



Information Meeting

Wednesday 30th October 2020



Alsager Highfields
Community Primary School

Mighty oaks grow from small acorns



Spending just
10 minutes a day
reading with a
child makes a big
difference to their
future success.



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Changing lives through a love of books and shared reading.

World Book Day is a registered charity funded by publishers and booksellers in the UK & Ireland.

Rob Biddulph

Where does it all start?



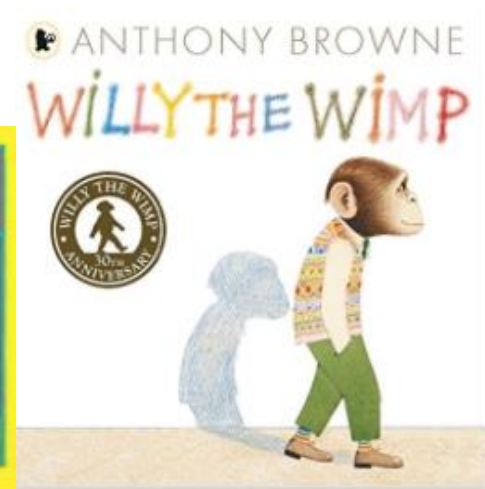
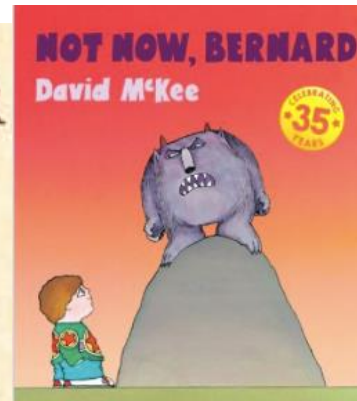
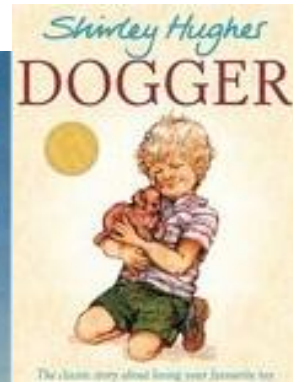
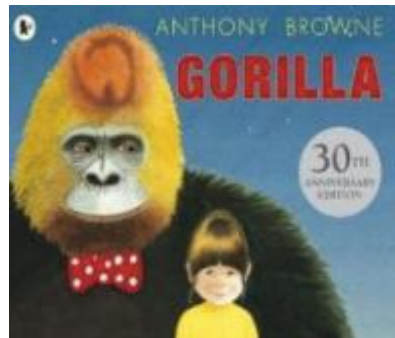
- Songs, rhymes and stories
- Starting point for phonics is to work on speech sounds
- Children need to tune into the sounds around them
- Lots of activities for children to match words that sound the same, start with the same sound
- Distinguish between different sounds
- Oral blending and segmenting skills
- Developing children's speaking and listening skills lays the foundations for phonic work

Children who never have a story read to them, who never hear words that rhyme, who never imagine fighting with dragons or marrying a prince, have the odds overwhelmingly against them.

Maryanne Wolf

Repeated readings Again! Again!

- Children are wired to thrive on repetition

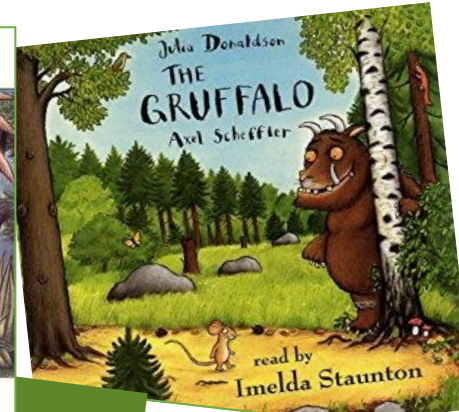


Story times

WHERE THE WILD THINGS ARE



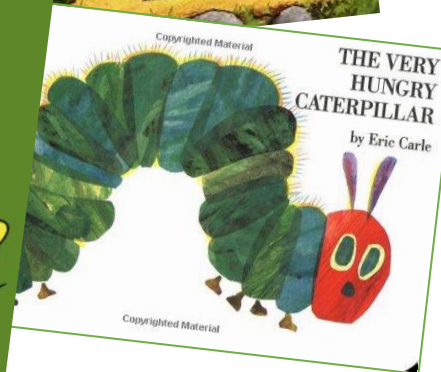
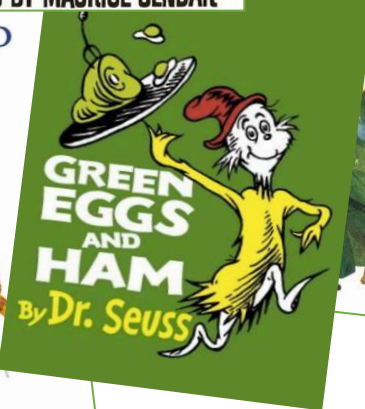
STORY AND PICTURES BY MAURICE SENDAK



The Tiger Who
Came
to Tea



Judith Kerr



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

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



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
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book

Why teach phonics?



- In 2010 Ofsted commissioned a report into reading (standards)
- *Too many children in England do not read or write well enough by the time they leave primary school.*
- *The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities.*
- *The diligent, concentrated and systematic teaching of phonics is central to the success of all the schools that achieve high reading standards in Key Stage 1. This requires high-quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills.*

Main report published 14 November 2010
www.ofsted.gov.uk/publications/100197

Read Write Inc. Phonics



- Children learning to read in YR– Y2
- Older children who need to ‘catch up’
- Taught in groups based on their stage of reading

Phonics daily lessons





Five principals of Read, Write Inc

- Pace
- Praise
- Purpose
- Participation
- Passion



What is phonics?

Sounds

Graphemes































English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)
- One of the most complex alphabetic codes in the world.






Terminology we use to help the children

- Fred talk
- 'Special Friends'
- Fred fingers


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

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

Speed Sounds Set 1 and Set 2



Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

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

Speed Sounds Set 3



Consonant sounds

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		se			
					ce					

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				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Teaching letter formation



Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



Sounds + blending = reading



sat

Fred



Fred Talk routine

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



- Shall we have some l-u-n-ch ?
- What would you like to p-l-a-y ?
- Let's put on your c-o-a-t-s ?



Reading with Fred Talk



m a t

mat

Teach spelling using Fred Finger



Handwriting



- One thing that holds back some children is poor pencil grip. Holding a pencil correctly is very important. Awkward grips can cause fatigue and discomfort, as well as making handwriting look very untidy. The following grips are recommended for children to achieve:



Tripod Grip



Left Handed Tripod Grip

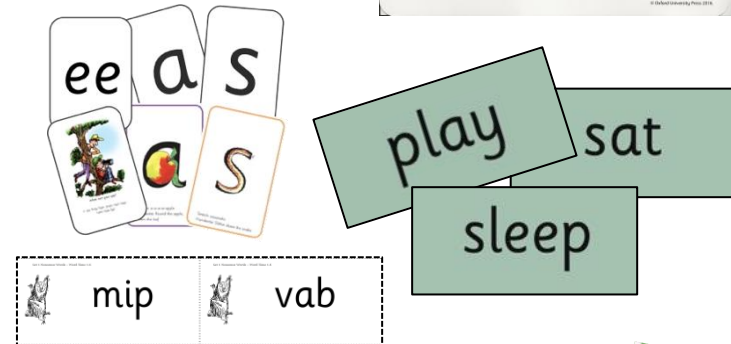
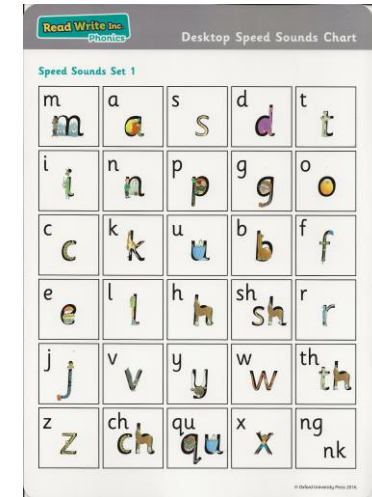
What can I do?

- 1. Speak like Fred throughout the day
- 2. Play Fred games
- 3. Use 'Fred Talk, read the word' to read words

Speed Sounds One phonics daily lessons

Children learning the initial speed sounds set one will have a daily session made up of:

- New sound
- Say the sound
- Read the sound
- Review the sounds – new and previously taught
- Write the letter
- Speed write – previously taught
- Fred talk
- THEN
- Learning to blend activities
- Or blending independently activities
- FINISH with sharing a story.



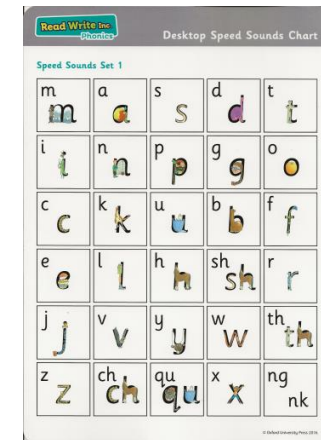
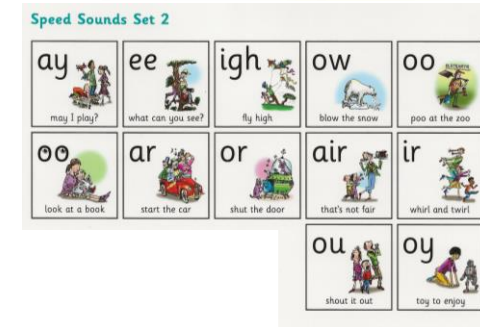
Read Write Inc. Phonics Speed Sound Cards Set 1

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 nk

Speed Sounds Two phonics daily lessons

Children learning the initial speed sounds set two will have a daily session made up of:

- New sound
- Say the sound
- Read the sound
- Review the sounds – new and previously taught
- Read the words
- Review the words
- Reading assessment (nonsense)
- Spell with Fred Fingers
- Spell review
- THEN
- Share the storybook and complete the storybook activities



'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

I

said

This is Red Hat Rob.

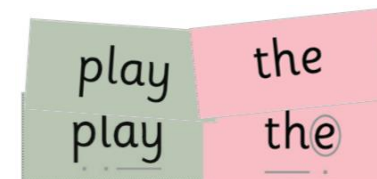
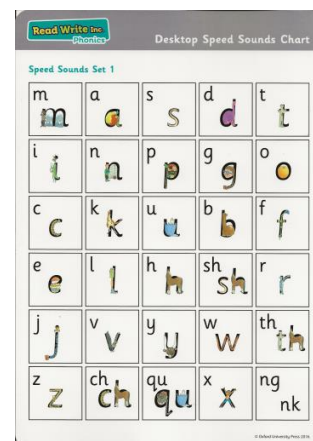
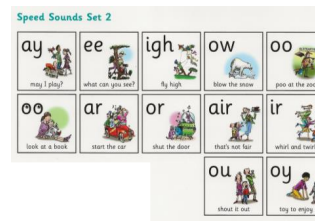
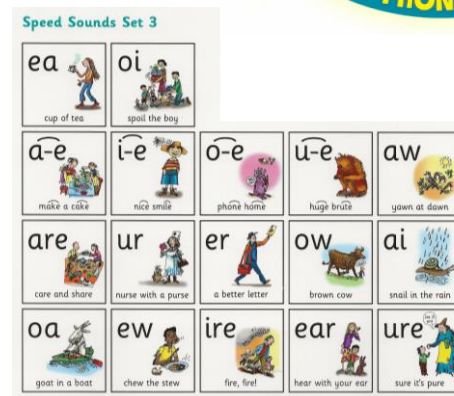


“I will grab that cash box,” he said.

Speed Sounds Three phonics daily lessons

Children learning the initial speed sounds set two will have a daily session made up of:

- New sound
- Say the sound
- Read the sound
- Review the sounds – new and previously taught
- Read the words
- Review the words
- Reading assessment (nonsense)
- Spell with Fred Fingers
- Spell review
- THEN
- Share the storybook and complete the storybook activities



Assessments

Assessments are carried out at the end of every half term, ready to adjust the groupings for the next half term.

On occasion , reading teachers may highlight children that they feel need moving before then, which is for the RWI Lead to observe and assess, and if the groupings allow, moves may be made mid-term.

Assessment 1

Set 1 Sounds Groups A or B

i n c k u b f p
g o e l h r j v
y w z m a s
d t x

Set 1 Sounds Group C

Oral blending: d-u-g ch-a-t t-e-n p-o-t t-i-n

Ditty Group (Photocopy Masters 1–10)

in am red bin yes

Red Group

ch ng nk qu sh th

chip shop jump that

fas gip guk rab



Reading Leader documents – Assessment and grouping

Green Group

flat pink help thick

plut dimp criff slom

Purple Group

with off thin will his

them that have

Pink Group

ay ee igh ow oo oo

tray creep sight blow

skay spoom smoll fleep

lots black long this

them went that stop

Assessment 1 (continued)

Orange Group

ar or air ir ou oy



start horse stair house boy



norg ouf firb stoy



rest smell soft play feel

stay which about

Yellow Group



dorp pight clow thoob

hoy nair ploun gart



thing right night sleep boy

quick little think know smart

Blue Group

ā-e ea î-e ô-e û-e oi



steab groit grafe stime

doke vuke sneap shoop



So Gretel sat on a stool and cooked bread and buns and milk puddings. The witch put on her clumpy boots and took the food to the hut, pushing it in at the window.

But Hansel fooled the witch. When she asked to feel his wrist, as proof that he was getting fat, he stuck a twig out of the window. The witch felt the twig.

“Too thin, too thin!” she screeched. “But I will still cook you for my lunch!”

She dragged Hansel into the kitchen.

She looked at Gretel, spooning salt into the pot.

“I will cook you, as well! Get into the oven!”

11

20

32

34

43

54

64

66

76

81

87

96

106



sit

17

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



Remember not to read the Ditty to your child first.
As your child reads the Ditty, be patient and give your child plenty of praise.

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Read Write Inc.

Phonics

Tab the cat

Set 3 Story 2

ll nk ck



Story by Gill Munton
Illustrated by Tim Archbold

Series developed by Ruth Miskin

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How to use this book

Follow the advice, in *italics*, given for you on each page.
Support the children as they read the text that is on the cream background. Follow the detailed guidance in Read Write Inc. Phonics Handbook 1.

Glossary of terms

Fred Talk:	Fred is a puppet who can only say words in sounds. He never adds 'uh' after a consonant sound, e.g. fuh, luh, muh.
Grapheme:	One letter or one group of letters used to write one sound, e.g. the sound 'f' can be written with the grapheme f (fun) or ff (huff) or ph (photo) the sound 'c' can be written with the grapheme c (cat) or k (key) or ck (clock)
Green Words:	Words made up of the graphemes listed in the sound boxes on pages 4–5 <ul style="list-style-type: none"> ▪ Story Green Words are particular to the story ▪ Speedy Green Words are common words that children practise reading quickly
Red Words:	Common words with a grapheme not listed in the sound boxes, e.g. said
Challenge Words:	Topical words with low-frequency graphemes
Syllables:	Chunks within long words
Root:	The part of the word that gives the most meaning

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Speed Sounds

Consonants

Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn	rr	ss	ve	zz			nk
	le		kn				s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg			pp		tt	wh			tch
	ck											

Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are **circled**.



Vowels *Ask children to say the sounds in and out of order.*

a	e	i	o	u	ay	ee	igh	ow
at	ea					y		
at	hen	in	on	up	day	see	high	blow

oo	oo	ar	or	air	ir	ou	oy
zoo	look	car	for	fair	whirl	shout	boy



Story Green Words



Ask children to read the words first in Fred Talk and then say the word.




Meg Tab rat tank stick dull nip

Ask children to say the syllables and then read the whole word.

stick in|sect parrot

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



want	you	call	we
be	no	her	are
the	said	your	go
he	I've	all	said

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

pet	smell	must	if
must	if	can	get
will	big	yes	big
this	shop	cat	will

Tab the cat

Mum and Meg **are** in **the** pet shop.

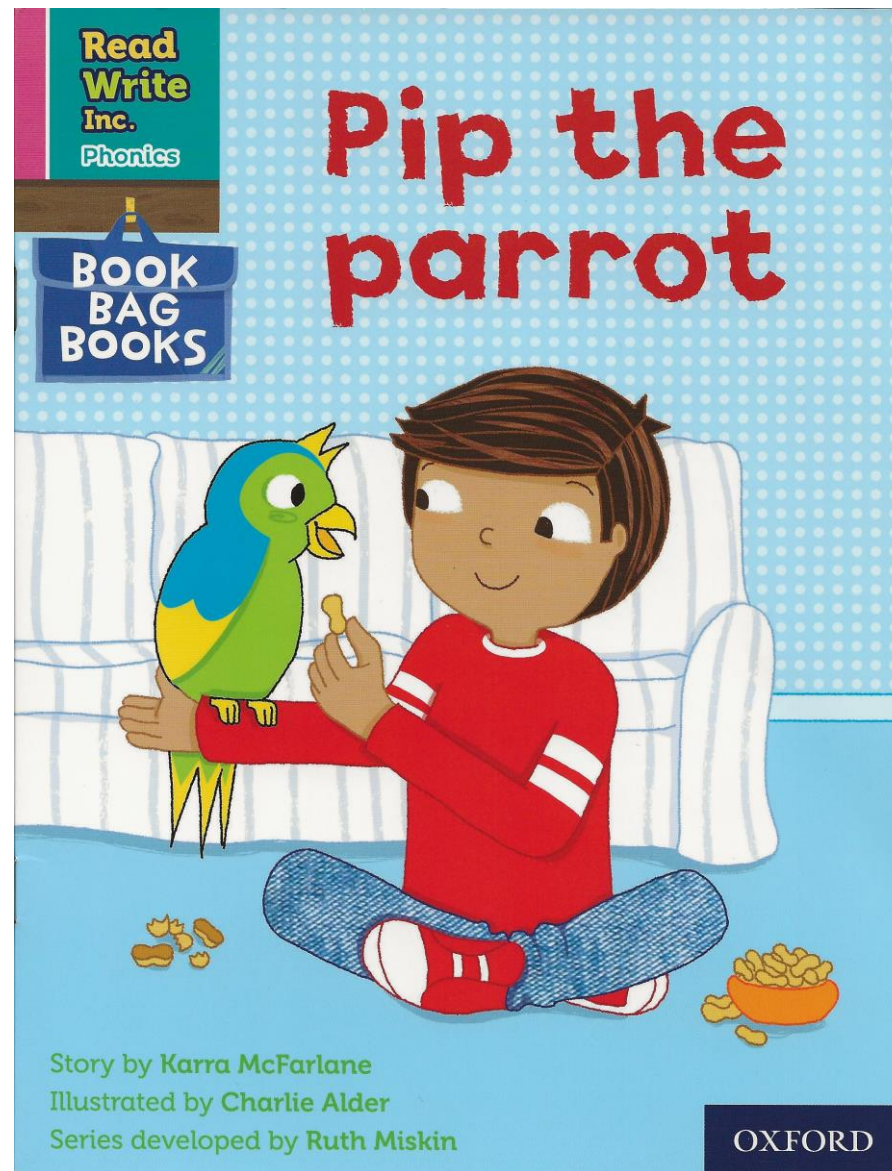




Questions to talk about

Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.8** (FF) What pet does Meg ask for first?
- p.11** (FF) What does Meg's mum say when Meg asks for a parrot?
- p.12** (HaT) Why do you think Mum does not mind having a cat?
- p.13** (FF) What does Meg's mum say when Meg asks for a cat?



Pip the parrot

Set 3 Book 2

ll nk ck



Set 3: Pink Book Bag Books

- | | |
|-------------------------|--------------------------|
| 1 Scruffy Ted gets lost | 6 My holiday |
| 2 Pip the parrot | 7 I can see you, Dad! |
| 3 Rags | 8 Up all night |
| 4 Sam's bag | 9 Let's play in the snow |
| 5 Yap, yap! | 10 Boo's coolest day |

Use **Set 3 Pink** Book Bag Books after learning **Speed Sounds Sets 1 and 2.**

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Read Write Inc. Phonics
Book Bag Books
Pink Set 3:
Mixed Pack of 10
ISBN 9780198420200
Mixed Pack of 100
ISBN 9780198420217



How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following green words:

often cross frills ring
spotted picked shocked

Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

was her I your the you

Important note

Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.

Ren had a pet parrot, Pip.

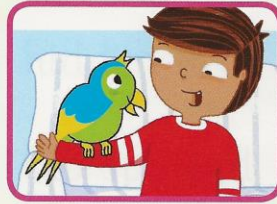
Pip often hid things.





Retell the story

Take turns retelling the story with your child.





Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

p.5 What item belonging to Mum did Pip the parrot hide?

p.6 What items belonging to Dad did Pip hide?

p.7 What colour is Gran's hat?

p.8 Where was Mum's ring?

One-to-one tutoring – ‘keep up, not catch up!’
finding their ‘Goldilocks’ point





Read me three times

First Read - Accuracy

Second Read - Fluency

Third Read - Comprehension

Which books will children bring home?



How you can help at home



Books are currently changed once a week, on Monday

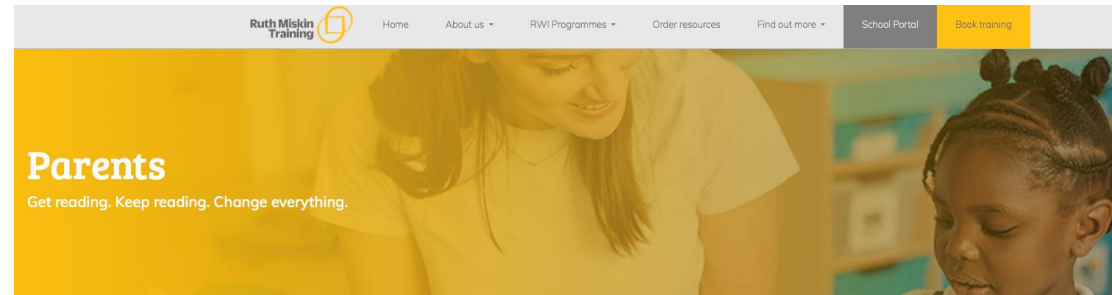
Read the book at least 3 times over the week

- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice
- Practice sound/word strings every night

• The more that you read, the more things you will know. The more that you learn, the more places you'll go!

Dr. Seuss

Free Video Tutorials (ruthmiskin.com)

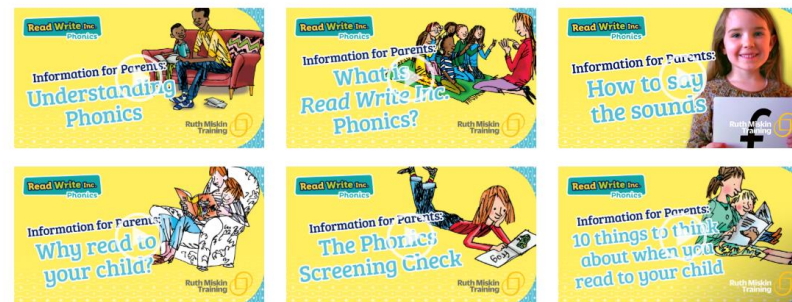


Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



Online resources available



- Parent video: How to say the sounds
 - <https://www.youtube.com/watch?v=TkXcabDUg7Q>
-
- Free e-books for home reading:
 - <http://www.oxfordowl.co.uk/Reading/>

Online resources available



- Parent videos on the YouTube Ruth Miskin channel
- <https://www.youtube.com/c/RuthMiskinTrainingEdu/videos>
- Parent video: Reading the set 3 sounds with your child
- <https://www.youtube.com/watch?v=2o2b7nL1jrg>

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo

What can I do?

1. Read the same stories aloud again and again
2. Read with enthusiasm – love each story
3. Use a range of vocabulary with your child
4. Use pure sounds, not letter names
5. Use Fred Talk to read and spell words
6. Listen to your child read their Storybook every day
7. Read stories to your child every day
8. Use the handwriting phrases for writing ONLY

Our Reading Teachers are:



 Mrs Henshall

 Mrs Millichap

 Mrs Harry

 Miss Keatman

 Mrs Ward (also one-to-one tutor)

 Miss Hook (assessor & also one-to-one tutor)

 Mrs Godley

 Mr Bundy

 Mrs Moores

 Mrs Windel (Read Write Inc Lead Teacher)