



## Phonics at St Philip's CE Primary School



Here at St Philip's, reading is a high priority and our motto is:

'If you can read, you can do anything!'

Reading opens doors for the children, so it is important their reading journey is a positive and rewarding experience.

### **What is Read Write Inc?**

Read Write Inc (RWI) is a phonics based programme which helps children learn to read, whilst developing a wide range of vocabulary and encouraging a love of reading. It was developed by Ruth Miskin and more information on this can be found at [www.ruthmiskinliteracy.com](http://www.ruthmiskinliteracy.com).

### **Who is Read Write Inc. for?**

The Read Write Inc. programme is for primary school children learning to read. Children will begin the programme in Nursery and will remain on the programme until Year 2. Our aim is for most children to be off the scheme by the end of Year 1, however some children will remain on the scheme in other year groups.

### **Why does it work?**

- The systematic and lively programme
- Staff (teachers and assistants) are trained
- The children are grouped based on their reading level, which is assessed every half term.
- Children do not struggle because the work is too difficult or get bored because the work is too easy.

## How and what do the children learn?

Reading- The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- Learn new vocabulary
- show they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

Writing- The children:

- ✓ learn to write the letters/letter groups which represent the 44 sounds
- ✓ learn to write words by saying the sounds and graphemes

Talking- The children work in pairs so they:

- answer every question
- practice every activity with their partner
- take turns in talking to each other



### Step 1: Help your child to learn Speed Sounds Set 1

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

**Please do not use letter names at this early stage.**

m – mmmmmmountain (keep lips pressed together hard)

s – ssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzag (keep teeth together and make a buzzing sound)

th – thhhhank you ( stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – *thin*nnngg on a *strin*nnngg (curl your tongue at the back of your throat)

nk – I *think* I *stink* (make a piggy oink noise without the oi! nk nk nk)

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c - as above

h – (say h as you breathe sharply out – unvoiced)

ch- (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

d – (tap tongue behind the teeth).

g – (make soft sound in throat).

b –(make a short, strong b with lips).

j – (push lips forward).

y – (keep edges of tongue against teeth).

w – (keep lips tightly pursed).

qu – (keep lips pursed as you say cw – unvoiced).

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

These rhymes are how we teach the children to form the letters correctly.

a – Round the apple down the leaf.

b - Down the laces to the heel, round the toe

c – Curl around the caterpillar

d – Round his bottom, up his tall neck, down to his feet

e – Lift off the top and scoop out the egg

f – Down the stem and draw the leaves

g – Round her face, down her hair and give her a curl

h – Down the head to the hooves and over his back

i - Down the body, dot for the head

j – Down his body, curl and dot

k – Down the kangaroo's body, up his arm, down his tail and down the leg

l – Down the long leg

m – Maisie, mountain, mountain

n – Down Nobby, over his net

o – All around the orange

p – Down the plait and over the pirates face

q – Round her head, up past her earrings and down her hair

r – Down his back, the curl over his arm

s – Slither down the snake

t – Down the tower, across the tower

u – Down and under, up to the top and draw the puddle

v – Down a wing, up a wing

w – Down up, down up

x – Down the arm and leg and repeat the other side

y – Down a horn, up a horn and under his head

z - Zig, zag, zig

## How can I help my child at home?

Establish a routine to include reading regularly throughout the day and the week. Have fun with Fred Talk at home e.g. Where is your c\_oa\_t? Time for b\_e\_d! Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words. Recognise 'red words' together – remember 'you can't Fred a red!' Question the children on any books you read e.g. 'Who, what, where, when and why?'

Style	What type of book is this? (Fiction / non-fiction) Have we read a book like this before? What other story is it like? Look at the cover. What do you think this book is going to be about? What do you think will happen? What is the title of the book? What can you see on the cover?
<u>Questions for reading</u>	
Setting	Where does this story take place? Where is this story set? Can you describe the setting of the story?
Characters	Who are the characters in this story? Who is the most important character in this story? Were there any characters that you didn't like? Why does that character behave like that?
Plot	What do you think is going to happen next? What is the most important thing that happened in the story? Was there a problem in the story and if so, how was it resolved? What was your favourite part of the story? Why? Did you dislike anything about the story?
Theme	Did you learn anything from the story? Has anything similar ever happened to you? Do you think the story ended happily? Why?
Punctuation	Can you spot where capital letters have been used? Why have they been used? Where are the full stops? Why have they been used?

## Red words

Red words are those words which contain spelling patterns that cannot be sounded out. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, 'said' sounds like 'sed'. Red words have to be learnt by sight. These words are printed in red in the story books. Learning to read the red words is a very important part of reading and one which you can help with at home. There is a list of red words in this leaflet for you to practise with your child. A good way to do this is to put them onto small pieces of paper and use them as flash cards. When you hold up the word your child should be able to say the word.

Red words- Children to learn to read and spell				
I	the	my	you	Said
your	are	be	of	no
what	all	was	be	so
to	me	call	her	there
want	go	old	some	he
does	tall	come	watch	who
Were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should
they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	Don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

If you have any questions, please do not hesitate to speak to your child/ren's class teacher or the reading lead Miss Davis.