

Teaching your child to read in Reception

PARENT INFORMATION SESSION
Thursday 13th & 20th October 2022

Why RWI phonics?

- A complete programme – systematic and structured
- Phonics helps children to develop good reading, writing and spelling skills.
- RWI programme meets the expectations of the National Curriculum
- Daily systematic and structured programme
- Whole class and small group work
- Storybooks align with the sounds learnt in class
- Proven to be successful in early reading

[RWI parent video](#)

English Language

- 44 sounds
- Over 150+ graphemes
- One of the most complex alphabetic codes in the world!

What is phonics?

Phonics is the method of teaching reading through the identification of phonemes (sounds) and graphemes.

Phonemes

All words are made up of individual **sounds**. These sounds are merged together to form words. e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

Graphemes

A grapheme is another name for the letters we use to write the sound. The spelling of that sound on the page.

Speed Sounds & Set 1

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

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowels: stretchy

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

- Using RWI, we make learning to read easy for children because we start by teaching them just one way of reading and writing every sound. They are on the Simple Speed Sounds chart.
- We teach Set 1 sounds first - (sounds as far as a e i o u) -when the children are ready we move on to Set 2
- Children need to know sounds – not letter names – to read words.
- Sound books
- Multi-sensory approach matching handwriting phrases to letter formation






























Learning so far



- We teach using pure sounds.
- We pronounce the sounds clearly, using pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds together to make words more easily.
- **Name the pictures**
- We give children a hook to learn the sounds by using pictures in the same shape as the letter. 's' looks like a snake.
- 'd' looks like a dinosaur.
- 'm' looks like a mountain.
- 'a' looks like an apple.
- We teach the children to name the mnemonic pictures before they learn the sound.
- This means that children learn to read and write the sounds really easily.

Sounds and Rhymes

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 nk

By the end of EYFS, children should be secure in all Set 1 single letter and digraph sounds (special friends).

You can learn the pronunciation of sounds [here](#).

Let's have a go!

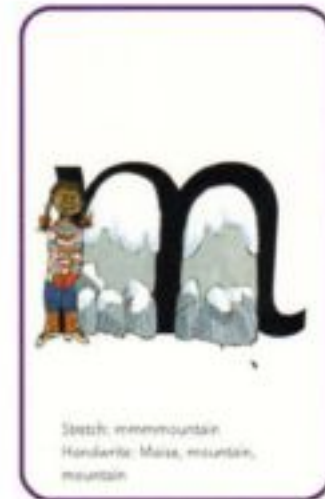
Handwriting

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



What can I do to support my child?

1. Use pure sounds, not letter names
2. Practise reading sounds speedily - 'review, review, review'
3. Use the handwriting phrases for writing only

Sounds + blending = reading

As soon as your child is confident with set 1 sounds they will learn to read words by blending these sounds together:

Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.

We use Fred Talk to help children read.

How does phonics help us to read?

- We use our toy frog Fred in each lesson.
- Fred can only speak in pure sounds.
- He says d-o-g, h-a-t etc.
- Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog. This is how we **quickly** teach **all of our children** to blend.



+

sat

What can I do at home to support my child?

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 Talk at home

Shall we have some

l-u-n-ch?

What would you like to

p-l-ay?

Let's put on your

c-o-a-t.

Fred games:

Fred wants you to touch your **h-ea-d**

Fred wants you to act like a **h-or-se**

Fred wants you to **h-o-p, r-u-n, s-k-i-p**



Set 2 and 3 Sounds

Many different graphemes
(ways of writing) the same
sound

- 1)Hear the sound
- 2)See the sound
- 3)Say the sound
- 4)Write the sound

Complex Speed Sounds chart

Consonants: stretchy

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					
					ce					

Consonants: bouncy

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											

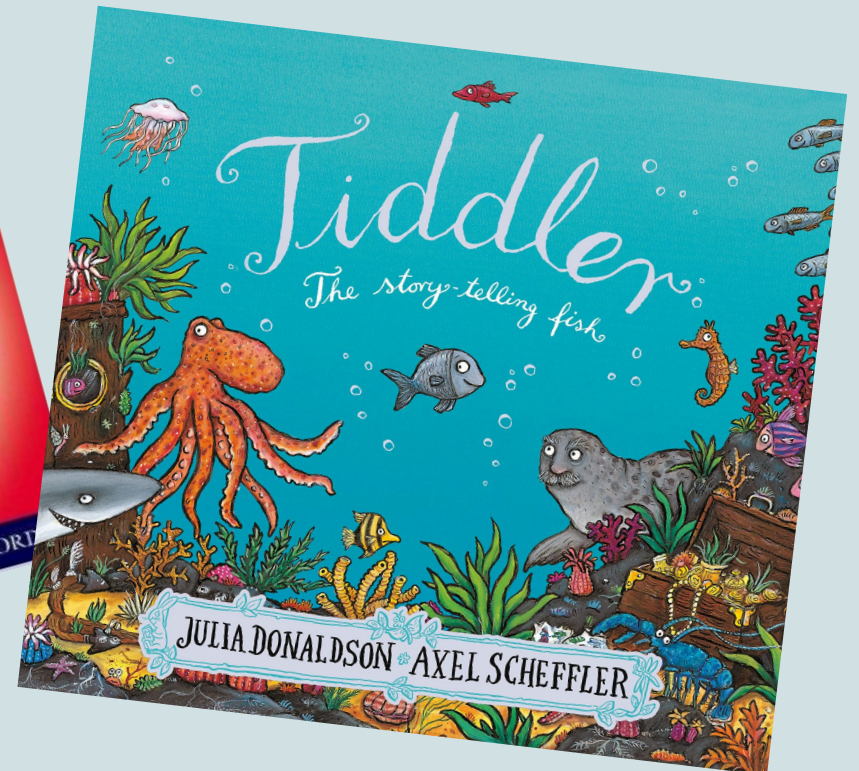
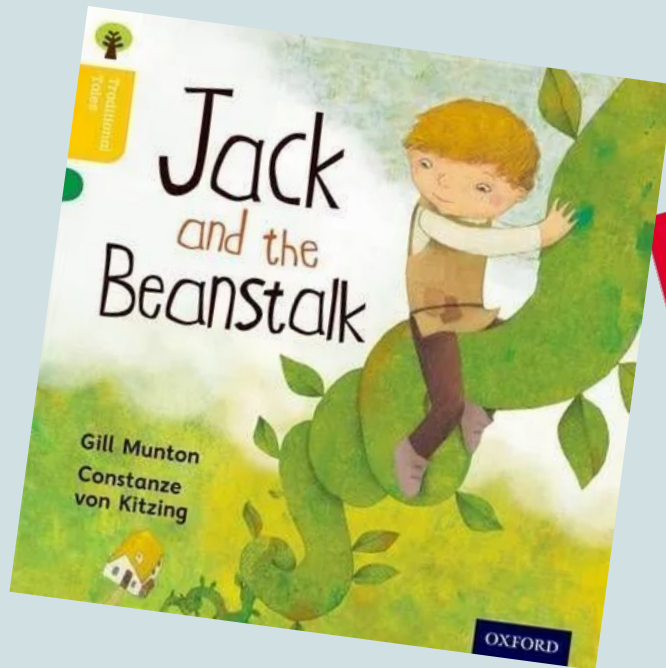
Vowels

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

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

What next?

- Assessment
- Reading books go home weekly
- Children will also have a class reading book/ library book to share with you at home



Daily Reading at Home



Pick it
up

Red Ditty Book 5

Story by Gill Munton

Illustrated by Tim Archbold

Series developed by Ruth Miskin



OXFORD

Speed sounds

Consonants Say the pure sounds (do not add 'uh').

f	l ll	m	n	r	s ss	v	z s	sh	th	ng nk		
b	c k ck	d	g	h	j	p	qu	t tt	w	x	y	ch

Vowels Say the sounds in and out of order.

at	hen	in	on	up	day	see	high	blow	zoo
----	-----	----	----	----	-----	-----	------	------	-----

Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

Home School Books

COMPLEX SPEED SOUNDS CHART

Consonants: stretchy

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	ce	se	ci		

Consonants: bouncy

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							

Vowels

a	e	i	o	u	ay	ee	igh	a
	ea				ai	y	i	ā
						ea	i	c
							y	i

oo	oo	ar	or	air	ir	ou	oy
ū-e			oor	are	ur	ow	oi
ue			ore	aw	er		
ew			au				

Red Word Lists

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3

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

Red Words Set 4

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

- Home School books in EYFS contain pages to support with RWI as well as a recommended reading list and well as maths support
- These books need to be in school each day
- Please read with your child 5 times per week
- We will communicate your child's progress
- Children can send in a birthday book to help us to celebrate their special days. We have labels to put inside the book naming the child who donated it. Please speak to us if you want some ideas about which books to buy.
- For additional information on reading at Grange Park, along with further recommended reads, please visit our [website](#)

Daily Reading

Red words will be sent home for children to practise reading and writing:

put

of

the

no

I

How can you support your child?

- Daily and regular reading at home - at least 5 times a week
- Talk through the questions in the back of the RWI books - develop comprehension and understanding
- Evidence your child's reading progress in their home school diary
- Read to your child as frequently as possible - this promotes language development, broadens their vocabulary and creates a love for reading.
- Expose your child to a variety of books - non-fiction, age appropriate, classic tales, library books.



Groupings

Children will be grouped according to learning needs

Daily RWI session will include:

Phonics warm-up

Whole class shared reading

Magnetic letters and boards

Adult – led paired reading and comprehension

Adult-led writing task

Sounding out/blending games

Fine motor skills/letter formation activities

Child-initiated writing opportunities

Read read read!

- Read favourite stories **over** and **over** again
- Read some stories at a **higher level** than they can read themselves e.g. their library book.
- Listen to them reading their RWI books
- Daily practise improves confidence and skills.
- Ask your child questions about the books they are reading to develop understanding and comprehension.



Reading preparation for writing

- Developing fine motor skills – thumb, finger, hand and wrist movements
- Pincer or tripod grip for handwriting
- How can you support development of the skill at home?



Reading in preparation for writing

- Developing fine motor skills – thumb, finger, hand and wrist movements
- Pincer or tripod grip for handwriting
- Teaching correct posture - sitting at a table
- Handwriting practice using RWI rhymes

How can you support development of the skill at home?



Resources

[Ruth Miskin Information for Parents](#)

[RWI Parent Videos](#)

[Oxford Owl eBooks](#)

[Phonics Information on School Website](#)