

# Phonics Information for new intake parents 2020

Mrs Wood



- ▶ At Dothill, we follow the 'Read Write Inc.' programme for primary school children learning to read.
- ▶ It enables every child to become a confident and fluent reader.
- ▶ Staff teach simple steps so that children recognise sounds, use these sounds to blend words and move on to reading sentences.
- ▶ Each sound has a helpful picture or phrase to help the children remember them, you will become familiar with these as we go along! The first one is 'mmmmm Maisie mountain, mountain.' Your child will be able to teach you all about these!



## Why does it work?

Children attend phonics sessions which are tailored for their ability.

They work in smaller groups so that their individual needs can be met.

Work is pitched so that the children are challenged in an enjoyable way where they will achieve.

# How do we say the sounds?

- ▶ Sounds are taught without the 'uh' sounds on the end (pure sounds)
- ▶ 'Mmmmmm' instead of 'muh' for example.
- ▶ Capital letter names are not taught at this stage. This will come later once the sounds of the letters have been retained confidently.

**Hover to the right of  
this message to  
watch a helpful  
video about the  
sounds 😊**

Children meet a character called 'Fred' when they start learning sounds. Fred is a frog who only speaks in sounds!

When children read you will hear them using 'Fred talk' which is where they segment the sounds before blending them to read the word. 'm-oo-n .... Moon!'

c a t

m oo n

s t r e a m

# How do we teach phonics?

## Children are taught 'Set 1' sounds

Children remember the sounds using picture prompts initially. They learn how to blend these sounds for reading.

c- a -t   cat

## Children learn 'Set 2' sounds

Children become more confident to read words and phonetically decodable texts and 'red' words. Children start to answer 'find it' and 'prove it' questions about what they have read.

## Children learn 'Set 3' sounds

Children are confident to read any words and have learned strategies to help them when they come across tricky sentences. Children also understand how to answer deeper questions about what they have read.




















Speed Sounds Set 1

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

Speed Sounds Set 2

ay	ee	igh	ow	oo
may I play?	what can you see?	fly high	blow the snow	poo at the zoo
oo	ar	or	air	ir
look at a book	start the car	shut the door	that's not fair	whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

# Set 1 Sounds...

## What we do at school

- ▶ Introduce a new set 1 sound each day in a fun way.
- ▶ Children remember the sound by thinking of the picture on the other side.
- ▶ Repeat Repeat Repeat!
- ▶ Write it in our workbooks and then practise using the sound in a variety of contexts.
- ▶ Sand tray, water and bubbles, foam, white boards, chalks, recognising the sound in print in the environment
- ▶ A new sound is introduced Monday-Thursday and we have a reading session on Fridays (Reading for enjoyment, drawing tasks etc).

## What you can do at home

- ▶ Ask the children to teach you the sound they have learned today. Studies show that we retain 90% of new knowledge when we teach it to someone else.
- ▶ What does it look like?
- ▶ What sound does it make?
- ▶ How do you write it down?
- ▶ Can you spot the sound when you're out and about?
- ▶ Promote a love of reading in the home. This will expand their vocabulary, increase their confidence in all areas of learning and give you quality bonding time together.



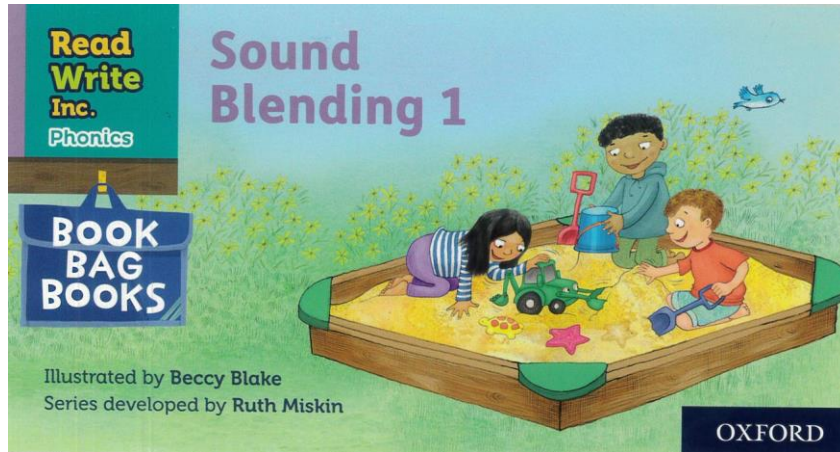


# Set 2 sounds...

- ▶ Children review the sounds from set 1 that they have already learned. These are reviewed each day at the start of their phonics lesson.
- ▶ A set 2 sound is introduced each day and then added to their sounds for review the next day.
- ▶ Children read and write words containing their new sound eg if the new sound is 'igh' they will read and write words like 'night', 'bright' and 'high'.
- ▶ They then move on to reading books containing sounds they already know to consolidate their learning and to give their learning a context.
- ▶ They answer questions about what they have read - reading for meaning!

## How can I help at home?

- ▶ At home this can be supported through continuing to ask about the sounds your child has learned and to ask questions about what they are reading while you read together.
- ▶ Can you spot the 'igh' sound on this page?
- ▶ What colour was the dog's scarf? (Find it question!)
- ▶ What happened to the dog? (Prove it question!)
- ▶ Note- When reading phonetically decodable books you will see a small number of **RED** words. "You can't f-r-e-d a red!" this means these are the few tricky words which can't be segmented... eg. s-a-i-d ...does not sound like 'said'. These words must be learned by sight and we work on this in school.

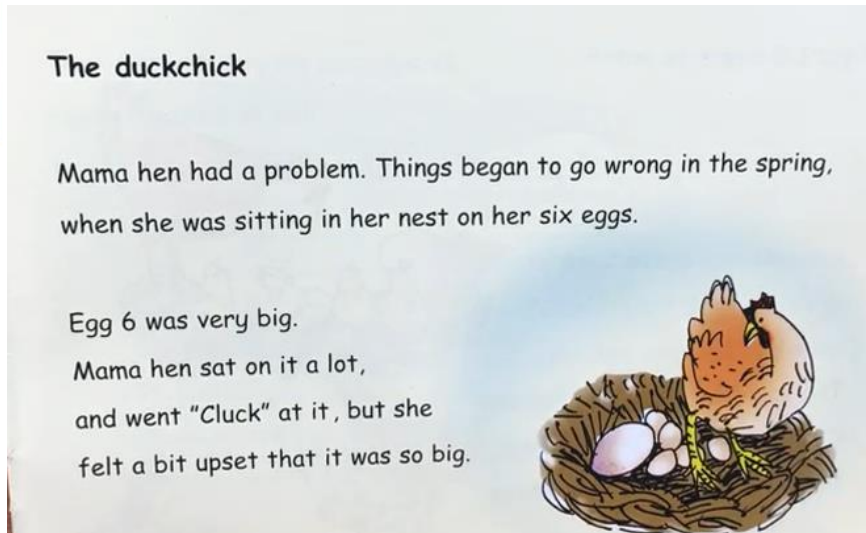


These are the first reading books your child will bring home. They have simple words inside that the children should sound out and read the words and then check the word they have said matches the picture on the following page.



Once your children can blend sounds to read simple words using the books above, they will be bringing home books that look like these. These contain stories for your children to read and questions for you to ask.

# What do the books look like?



These are the books we read in school during our phonics sessions. Children will bring these home alongside their book bag books (previous slide) so that they can work on the story they are learning that week in school.

# What do the books look like?

# Progression of the Read Write Inc. books and groups.

End of EYFS target -Orange/Yellow

End of Year 1 target - Grey/Fluent!

Please note - These don't line up with the national curriculum book band colours used in most schools. These colours are for the Read Write Inc. group your child is in. Your child won't be bringing any other books home until they have reached the end of the Read Write Inc. program

Red

Green

Purple

Pink

Orange

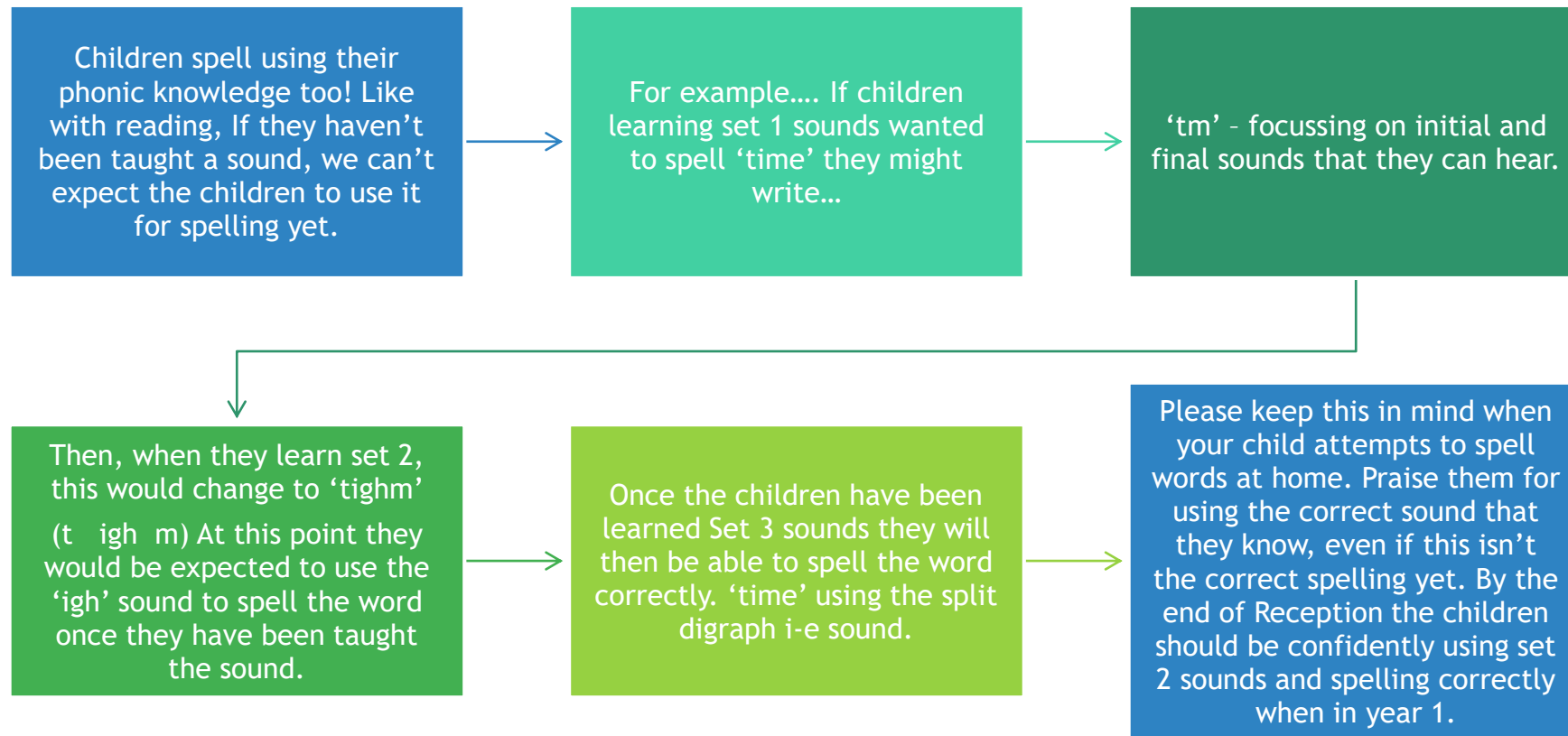
Yellow

Blue

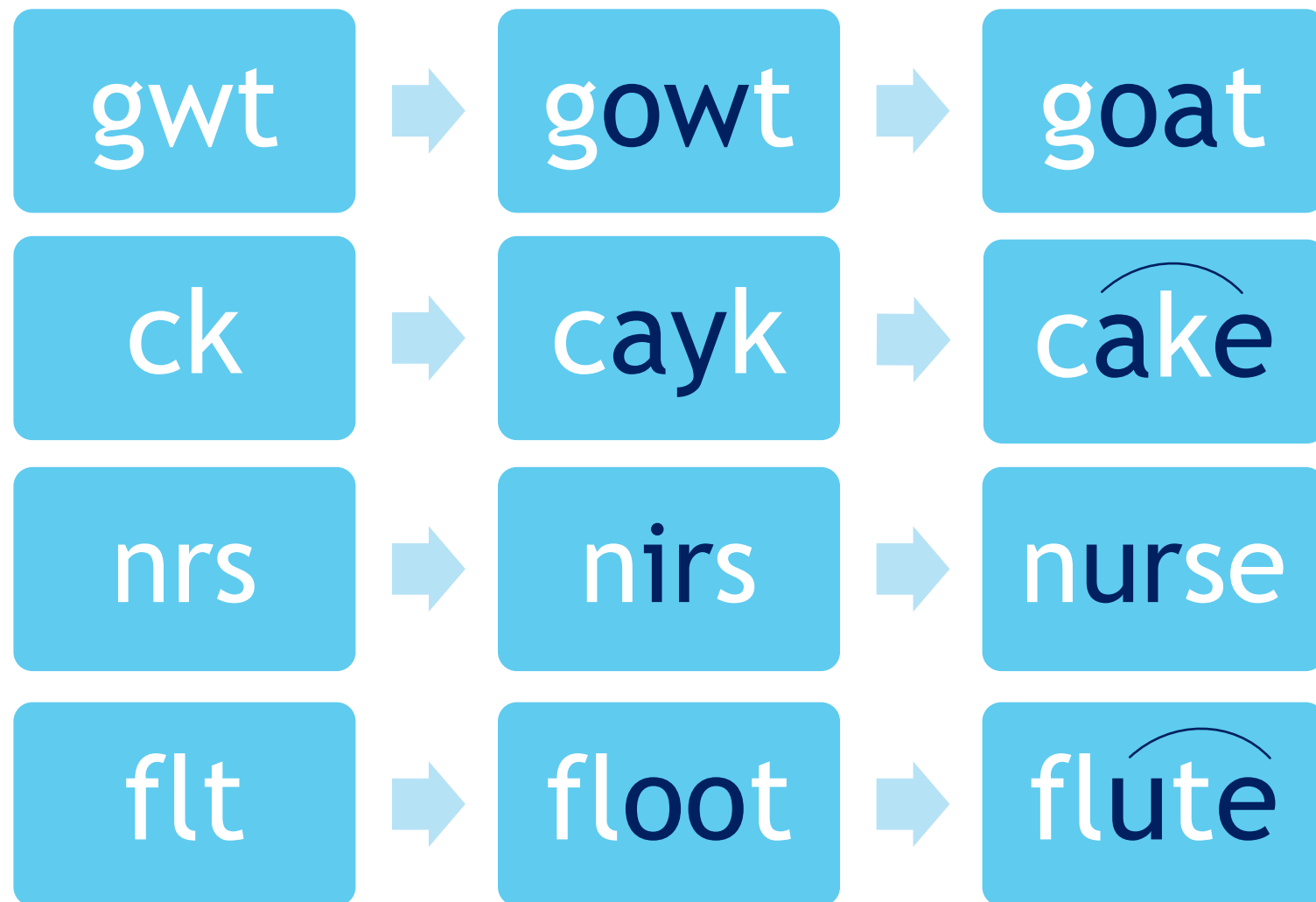
Grey

Fluent - choose any book!

# Spelling



Other examples of spelling.



# Whole School Reading Expectations.

Your child is welcome to take home two books from school at a time. One book is the phonics book they have been reading with their Read Write Inc. teacher. The other is a Read Write Inc. book bag book as mentioned earlier in this presentation.

Your child will be bringing home a Reading Diary soon. The whole school expectation is that children read **4 times per week** at home. This can be a phonetically decodable book (the read write inc. books or similar) or something else that you choose to read together at home.

Please sign the Reading diary once per week to show that your child has read 4 times. This will mean they are entered into our weekly reading raffle in celebration assembly. If your child's name is chosen from the raffle box, they will win an exciting book from our selection to take home and keep!

# School Website



- ▶ Please familiarise yourself with our school website. We will add regular updates to our class page, including weekly updates of the sounds your child has been learning.
- ▶ This is also the place to go for all your school related information, news and updates.
- ▶ [www.dothillprimaryschool.co.uk](http://www.dothillprimaryschool.co.uk)
- ▶ Read Write inc home learning materials will soon be available for you to purchase to support your child at home. Watch this space!



# Thanks!

Thank you for taking the time to read this. If we have a consistent approach to reading between home and school we will set your children up to be fantastic readers who have the confidence to use this skill across all areas of their education.