

EYFS Phonics & Early Reading Parent Workshop

September 2020



Pre-Reading Skills

- Before a child starts the 'Read Write Inc' (RWI) programme, it is essential they are attuned to the sounds around them and ready to begin developing oral blending and segmenting skills
- This includes various elements such as :Tuning into sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension)



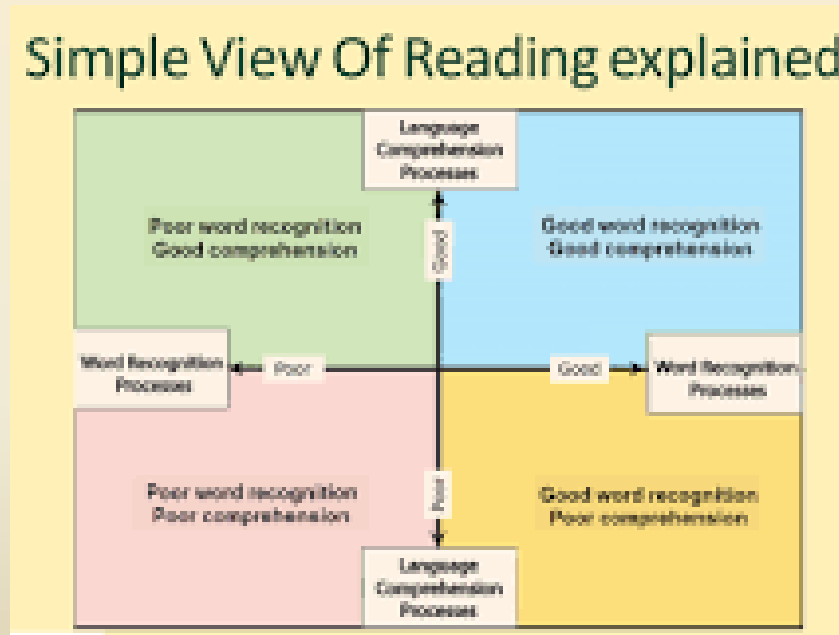
Stages of Reading

1. Logographic Phase: Recognition of logos and familiar words in the environment
2. Alphabetic Phase: Recognition of sound/letter correspondence, decoding and encoding take place phonic knowledge used, pupil can spell simple, regular words, errors are phonetic (coff/cough), lack of sophisticated knowledge of word structure, reading slow and laboured – limited fluency
3. Orthographic Phase: Rapid whole word recognition – holistic words become sight vocabulary, reading fluency achieved, understands sophisticated spelling patterns



Simple View of Reading

We are going to explain the table below in more detail. Please see the next slide for information.

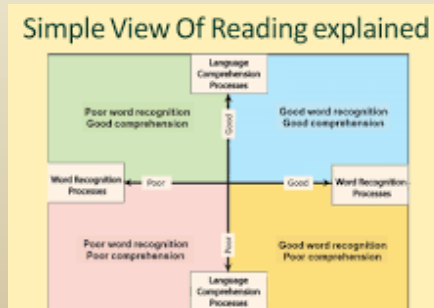


Simple View of Reading

First we need to understand what makes a good reader - as you're looking at this table you might be thinking where is my child?

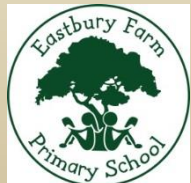
There are two parts to reading - word recognition and understanding. Research has shown there are 4 main types of reader:

1. Pink – poor word recognition, poor understanding – a child who finds decoding very difficult and doesn't really understand what they have read or what has been read
2. Green - poor word recognition, good understanding – someone that struggles to decode and read but when read to has a fatalistic understanding of what has happened and can talk about the text etc.
3. Yellow- good word recognition, poor understanding (barking at print) – sometimes it can be easy not to spot these children and the difficulties they have with understanding the text as 'they can read'!
4. Blue – good at recognising words and good at understanding what they read – **this is where we're aiming for all children to be whatever level of reading they are working at**



Book Bands

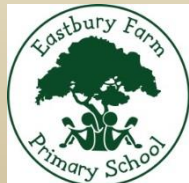
- Your child will have the opportunity to have access to 3 reading books a week which can be re-read during the week, using the Rising Stars online scheme. It is really important that your child reads these books and answers the comprehension questions to the best of their ability
- The books your child will read are banded against the National Curriculum and EYFS framework. This allows us to make sure the children are reading books at an appropriate pace and level for each individual
- Your child will read a banded reading book with an adult during the week at school. We will use this information to ensure your child is on an accurate book band. There will be movement within the book bands as your child develops their reading and comprehension skills
- The book bands are indicated by a colour band on the book
- Your child will be placed on a level that matches our baseline phonics assessment initially
- Try to resist the temptation to compare your child's reading skills to others. Every child learns at their own pace when they are ready



Rising Stars Reading Planet

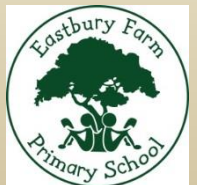


- Is an online reading scheme which has been introduced recently and allows children to access and read books at an appropriate level on a computer or handheld device
- Your child will be given an individual login to access their account which you will receive by email from the week beginning 21st September
- They will be given books at the appropriate level based on our phonic baseline assessments of your child
- They will be set 3 books weekly every Friday



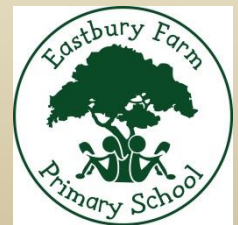
'The reading book has no words in!'

- It is important children can also use pictures in books to tell stories and develop their imagination
- It is essential that children are exposed to books from a young age. Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading
- Children learn book handling skills such as: turning the pages sequentially and holding the book up the right way
- Children see adults modelling correct vocabulary
- Comprehension is just as important as decoding words



Why 'Read Write Inc'?

- This is a complete phonics/reading programme - systematic and structured
- It meets the demands of the EYFS framework and National Curriculum, giving your children the best chance of success
- Small group work in school ensures no child is left behind and is able to work at an appropriate pace
- It is a fun and engaging way to learn sounds due to the visual nature of each sound and the formation rhymes



Technical Terms used in Read Write Inc.

Phonics - the sounds in our language

Phoneme - a sound

Grapheme - the letter or letters that represent a sound

Blending - pulling together individual sounds, groups of sounds or syllables for reading

Segmenting - breaking down words into individual sounds or syllables for spelling



Phonic Terms used within Read Write Inc.

- Stretchy sounds e.g.- mmm Maisy mountain mountain
- Bouncy sounds e.g. –a a a Around the apple and down the leaf
- Fred fingers
- Fred in your head
- Digraph- two letters that make one sound (sh, th, qu, nk) or ‘Special Friends’
- Trigraph- three letters that make one sound (air, igh) or ‘Special Friends’
- Alien/nonsense words
- You may hear your children refer to green and red words when reading with them at home:
 - Green words are words that can be sounded out using pure sounds (synthetic phonics) and blended (e.g. mat)
 - Red words are exceptions to the rules as some of the sounds in red words cannot be sounded out- using phonics first then memory to remember the exceptions (e.g. said)



Set 1 Sounds

- We use pure sounds so that your child will be able to blend the sounds into words more easily
- We aim to have these set 1 sounds covered by Christmas and then start on set 2 sounds in Spring term (We will continue to consolidate sounds learnt throughout the year)
- Please find below a link for you to access which is really useful for you and your child to pronounce sounds correctly
<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1































m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

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Set 1 Sound Formation

With each sound there is a corresponding rhyme that the children are taught to enable them to form letters accurately

RWI phrases – Set 1

 m	Down Maisie. Up and over the mountain. Up and over the mountain.	 l	Down the long leg.
 a	Round the apple, up and down the leaf.	 h	Down the horse's leg. Up and over his back. Down to his hoof.
 s	Slither down the snake.	 sh	Shh says the horse to the hissing snake.
 d	Round the dinosaur's big bottom. Up his long neck and down to his feet.	 r	Down the robot, up and over the robot's arm.
 t	Down the tower, across the tower.	 j	Down his body curl and dot.
 i	Down the insect's body. Dot for the head.	 v	Down a wing. Up a wing.
 p	Down the pirate's plait and up around his face.	 y	Down a horn, up a horn and down under his head.
 n	Down Nobby, up and over his net.	 w	Down up down up.
 g	Round the girl's face, up and down to give her a curl.	 z	Zig-zag-zig.
 o	Round the orange.	 ch	Choo sneezes the horse as the caterpillar's hairs tickle its nose.
 c	Curl around the caterpillar.	 th	Th-ank you says the princess to the horse for rescuing her from the tower.
 k	Down the kangaroo's body. Up to his tail and down to his leg.	 qu	Round the queen's head. Up past her earrings and down her hair.
 u	Down and under the umbrella. Up to the top and down to the puddle.	 x	Down the arm and leg and repeat the other side.
 b	Down the faces, up and around the boat to the heel.	 ng	Thing on a string.
 f	Down the stem and draw the leaves.	 nk	I think I stink.
 e	Cut the egg. Around the egg.		

Set 2 Sounds

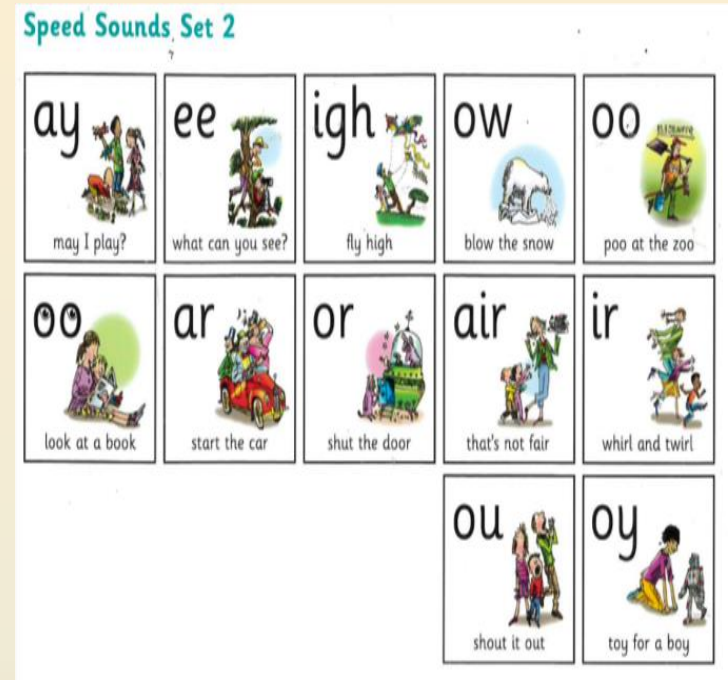
These are the set 2 sounds that contain a range of digraphs e.g. sh and trigraphs e.g. air

Each set 2 sound has a corresponding rhyme to help your child remember the sound

Please find below a link for you to access which is really useful for you and your child to pronounce sounds correctly

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Please **do not** introduce these sounds to your child yet- as we will inform you when your child is confident with the set 1 sounds and ready to move on



What is a Read Write Inc. session like at school?

Please follow the link to see a great example of a phonics session in a school. This session is focused on the introduction of the sound 'c'

[https://www.youtube.com/watch?v=B6ltPCRM93E.](https://www.youtube.com/watch?v=B6ltPCRM93E)

We also focus on reading words using our 'Fred talk' linked to our focus sounds of the week

<https://www.youtube.com/watch?v=PB4vzrDjiXU>

When writing our green words we say the word and then pinch our 'Fred fingers' for spelling

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

How can I teach a Read Write Inc. session at home?

Please find below a link about how parents can teach a set 1 sounds at home to their child. This is just additional information for any parents who would like to have a go at supporting their child with their sounds at home

<https://www.oxfordowl.co.uk/home/reading-owl/find-a-book/read-write-inc-phonics--1/set-1-sound-phonics-video>



High Frequency/ Red Words

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9
I	you	the	me	like	going	no	yes	for
go	day	of	big	she	and	a	dad	all
come	was	we	they	my	see	he	am	get
went	look	this	on	away	mum	is	can	in
up	are	dog	it	at	play	said	to	cat

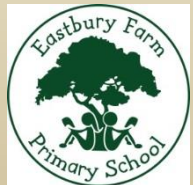
Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
the	be	put	you	all	other
said	she	what	your	small	here
they	why	was	my	does	called
do	no	were	to	some	where
me	go	want	are	who	would
he	so	of	old	one	could
				when	should
					through

High frequency word mat- Autumn term

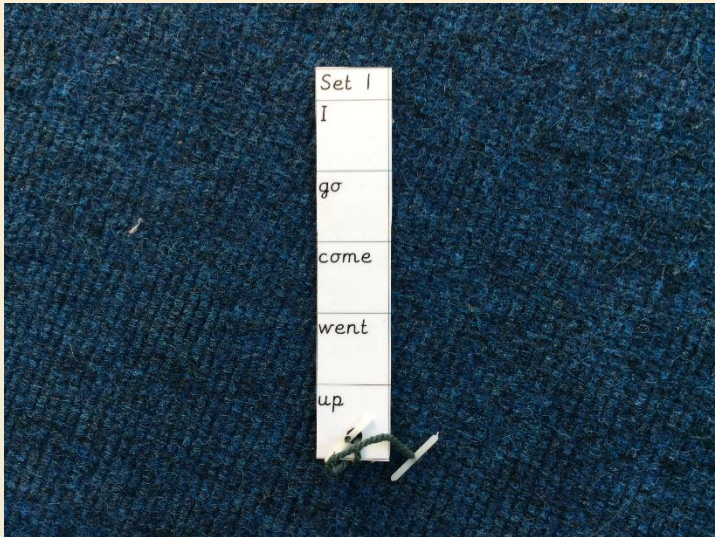
Red word mat- Spring term onwards

High Frequency/Red Words

- In the Autumn term your child will be sent home with a set of high frequency words to learn
- These words are not always phonetically plausible and may contain some tricky parts e.g. you
- Your child will be assessed on these at least fortnightly and moved to the next set when they are confident and ready . Once your child can read the words you may start to encourage them to write these words down
- Red words will start to be sent home in Spring term once your child has a good grasp of the high frequency words

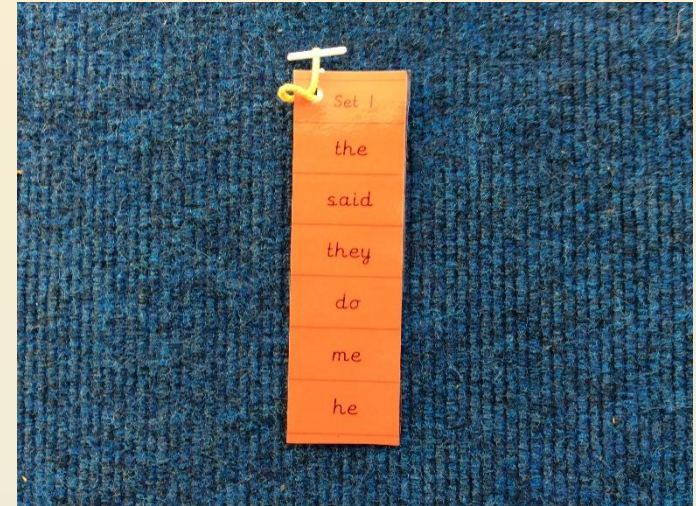


High Frequency/Red Words



Autumn term

High frequency words- set 1 words. When your child is confident with each set of high frequency words, a new set of words will be added

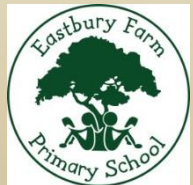


Spring term

Red words- set 1 words. When your child is confident with each set of red words, a new set of words will be added

Home Learning Packs

- Every Monday your child will be given a home learning pack to return by the Friday of the same week (this is to allow for a quarantine period for each pack over the weekend before it is given to a different pupil the following Monday)
- Each packs content will vary and will be rotated. Each pack will contain 5 pieces of laminated work for your child to complete
- These packs will focus on developing and consolidating your child's name writing, letter and word recognition/formation and number recognition/formation
- Please ensure each pack is cleaned before being returned to school and all whiteboard pen marks are removed. Please return the entire contents of each pack ready for the next person to use it

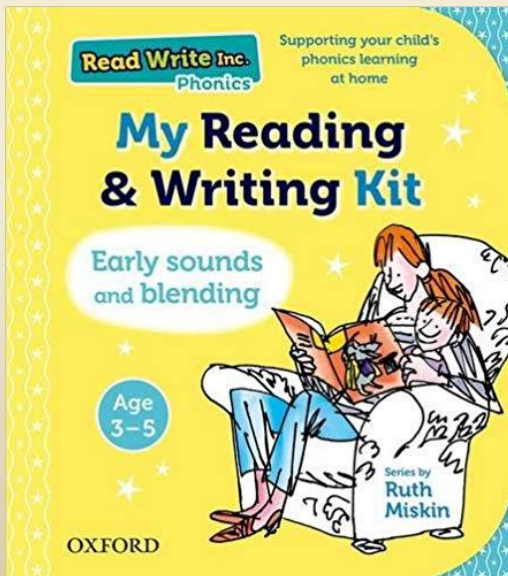


Home Learning Packs



What can I do to help at home?

You may wish to order this to support your child at home from Amazon for £7.89



- ✓ Rising StarS reading books online and home reading
- ✓ Encourage your child to decode unknown words by breaking them into phonemes and identifying special friends (e.g. sh)
- ✓ Ensure they know all of the Set 1 sounds
- ✓ Write set 1 sounds
- ✓ Use 'Fred in your head' to develop fluency
- ✓ Work with children to learn high frequency/red words

There is lots of really useful videos and resources on this site to access at home.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

RWI Resources

- Please take a look at the resources emailed to you and use these to support your child at home
- Set 1 sound formation rhymes
- Set 1 sound card
- Set 2 sound card
- High frequency word mat
- Red word mat
- Number rhyme
- Thank you for listening

