



Phonics at home



What is 'Read Write Inc'?



It is a rapid learn to read programme that follows a certain order to systematically teach phonics to children.

It has been tried and tested over and over again and is proven to be successful in teaching children the sounds they need to know and how to blend them to read words.

How does it work?



Phonics is the study of sounds. The children are taught the sounds that make up words in the English language. These sounds are taught in a particular order, and then the children are shown how to blend these sounds together to read and spell words.

They also read storybooks with words and sounds that have been taught. The children are encouraged to talk about what they have read to show they understand and develop a love of reading.



Phonemes



A phoneme is the sound in a word that the letters represent. There are approximately 44 in the English language, although this can vary with different accents and dialects.

The Read Write Inc programme is very specific about how these sounds are pronounced. The children are taught to say the sounds without the schwa at the end such as 'mmm' instead of 'muh' (m) or 'sssss' instead of 'suh' (s). These are called pure sounds. This is important to help them later on when they come to blend the sounds together in a word.

Graphemes



A grapheme is a sound written down. There are 44 sounds in the English language but more than 150 ways to represent the sounds using our 26 alphabet letters (graphemes) -it's a complex code!

We teach the children the most commonly used graphemes for the 44 sounds. The different sounds are shown in the chart on the next page. You can see there are different graphemes for the same sound.

The yellow ones are taught first (set one), followed by blue (set two) then pink (set three). Each day we present one new sound and revise the sounds we already know, then read and write words with those sounds.



f	l	m	n	r	s	v	z	sh	th	ng nk		
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci				
b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dg e	pp		tt	wh			tc h
a	e	i	o	u	ay	ee	igh	ow				
					a_e ai	y ea e e-e	i_e ie i	o_e oa o				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u_e ue ew			oor ore aw au	are	ur er	ow	oi					

Blending



The children learn to use the sounds they know to read words. They say each sound in the word separately for example, cat is read as 3 separate sounds 'c-a-t'. Words that can be sounded out are known as green words. We also learn to read nonsense words (also known as alien words) like ch-oo-g, to assess if the child can still read the sounds they know even if the word is unfamiliar.

At home, it is helpful to read like this with your child. At first, sounding out can be very slow but with practise the children get quicker until they can read the words without having to say each sound (blending).

Red words



We also teach children to read tricky words (red words) – words like ‘said’ and ‘they’. These cannot be ‘sounded out’ so must be learnt by sight.

However, it is worth noting that some red words are only ‘red for a while’ – as they children learn more sounds they can become green words.

Spelling



The sounding and blending method also helps the children to write words by pressing the sounds on to their fingers.



Read Write Inc Storybooks



After the children have completed the phonics session, they also read a Read Write Inc storybook each day by themselves or with a partner. The books are carefully selected so they only contain sounds the children have been taught in class, so they can make their best attempt at reading independently.

Children who need it are given extra phonics support on a 1:1 basis to further practise their sounding out and blending skills.



Techniques used in class



MTYT – My turn your turn – the teacher says it first then the child copies. This is good for modelling / correcting errors in a positive way.

TTYP – Turn to your partner. Children need to be able to talk and practise their learning aloud with a partner.

Partner work is effective tools to use as it allows the teacher to creep & peep around the children to support and scaffold their learning. It also allows the children to ‘teach’ their partner what they know which is great for self esteem and confidence.

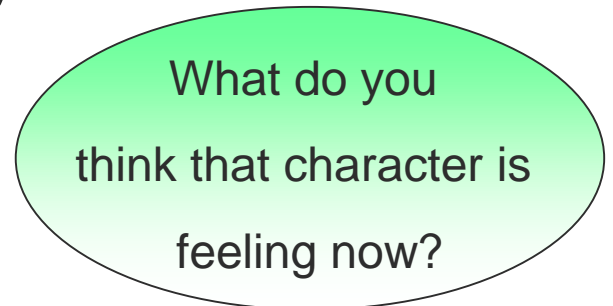
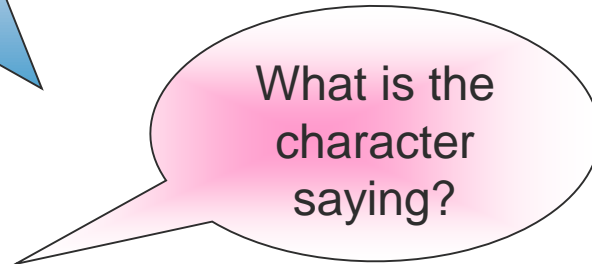
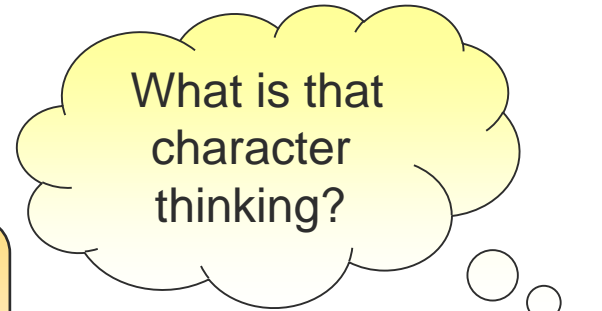
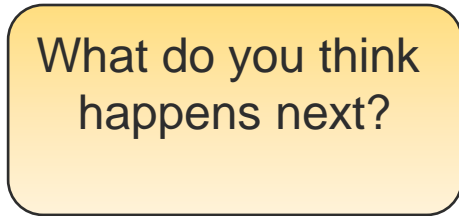


Questions you could ask when reading at home.



As well as the Read Write Inc phonics books, the children will have a coloured book band book. This may be at a higher level that your child can read yet but will help engage your child in a love of stories and different texts. You can help by reading your child lots of stories and asking lots of questions!

Use these prompts to help you:



Assessments and the Phonics Screening Check

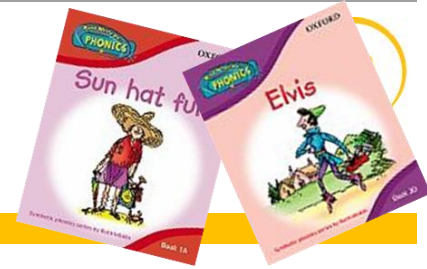


The children are assessed regularly to identify which sounds they know well, and which still need further practise.

At the end of year one, all children sit a Phonics Screening check. More information about this can be found here;

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

Online resources available



Ruth Miskin Parents' Page:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Ruth Miskin Facebook:

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

Free e-books for home reading:

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

Please note we do teach an adapted version of the Read Write Inc programme so may not use all of the techniques and materials mentioned on these web links but they are still very useful sources of information and support.