



# Phonics in EYFS and KS1

**READING**

*is to the*

**MIND**

what

exercise

*is to the* **BODY.**

Sir Richard Steele



September 2023

# Objectives



- To explain how the **Read Write Inc** phonics programme works
- To share the **stages of Reading/Phonics** and the **vocabulary** we use
- To model the **support you can give** at each stage of reading
- To suggest **activities you can take away** to follow at home
- To share what happens in **Year 1** and the **Phonics Screening Test**
- To answer any questions



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!

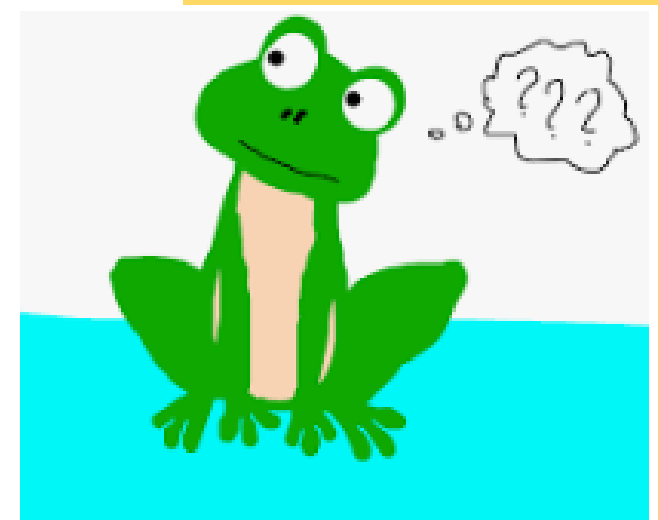
**play** mayk trayn cafay strayt wayt brayk

**green** dreem kee hee happee

**light** kight fligh lgh igh tigh

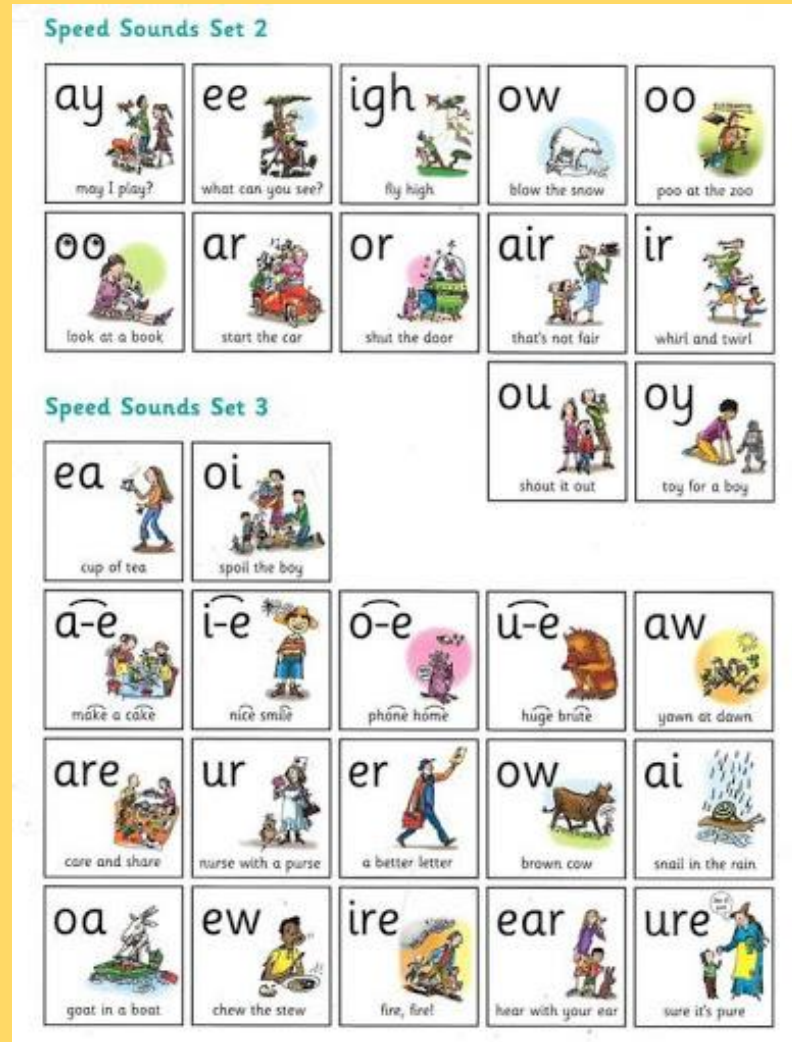
**blow** smowk flowt gow mowst

**moon** broot bloo groo





# What is Read Write Inc?



<https://schools.ruthmiskin.com/training/view/1rUZSRZu/0cageZCX>

In Reception class, children are initially taught phonics as a whole class for the first few weeks.

After this time they are carefully assessed by the Reading Leader in school and placed in groups according to the sounds they know and whether or not they are able to blend these sounds to make words.



Throughout Reception and KS1, all children are assessed each half term to chart their progress on the scheme and to ascertain which group they need to work in.

In year 1 and 2, children are grouped by ability not age ensuring that all children receive the support they need.



The programme begins with set 1 sounds.

These cover the alphabet and a few 'special friends' which are two letters which make one sound.



## Set 1 sounds

m a s d t

i n p g o

c k u b f

e l h sh r

j v y w th

z ch qu x ng nk







## 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-diagraph.

Example- make



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

<https://schools.ruthmiskin.com/training/view/JLrtCiZZ/9cRqw8qJ>

**Phonics lessons begin with speed sounds. Children learn a new sound every day and practise reading previously taught sounds speedily.**

**Now it's your turn to try a speed sound session!**





# Fred Talk Oral Blending



## Using the sounds

Next your child will be taught to 'FRED talk' and blend together the sounds in a word.

For example in 'cat' your child would say the individual letter sound (**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. We call these 'special friends'.

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

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

# Word Time

In this part of the session, they learn to decode simple words - sounding out then blending together.

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

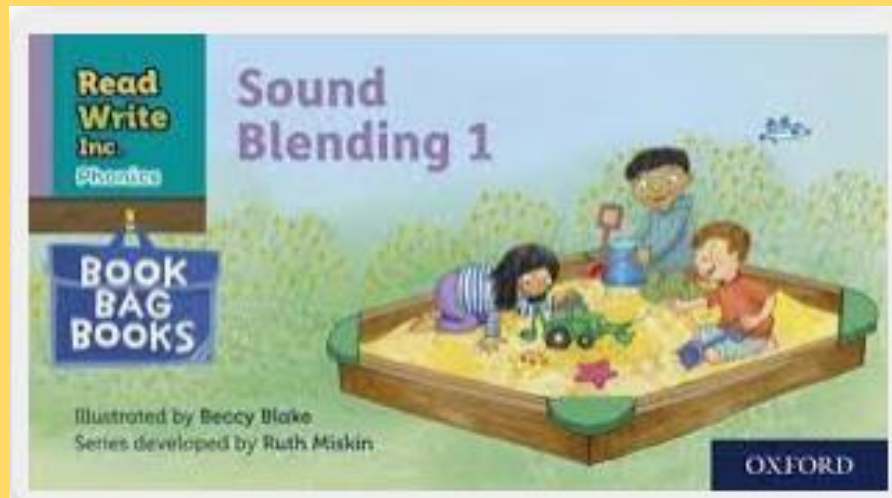
h <u>igh</u> .	n <u>igh</u> t .
l <u>igh</u> t .	f <u>igh</u> t .
br <u>igh</u> t .	m <u>igh</u> t .

Let's have a go!

# Story book time

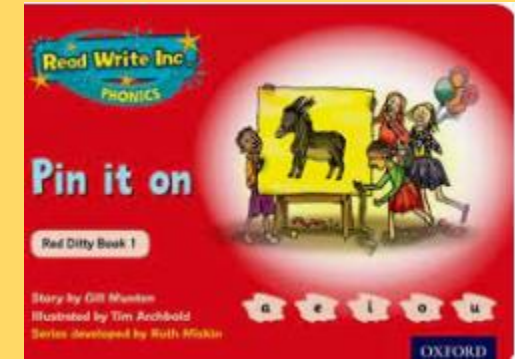
In Reception, your child will begin to read words in 'Blending books'-

<https://schools.ruthmiskin.com/training/view/gMIsJTIG/7gfltrHF>



# Story book time

Following blending books, children move on to reading short ditties and then on to the coloured story books.



Before they read the books, we teach the 'green' words which are in the book. These are the words which can be 'Fred Talked'.

mad	at
dad	sad
mat	sat

We also teach the words we call 'red words'. These are the words which do not conform to the normal spelling rules - words like 'said'.

I	the
you	your
said	was



# Partner Work

Once children have practiced the words, they share a book with their 'reading partner' and take it in turns to read a page each. The teacher then listens in and supports where required.



# Home Reading Books



Once the children have read a book for a whole week in class, they will then take a 'Book Bag Book' home which contains the same words.

Your child should be able to read this book with fluency because we have already taught the words in school. It does not mean the book is too easy. The idea with home reading is now to build confidence and also develop the 'readers voice', which means to read the story with expression.

In the next few weeks, the children will begin to bring two books home. One will be a black and white copy of the class text.

# How to support reading at home

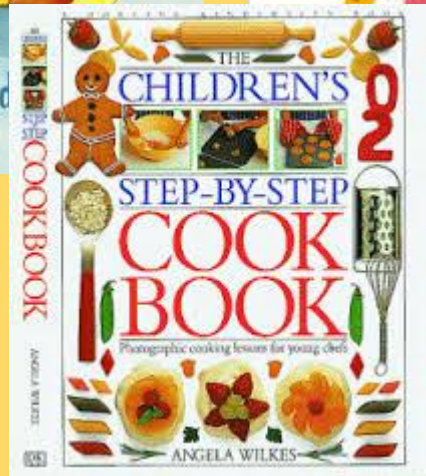
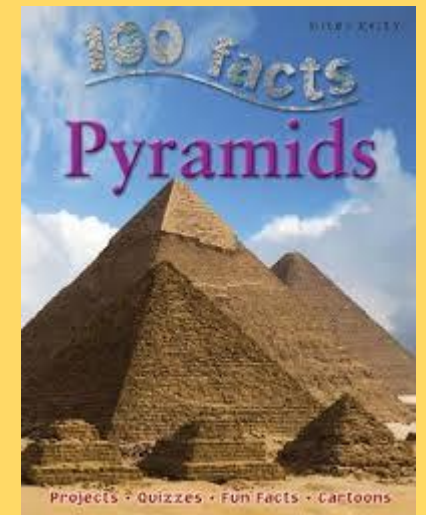
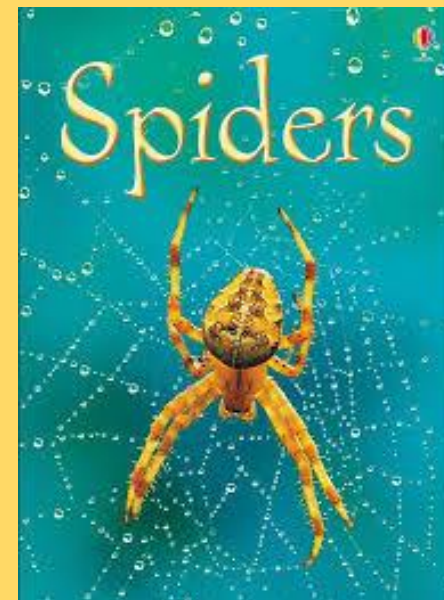
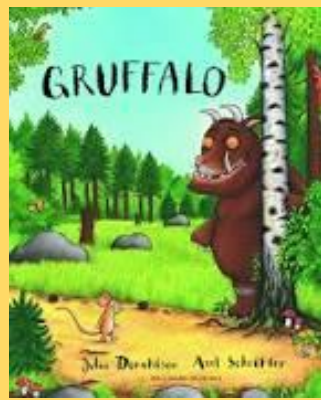
<https://schools.ruthmiskin.com/training/view/dV8PuJbl/z0tgEevb>



# Reading to your child

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/xQouCzcw/4nL7ZxE7>





# Phonic Screening Check



<https://schools.ruthmiskin.com/training/view/2xPtGduU/IY0A/WWrI>



# Phonics clips on Tapestry

Please keep an eye on Tapestry as we will be loading lots of interactive phonics videos to enable your child to practice their sounds and word decoding at home.

<https://schools.ruthmiskin.com/training/view/p5iLIZ8g/4YAbClW>

