

Phonics in EYFS And KS1

READING

is to the

MIND

what

exercise

is to the **BODY.**

Sir Richard Steele

R E A D

March 2023

Objectives

- To explain how the **Read Write Inc** phonics programme works.
- The **stages of Reading/Phonics** and the **vocabulary** we use.
- Model the **support you can give** at each stage of reading
- Suggest **activities you can take away** to follow at home.
- Share what happens in **Year 1** and the **Phonics Screening Test**
- Any Questions answered.



Learning to read
and write in
English is tricky,
here's why...

Language Development

Spanish



24 speech sounds

26 letters to make up those
sounds

29 graphemes

English

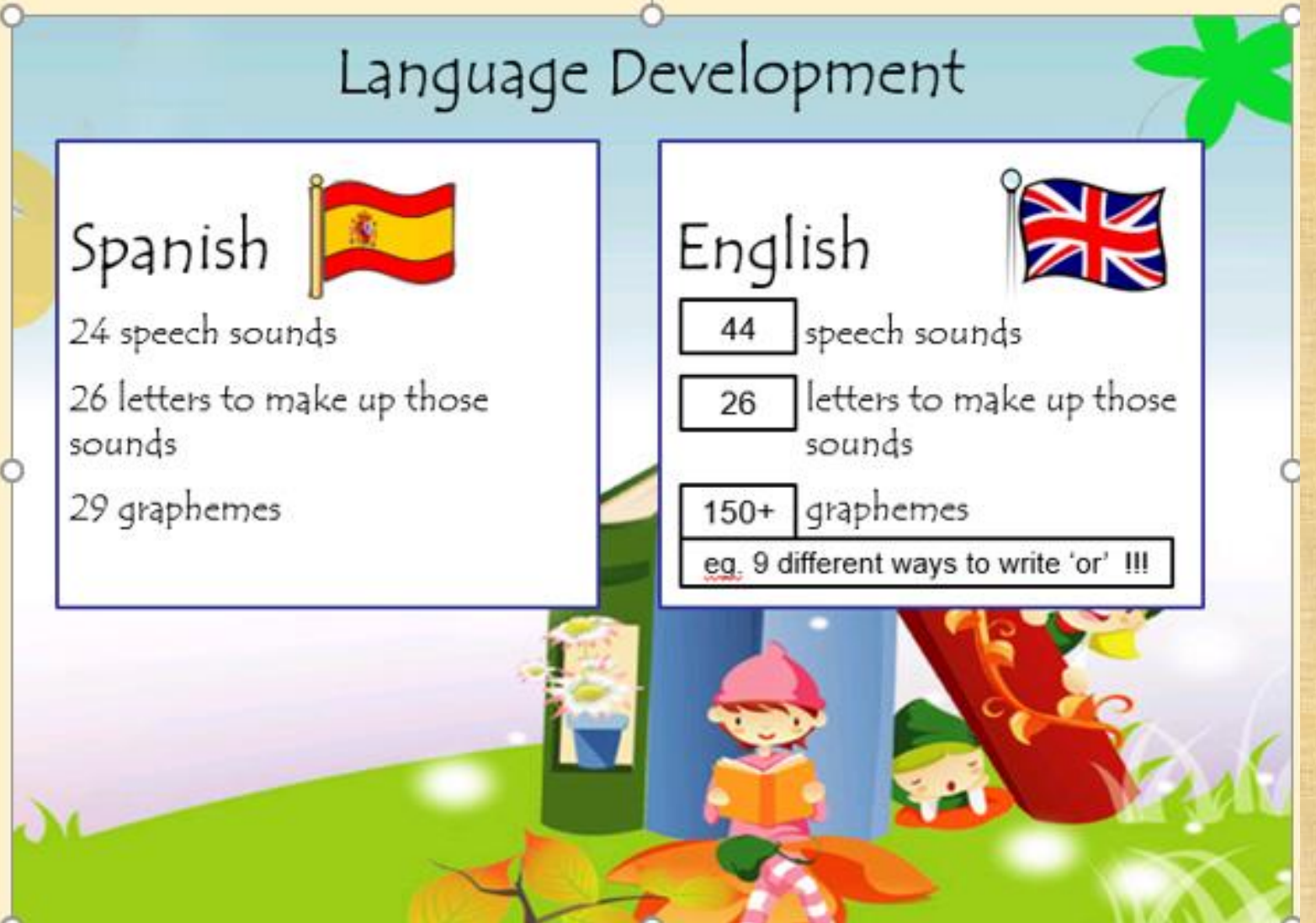


44 speech sounds

26 letters to make up those
sounds

150+ graphemes

eg. 9 different ways to write 'or' !!!



...spelling and reading would be much easier!

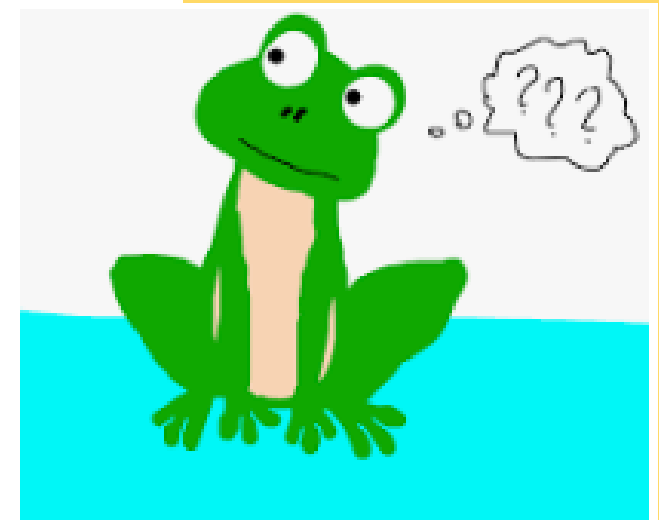
play mayk trayn cafay strayt wayt brayk

green dreem kee hee happee

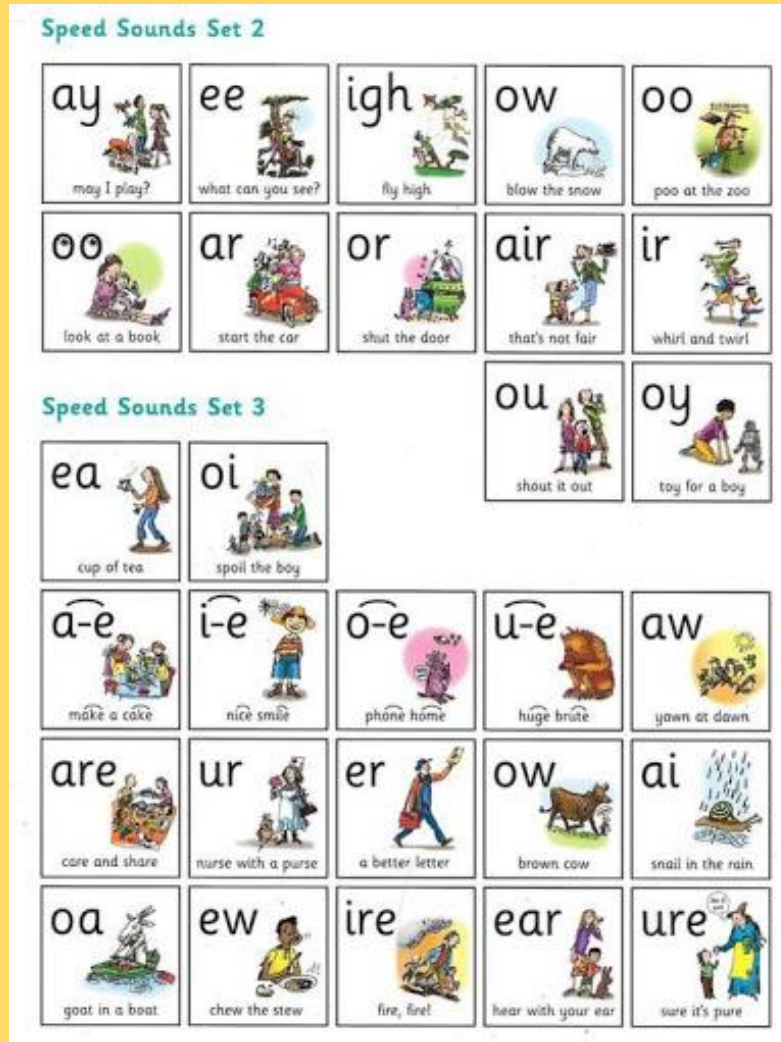
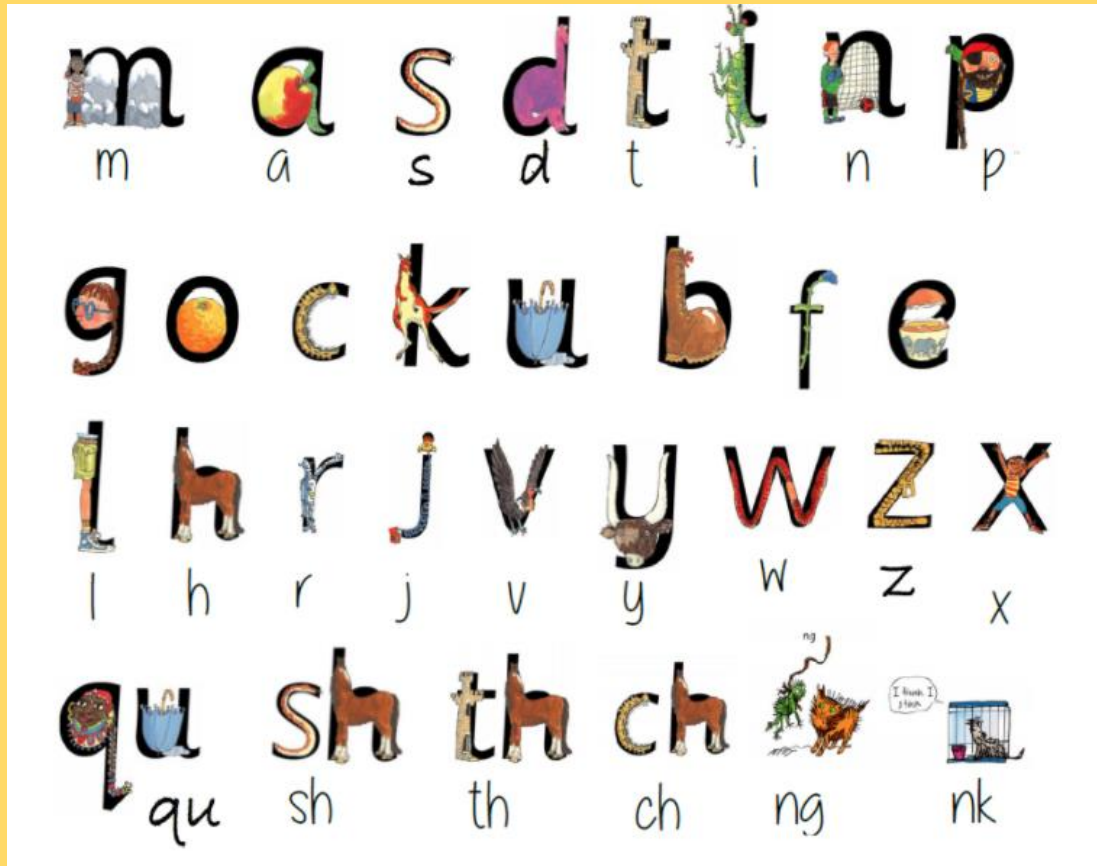
light kight fligh lgh igh tigh

blow smowk flowt gow mowst

moon broot bloo groo



What is Read Write Inc?



<https://www.youtube.com/watch?v=sjIPILhk7bQ>



Set 1 sounds



m a s d t



i n p g o



c k u b f



e l h s h r



j v y w t h



z c h q u x n g n k





Set 2 sounds



ay ee igh ow oo oo



or ar air ir ou oy



When two or more letters/graphemes make a sound the RWI programme calls them “special friends”.



Set 3 sounds



ea oi a-e i-e ai



o-a o-e ue



aw are ur er



ow ew ire ear ure



When two letters make a sound but are separated by another letter we call it a split-digraph.

Example- make

Whenever we are
teaching phonics
We need to make sure we are using
'pure sounds'.

Next week your child will
bring a pack of sound cards home
and this video will help you to
support them to practise these new
sounds.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>



https://www.google.com/search?q=how+to+say+pure+sounds+RWI&rlz=1C1GCEU_enGB858GB858&oq=how+to+say+pure+ounds+RWI&aqs=chrome..69i57j33i22i29i30.7917j1j15&sourceid=chrome&ie=UTF-8#kpvalbx=KbsoY4D1FYiJgQbRIKaYBQ_32

Scheme and Vocabulary

Using the sounds

Your child will use taught sounds to 'FRED talk' and blend together the sounds in a word.

For example in 'cat' your child would say the individual letter sounds (**Phonemes**) and then **blend** the sounds to pronounce the word.

c – a – t -----> cat **Phonemes**- sounds

sh-o-p ----> shop **Digraphs**- double letter sounds- we call these 'special friends'.

L- igh- t -----> light **Trigraphs**- triple letter sounds

A **Phoneme** is the sound a letter or letter group makes.

A **grapheme** is the way it is recorded.

Supporting the stages

Stages of Reading

Decode simple words- sounding out then blending.

at ..	mad . . .
sad .. .	dad . . .
sat .. .	mat . . .

h <u>igh</u> . <u> </u> .	n <u>igh</u> t . <u> </u> .
l <u>igh</u> t . <u> </u> .	f <u>igh</u> t . <u> </u> .
b <u>igh</u> t . <u> </u> .	m <u>igh</u> t . <u> </u> .

February/March 2020

The programme begins with Set 1 sounds. These cover the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'.

The 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

a	e	i	o	u
---	---	---	---	---


Vowels: stretchy

ay	ee	igh	ow
----	----	-----	----

Vowels: stretchy

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

Special friends...2 letters that make 1 sound



This chart should be displayed in the classroom for children on set 1.

Scheme and Vocabulary

Phonics sessions begin with the children going through the sound cards. Then moves to red and green words.

Red words are words that cannot be 'sounded out'. They are sometimes called- common irregular words

They are our 'sight words' e.g. the, to, I, go, no.

Green Words can be **decoded** (Sounded out) and then blended together. Such as; cat, shop, might, shark.

How to support reading at home

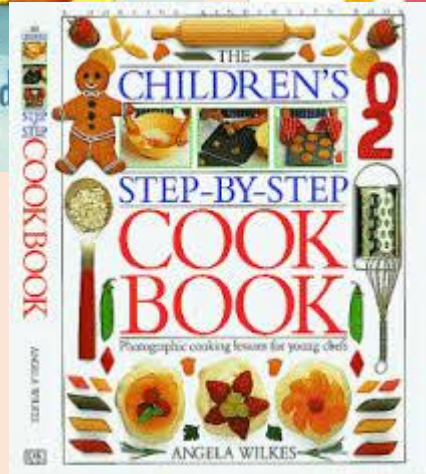
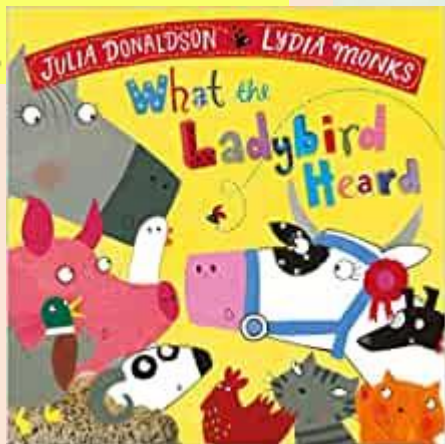
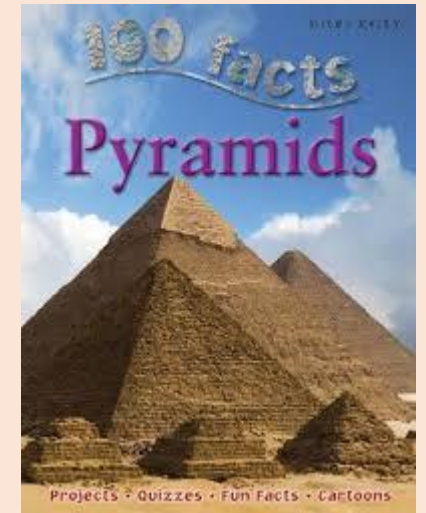
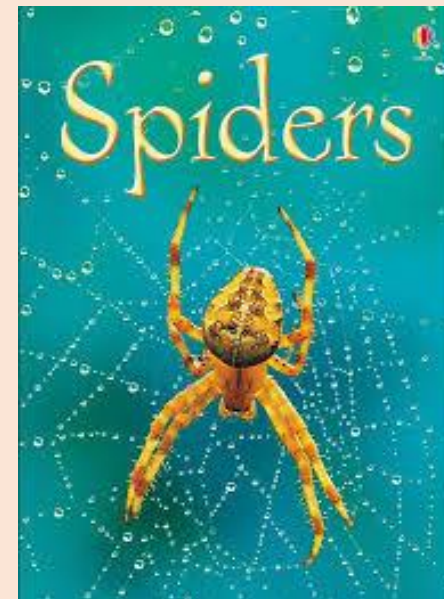
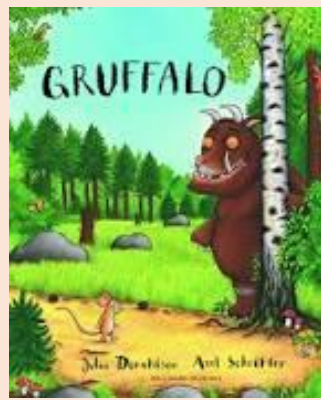
- <https://schools.ruthmiskin.com/training/view/R4hZ57qh/BEfQXJ9p>
- Next week your child will bring home a Read Write Inc Book Bag Book and a book they have practiced in a previous session.
- It will have all the same sounds in as the book they have been
- reading in their phonics group at school.
- This video shows how you can support them.



Supporting the stages

Alongside their RWI book your child will be bringing home a library book for you to share with them.

<https://schools.ruthmiskin.com/training/view/vEzB4rR7/Xmt0e66F>



Phonics Screening Check

Parent and Carer

Information



What is the Phonics Screening Check?

The phonics screen check is a statutory reading check that all year 1 children take during a particular week in June.

The check is designed to assess if each child has reached the age appropriate standard of decoding by the end of year 1.



How is the check administered?

The check is completed by the child on a 1:1 basis with a teacher. It usually takes 5-10 minutes for the child to complete. However, there is no time limit and the child can take as long as they need. The teacher can also allow the child a rest break if it is necessary. The children will have worked on similar activities in their phonics lessons and will be familiar with the format. The only difference will be that the teacher will be unable to help the children on this occasion.

What does the check consist of?


- The check contains 40 words- 20 real and 20 alien words (nonsense words). The words are presented to the child in the form of a booklet with 4 large words per page.

The words gradually get more difficult from 2 and 3 'sounds'-

words such as 'it' and 'vap' to longer words with more complex 'sounds' such as the a-e sound in the word same.

ux 

vap 

jigh 

zear 

example of Phases 2 and 3 pseudo words

play

fried

annoying

steamy

example of Phase 5 real words

Do all children complete the check?

It is expected that all year 1 children complete the screening check, unless they have no understanding of grapheme-phoneme correspondence (the way sounds link to letters). However, if a teacher feels a child is really struggling, they may choose to end the check before the end.

What is the expectation?

It is expected that, by the end of year 1, children are able to recognise the grapheme-phoneme correspondences up to the end of phase 5, segment words (split into sounds) and blend them back together to be able to read them.

For the last few years, the expected standard for the screening check has been set at 32 out of 40 words correctly decoded. However, this can change and the Department for Education does not release the 'pass' mark until a few weeks after the children have completed the check.

Why use pseudo words?

The ultimate aim of teaching phonics is that the child progresses from decoding each sound, to automatic recognition of words. However, even as adults, we still need to be able to decode unfamiliar words. The ability to decode unfamiliar words will help your child to read increasingly more difficult texts and will help them to develop their vocabulary. The pseudo words allow the teacher to be sure that the child is able to decode unfamiliar words and is not just reading words from memory.

This short video explains a little more-

<https://schools.ruthmiskin.com/training/view/QABMYmVz/5MI3OHIC>

vap



jigh



zear












example of Phases 2
and 3 pseudo words

Year 1

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

_noaddedsugar

<https://www.youtube.com/watch?v=jxRtSVx8gbM>

baim		rain
thrayd		pray
strabe		cane
vaink		waiting
chayp		delay
whape		cupcake
braig		portrait
envay		spray
splake		graze



Phonics in year 2



- Children continue to follow the Read Write Inc programme.
- They take part in daily phonics sessions.
- Some children may be placed on a Lexia programme.
- Extra opportunities to read built into the day.
- Practical activities to support phonics.

New Book Bag Books

- There will be an information booklet with your child's new reading book.
- It will explain how to use the sound cards and how to support your child reading the book.
- Please ensure that they have their book with them in
- School everyday and please take good care of them.
- The books will be changed by the adult leading their Phonics group.

