third read – comprehension – discuss the story & answer questions
- Books changed weekly
- Books in school **EVERY** day



# Reading For Pleasure

- Children are encouraged to select own books
- Develop favourite authors, illustrators
- Make recommendations
- Read the blurb
- Children can change the book when they like
- Develop a LOVE of books





# Support

- Our aim is to create confident readers
- Blending books / Ditties & Book Bag  
Books children can read with little support
- Reading For Pleasure Books need support from adults- book talk, reading aloud, discussing characters, plot, setting, punctuation

# KS1 Parent Support

- Support your child with the following-
- Expression
- Pace
- Punctuation “ ! , ABC .
- Vocabulary meaning
- ‘Fred Talk’ longer words
- Taking note of punctuation
- Discuss the story

# Recap

- RWI teaches children BASIC skills to ensure they become confident readers and writers.
- Stage not age – their reading book is matched to their ability.
- Assessment is continuous. If a child falls behind then support is given.
- **Keep up not catch up**
- **Home practise is vital – we need to work together.**
- <https://www.youtube.com/watch?v=mHm5yBgtU90>



# Questions?



# Websites

- The Ruth Miskin Portal has lots of information to help parents.

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



Load more ↻



Thank you for your time today. We hope you have found it useful. Please feel free to have a look at the resources and if you have any questions – please ask.