



**Ruth Miskin
Training**



Read, Write, Inc. Phonics and reading workshop

WELCOME

Phonics and Reading Workshop Wednesday 23rd September

Our aims for your child as a reader at Kimbolton St. James' Primary School

To develop a love of reading

Develop fluency and independence

Develop comprehension skills and understanding

To be introduced to different authors and genres

Have the opportunity to discuss and review books

Why is reading important?

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.

Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching (The reading framework: teaching the foundations of literacy July 2021)

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

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 learn!
- ▶ 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 2 sets.

There are **BOUNCY** sounds...

...and **STRETCHY** sounds!

Simple Speed Sounds

Simple Speed Sounds chart

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

Vowels: stretchy

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

Vowels: stretchy

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

Speed Sounds Chart

Complex Speed Sounds chart

Consonants: stretchy

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: bouncy

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							

Picture Phrases



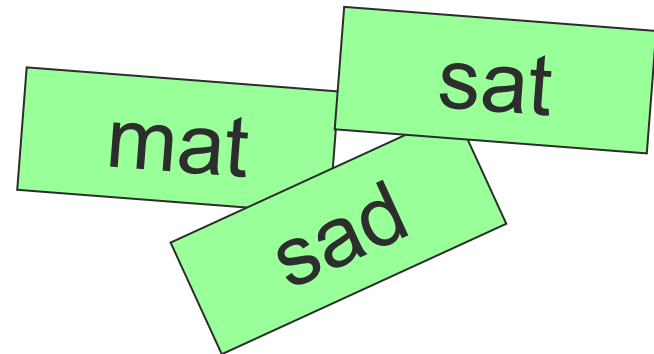
Bounce: a-a-a-a-apple
Handwrite: Round the apple,
down the leaf



Stretch: ssssnake
Handwrite: Slither down the snake



Blending Using Fred Talk, Including Fred Talk Games



Reading with Fred Talk

m

a

t

mat

‘Special Friends’, ‘Fred Talk’, read the word

spray

crawl

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



Phonics at Kimbolton

- Daily 20 minute discrete lesson each day
- Assessment at the beginning of the term and after a block of teaching
- Children are placed in the groups based on the assessments (sounds they need to learn)
- They will revise the sounds previously learnt, learn a new sound, read green words and write green words, applying the sound they have learned.

What can you do?

1. Use pure sounds, not letter names
2. Teach the picture names
3. Practise reading sounds speedily -
'review, review, review'
4. Use the handwriting phrases for writing only

Rhymes for letter formation - taken from Read Write Inc.



Fred Talk routine

1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



Fred games and Fred talk throughout the day

Shall we have some **l-u-n-ch**?

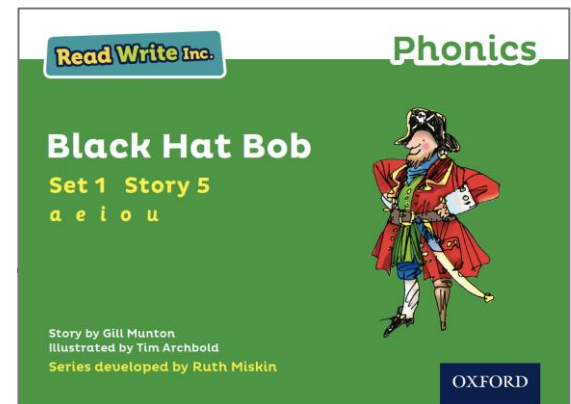
What would you like to **p-l-ay**?

Let's put on your **c-o-a-t**.



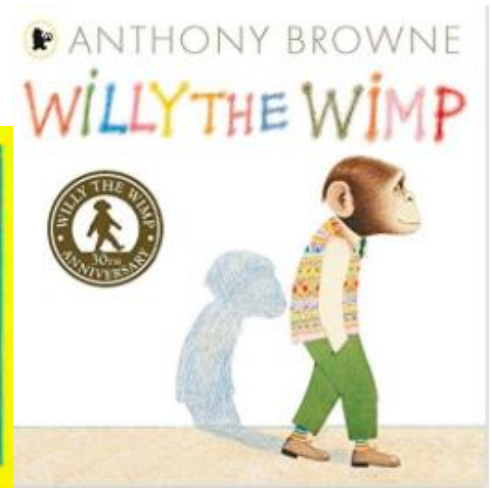
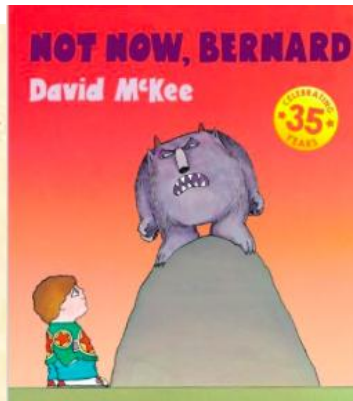
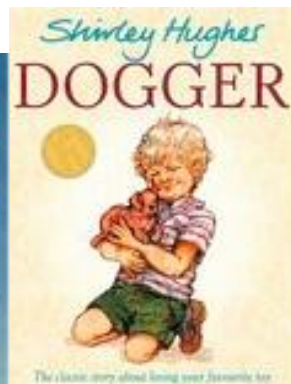
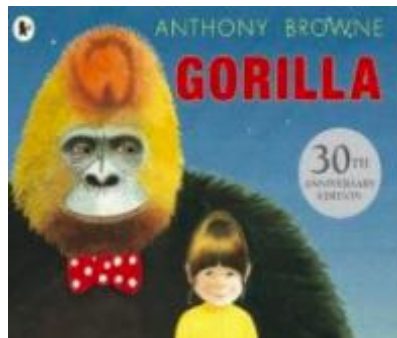
Reading Books

- 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 this book home



Repeated readings Again! Again!

Children are wired to thrive on **repetition**



10 things your child learns when you read aloud stories and poems every day

1. Sustain attention
2. Appreciate rhythm and rhyme
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

Top Tips - Storytime

1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions until after the read
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book

Developing A Growth Mindset

Tips- for reluctant readers

Encourage children using specific praise e.g. good effort, you sounded out/blended, remembered the special friends well

Encourage a growth mindset 'have a go'

Pick the most productive time of the day-children seem to read best in the morning, could you read in the car before you come into school

Encourage children to use what they know e.g. phonics, picture clues etc.

Comments in reading record book-I would love to hear your reading, your teachers have said how well you are doing!

I read, then you read-take it in turns because sometimes reading a whole page can be overwhelming

Online resources and phonic games

Now and next - Lets do reading and then you can play with your Lego or

.....

Set expectations- we **are** going to read and then you can.....

Refer to the suggested strategies to support reading

The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

Dr. Seuss

Any other questions

Q&A