



**Ruth Miskin  
Training**



# **Read, Write, Inc. Phonics and reading workshop**

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# WELCOME

Phonics and Reading Workshop  
Wednesday 12<sup>th</sup> October

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

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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?

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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.

# Reading

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Reading involves understanding the meaning of print which is all around us – books, magazines, posters, advertisements, films, DVDs and computers

We read for many different reasons. It is good for the children to understand that we all read for pleasure, learning, to follow instructions and gain information

Reading at home does not always have to mean just our school reading books

Adults modelling reading to children is very important

# What is Phonics?

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- ▶ 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?

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## Speed Sounds

The sounds are split up into 3 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
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*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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# 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

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



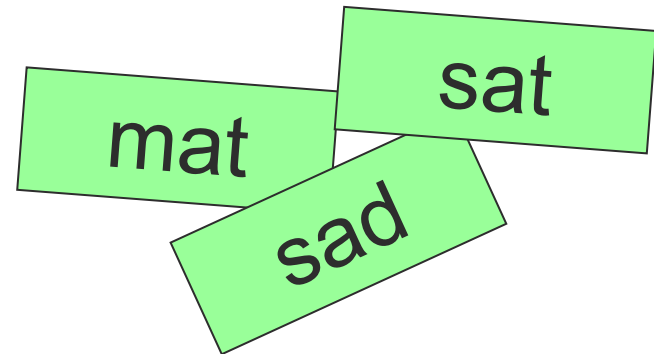
yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn



# Blending Using Fred Talk, Including Fred Talk Games

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# Reading with Fred Talk

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m

a

t

mat

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

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spray

crawl

# Writing Words

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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

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## Phonics at Kimbolton

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- 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 red words and write green words, applying the sound they have learned.

# What can I 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



# Fred Talk routine

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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

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

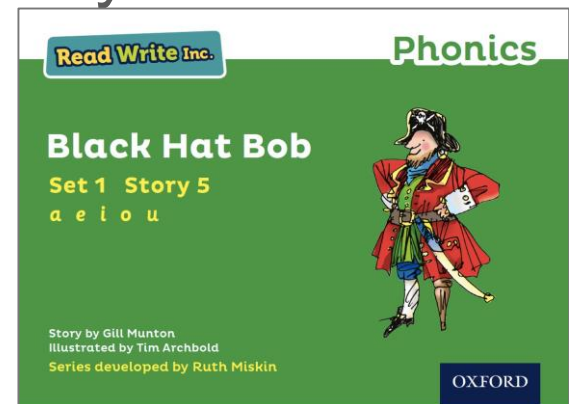
What would you like to **p-l-ay**?

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



# Reading Books

- 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 this book home to practise.



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

1.4

ship

## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Red Words (tricky words)

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I

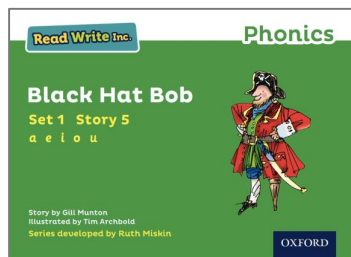
said

This is Red Hat Rob.



“I will grab that cash box,” he said.

# Teaching reading skills



The children will receive the book they have been using that week sent as an eBook. This is a fully decodable book.

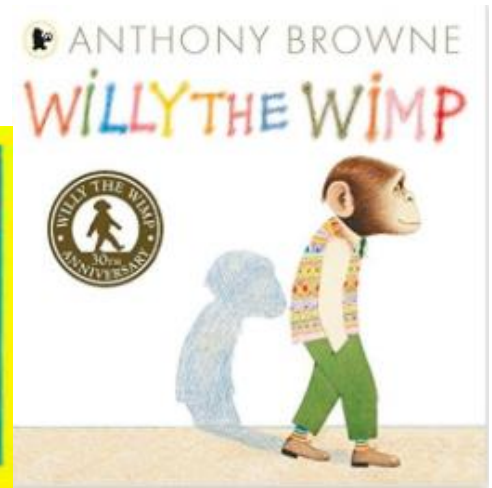
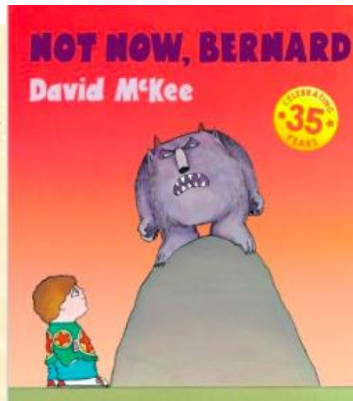
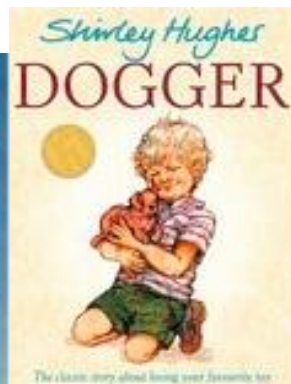
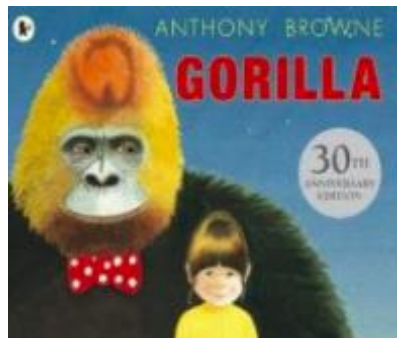
- Children will read the book with a partner 3 times across the week, developing fluency. They will discuss new vocab, punctuation and be taught to read with expression.
- Comprehension (key questions).
- Book sent home as eBook to be read at home. Please read the book again at home and focus on skills such as expression, comprehension, vocabulary and punctuation. There are also some short quizzes.
- 'Sharing book' sent home. This is not totally decodable and will require support to read.



# Repeated readings Again! Again!

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Children are wired to thrive on **repetition**



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

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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

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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

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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

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# Q&A