



Phonics

Our RWI journey at St David's



Why synthetic phonics?

"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers" Sir Jim Rose

Rose Review of Reading 2006



Why Read Write Inc Phonics?

- Tried and tested over many years
- Systematic, structured and consistent
- Early success in reading
- Training and ongoing staff development

How does it work?

Children:

- Learn 44 sounds and matching letters/letter groups
- Learn to blend sounds to read words
- Read lots of specially written books

This is **decoding**

Sounds

All words are made up of sounds.

In English there are 44.

It is important to teach and model
'pure sounds.'

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Graphemes

A grapheme is a sound written down - a letter or two or three - 'special friends' in RWI

English has more than 150 graphemes - letter combinations that represent these 44 sounds

*

A complex code!

Chart

- The chart on the next slide shows the most usual graphemes for the 44 sounds

The complex English alphabetic code

Consonants: stretch

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: bounce

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				ā-e	y	ī-e	ō-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							

Learning the code

Children learn a simple code first

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

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

Vowels: stretchy

Vowels: stretchy

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

The complex English alphabetic code

Consonants: stretch

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: bounce

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				ā-e	y	ī-e	ō-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							

If English had a simple code spelling
and reading would be much easier!!

play mayk trayn cafay strayt wayt brayk

green dreem kee hee happee

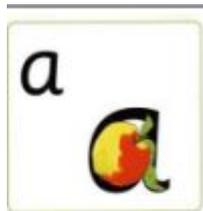
light kight fligh Igh igh tigh

blow smowk flowt gow mowst

moon broot bloo groo

RWI phrases - set 1 - bouncy and stretchy

Bouncy Sounds	
a	Sing and bounce a-a-a. Open your mouth wide, as if to take a big bite of an apple.



Around the apple
and down the
leaf.

Stretchy Sounds	
m	Say and stretch mmmm as you press your lips together hard.



Down Maisie,
mountain,
mountain.

Writing

□ Handwriting formation

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>

RWI phrases - set 2 and 3

Set 2	
Sound	Rhyme
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 twirl
ou	Shout it out
oy	Toy for a boy

SET 3	
Sound	Rhyme
ea	Cup of tea
oi	Spoil the 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 and stew
ire	Fire fire
ear	Hear with your ear
ure	Sure it's pure

Fred...



-
- Fred helps children learn to read

Fred can *only* talk in sounds...Pure sounds no 'Ugly ugh'

(Fred can only say *c_a_t*, he can't say **cat**)

We call this *Fred Talk*

Fred...



-
- If children understand Fred they can *blend* orally

Blending is needed for reading

This starts as assisted blending and develops into independent blending

Fred...

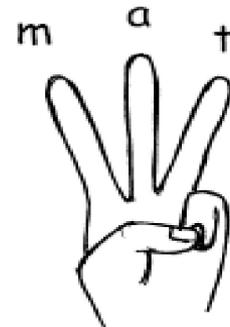


- Fred helps children learn to spell as well!

Children convert words into sounds

They press the sounds they hear on to their fingers...

We call this *Fred Fingers/*
Fred Spell

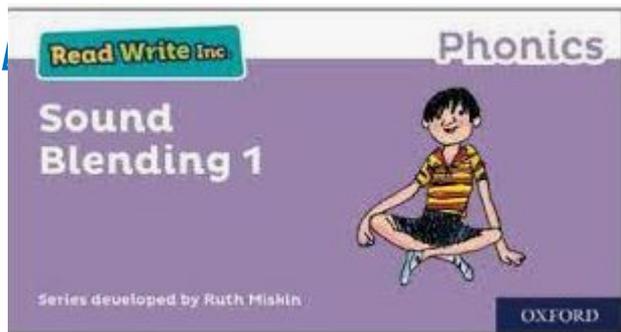


Word types



- *Green words decodable*
- *Red words - HFW - not decodable eg 'the'*
- *Alien words*
- *Speedy green and story green words*

Reading books





Behaviours and Praises

- RWI recommends teaching the children particular behaviours to reduce interruptions and maximise learning time in the session. Some may sound simple or a bit daft, but with a bit of training they really do help keep the children focussed and quicken the pace of the lesson.

Hand Signals



- Quiet hand
- 1, 2, 3
- Me/you
- Partner talk

Feedback Games



- Popcorn
- Mexican wave
- Partner talk and choral

Praises



- Whoosh
- Snap, crackle, pop
- Marshmallow clap
- Go guys
- Go wild!

RWI lessons at St. David's



- ▣ Daily Mon - Thurs
- ▣ Stage not age
- ▣ Reading Activities - partner work
- ▣ Writing activity - linked to the text
- ▣ Handwriting
- ▣ Punctuation mimes

The children read the text at least 3 times at school before each book is sent home. They may be involved in any of the following reading activities.

First Read

This is where children use their knowledge of Green and Red words alongside their phonic knowledge to fully decode the text themselves. This is done as partner work where the children share the reading task.

Teacher Read

This is where the teacher reads the book to the children modelling fluency, use and tone of voice and using punctuation to help guide reading.

Second Read

Following the Teacher Read, the children are given the chance to read the story again, aiming to mimic the reading tricks that the teacher had just used.

Jump in

The teacher reads the story and the children read along silently at the same time. The teacher pauses to miss out words and the children shout out the missing word.

Hold a sentence

— This is a dictation activity. The teacher will read a sentence and practise saying this whole sentence with the children. Next, the teacher will model how to write this sentence using the correct punctuation. This will then be hidden. The children then write this sentence from memory. Finally, the children check their sentences against the teacher model. —

Build a sentence

The children work as a group, with their teacher, to create their own sentences about what they have been reading. The aim is for children to use sentence scaffolds and add their own ideas. This is to scaffold the writing process for the children whilst developing independence.

Write about

Children use the ideas from build a sentence to create their own piece of writing linked to the theme of their reading text.

Assessment



□ *Ongoing in RWI lessons*

□ Formally half termly by the RWI lead

□



Children should be able to Fred talk the words (say the sounds and the word, they don't need to be fluent, just accurate).



Children should read these alien words accurately (using Fred talk)



Children should be able to say these words in their head, (meaning they shouldn't speak out all of the sounds. They can have a 2 second wait time but should then say the word fully).



Children need to be timed to see how many words they can read in 1 minute.

How you can help at home



How should we use the RWI books that are sent home?

First, get your children to practise reading the sounds. Point to the sounds and get your child to say them at speed. Jump around so you do not always read them in order.

Speed Sounds

Consonants Ask children to say the sounds.

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

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

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

How you can help at home



After that, get your child to read the story green words they will find in the book. To begin with your child might need to sound these words out using their Fred Talk but encourage them over the few days you have the book to read them with increasing speed.

 **Story Green Words** Ask children to read the words first in Fred Talk and then say the word.

 red black fox hat frog clap hen
pup pen sing fish lap

Ask children to read the first five and then the whole word with the suffix.

jump → jumping

How you can help at home



There is a speedy green word grid at the back of all of the books. These are words that the children should be able to read quickly, without sounding the words out. You can do lots of different activities such as timing the children how long it takes them to read them or reading a row or column and if they get a word wrong they have to go back to the start.

Speedy Green Words

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

with	fat	with
thin	and	on
us	cat	in
dog	sit	and

How you can help at home



There is a red word grid at the front of all of the books. These are words that the children should be able to read instantly. You can do lots of different activities such as timing the children how long it takes them to read them or reading a row or column and if they get a word wrong they have to go back to the start.

Red Words All children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

the	your	put
I	he	of
my	put	no
the	your	he

How you can help at home



Once you have read the story with your child, you can ask them the questions at the back of the book and get them to find the answer in the text.

Questions to talk about

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

- p.8** (FF) What is the fox wearing?
- p.10** (FF) What is the frog doing?
- p.12** (FF) What does the hen look like?
- p.13** (FF) What does the boy have in his lap?

How you can help at home



- *Always remember*
- *Fred Talk-‘Eyes for Reading’*
- *Fred Fingers-‘Fingers for spelling’*
‘Never Fred a red’

*Always use ‘Pure Sounds’ when
segmenting-never add ugh!!*

How you can help at home



□ *Any Questions?*

Have a look at the resources

