



# Teaching your child to read

PARENT INFORMATION SESSION 2019

# Why RWI phonics?

- ▶ A complete programme – systematic and structured
- ▶ Meets the demands of the National Curriculum, giving children the best chance of success
- ▶ Whole class and small group work – no child left behind
- ▶ Storybooks align with the sounds learnt in class

What have children been learning so far?

Sound books

Multi-sensory approach  
matching handwriting  
phrases to letter  
formation

Set 1 and set 2 sounds

### 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
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

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

# The English language is a complex code

ay	igh
play	right
eight	kite
cake	fly
straight	tie

# Set 3 sounds

Many different graphemes (ways of writing) the same 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

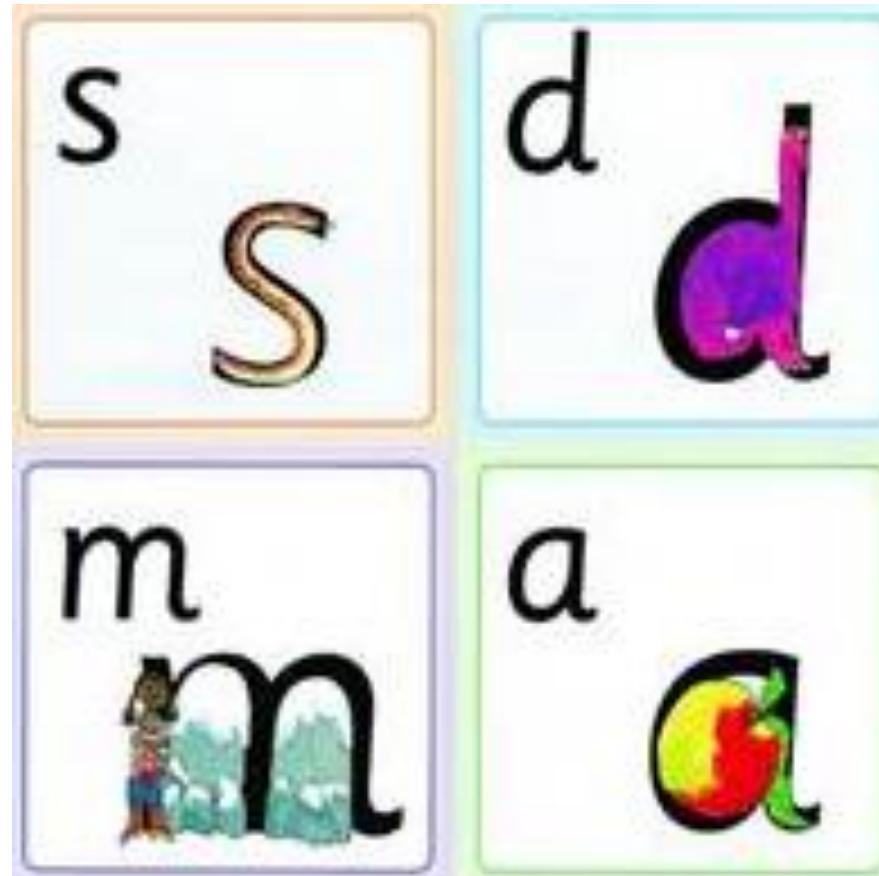
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# Sounds and rhymes

Sound	Rhyme
ee	What can you see?
igh	Fly high
ow	Blow the snow
oo	Poo at the zoo
<i>oo</i>	Look at a book
ar	Start the car
or	Shut the door
air	That's not fair
ir	Whirl and twirl
ou	Shout it out
oy	A toy for a boy

## Sounds and rhymes

For pronunciation guides search YouTube for Read Write Inc set 1, 2 or 3 sounds and there is plenty of choice



# How does phonics help us to read?

- ▶ Meet Fred
- ▶ Fred can *only* talk in **sounds**
- ▶ He says c\_a\_t. Not cat.
- ▶ We call this Fred talk





# Have fun at home with Fred talk

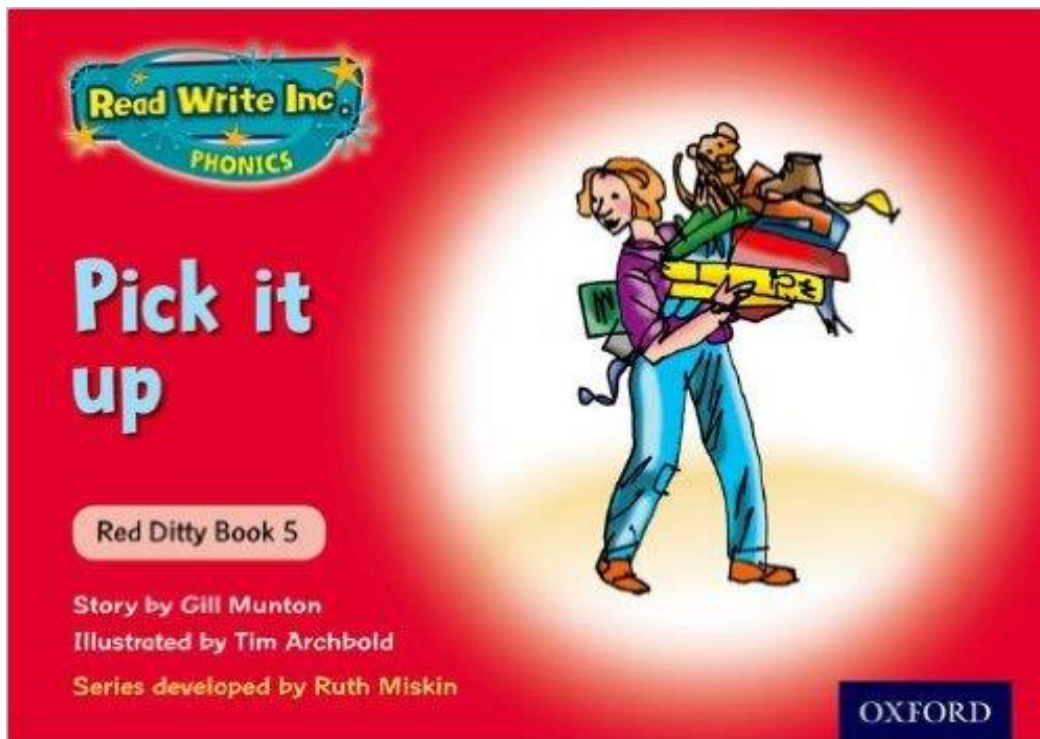
- ▶ What a tidy r\_oo\_m!
- ▶ Where is your c\_oa\_t?
- ▶ Time for b\_e\_d



# What next?

- ▶ Assessment
- ▶ RWI ditty books, or higher level, are changed weekly
- ▶ Children will also have a class reading book and a library book to share with you at home

# Daily home reading



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

# Daily home reading

- ▶ Red words sent home for children to practise reading and writing:

put

of

the

no

I

# After Christmas

- ▶ Children will be grouped according to learning needs
- ▶ Daily RWI session will include:
  - Phonics warm-up
  - Whole class shared reading
  - Learning 'red' words
  - Adult – led paired reading and comprehension
  - Adult-led writing task
  - Sounding out/blending games
  - Fine motor skills/letter formation activities
- ▶ Child-initiated writing opportunities

## Reading stories relentlessly

- Read favourite stories **over** and **over** again
- Read some stories at a **higher level** than they can read themselves
- Listen to them reading their RWI books. Daily practise improves confidence and skills





# Reading in 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?



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