



Ruth Miskin
Training



A **moth** is not a **moth** in **mother**,
Nor **both** in **bother**, **broth** in **brother**,
And **here** is not a match for **there**
Nor **dear** and **fear** for **bear** and **pear**,
And then there's **dose** and **rose** and **lose** –
Just **look** them up – and **goose** and **choose**,
And **cork** and **work** and **card** and **ward**,
And **font** and **front** and **word** and **sword**,

Parents' Meeting
*Introduction to
Read Write Inc.*

Read Write Inc. Phonics daily lessons



‘keep up, not catch up!’



What is phonics?

Sounds

Graphemes – a group of letters that represent a sound.

Phonemes – the sound that a group of letters make.

English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)






























One of the most complex alphabetic codes in the world.

Read Write Inc. Phonics

- Children learning to read
- Taught in groups based on their stage of reading
- Teaches children simple and complex sounds as well as alternative spellings and pronunciations. Example: ai, ay, a_e

Set 1

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

Set 2 and 3



oo oo ar or ay ee igh ow air ir ou oy or



are ur ow oi a-e er ea i-e o-e u-e ai oa



ire ear ure aw ew cious tion e

Say it, Pinch it, Write it



ue ie au e-e kn ck wh ph

A B C

capital
letters



finger
spaces



full
stop

Read

read it
again

Example session

Sound	Say the sound		Read the sound	Review the sounds	Write the letter		Speed write	Fred Talk (oral)
s (stretchy - see p.34)			 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack.			 Select 3 sounds you have taught children so far.	 s-a-dsod s-a-t sat s-i-t sit

- New sound introduced.
- Say the pure sound.
- Look at words starting with that sound.
- Letter formation of the grapheme.
- Fred talk words with that sound – oral blending.
- Read words with that sound, using Fred talk - blending
- Writing words with that sound- segmenting.
- Storybook shared reading.

Sounds + blending = reading



+



Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c a t.” Not **cat**.

We call this *Fred Talk*.



If children understand Fred,
they can *blend* orally.



Fluent blending is needed for fluent reading.

Fred also helps children learn
how to spell.



Children convert words into sounds,
which is called segmenting.

They press the sounds they hear, on to their
fingers... *We call this Fred Fingers.*

Alien words / Nonsense words



vab

These words are made up but can still be 'Fred talked' – sounds blended together for reading or segmented for spelling.



blish

They ensure that all children understand the sounds and don't just memorise words.



spust

We teach children how to read real words and nonsense words, to ensure that they are able to blend accurately and confidently.

Storybooks

These are fully decodable books that are matched to the sounds that the children are learning in their groups.

They are read multiple times in school and are then sent home.

They should be read very easily by the time they come home.



Storybooks



The first read is focused on decoding accurately - children say the individual sounds and blend them together.

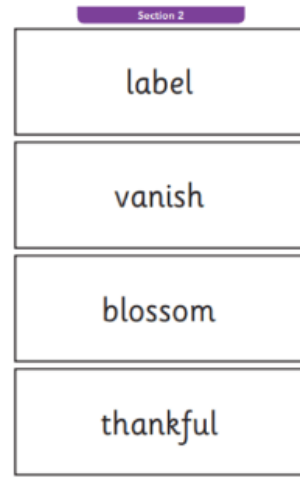
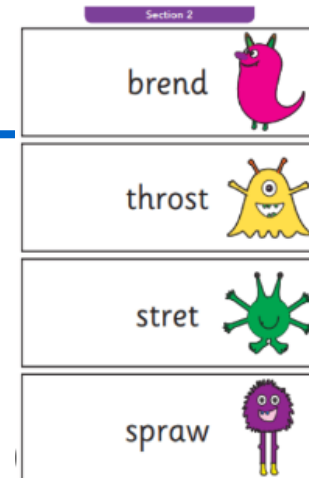
The second read is focused on reading by sight - we are encouraging speedy recognition of words.

The third read should be read with fluency and speed and with a 'story book voice'.

Further reads allow for inference and comprehension - FF and HAT questions.

Phonics Screening

All Year 1 children will take the phonics screening check.



The children are tested on their Set 1, 2 and 3 sounds, with 20 real words and 20 alien / nonsense words.

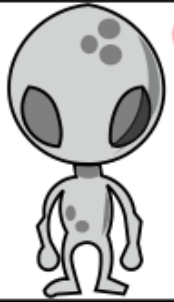
The pass mark is high – between 32 and 34 out of 40.

If your child scores less than the pass mark, they will re-take the check in Year 2.

voo



fount



jound



wape



terg



pelck



fape



splune



visit

print

fabric

clouds

trapeze

spree

concrete

stroke

How to help your child at home...



Practise the sounds, as often as possible, in as many different ways and contexts as possible!

Remember no 'fuh' and 'luh'!



Play games

I spy - As you are walking down the road play I spy using sounds - I spy with my little eye something beginning with ...

Find them all - Find everything beginning with

Snap - Write sounds on cards. As you put the card down, say the sound. Say 'Snap' if the sounds match.

Memory matching pairs - Write sounds on cards and turn them over. Try to remember where the pairs are.

Have fun with Fred Talk at home!



"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"

back, head, tum, leg, hand, foot, knee

coat, hat, scarf, zip, sock, glove

run, walk, skip, hop, fast, slow, stop, shop

red, blue, green, black,

knife, fork, spoon, plate, bowl, pan

bread, cheese, meat, soup, jam, cake

What can I do?

1. Use pure sounds, not letter names
2. Use Fred Talk to read and spell words
3. Listen to your child read their Storybook every day
4. Read stories to your child every day

Read a variety of stories and lots of other reading materials to your child and ask lots of questions!

Use these prompts to help you:

What do you think happens next?

What is the character saying?

What is happening?

What do you think that character is feeling now?

What is that character thinking?

Children need to listen to, understand and share their ideas within the classroom.

Opportunities for Speaking & Listening at home:

- ⦿ Have a chat during meal times.
- ⦿ Play a game / board game together.
- ⦿ Talk about the things you see and do when you are out and about.

‘If they can’t say it, they can’t write it’.

We need to encourage the development of language and listening skills in order to develop children's writing ability.

It is not something they can do on their own.

Encourage your child to talk and interact with you at every possibility.

Enrich conversations through description.

“Look at that rain. It looks like little diamonds sparkling on the window pane!”

By having fun with words and language.

“I’m as h-o-t as a spud in a cooking p-o-t!”

Challenge your child to use alternative words or interesting imagery.

Have a look at the parents' pages for videos, tips and resources, to support your child at home.

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/parents>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

You can also order resources online.

<https://global.oup.com/education/content/primary/series/rwi/parents/>

