

Verwood C of E First School uses Read Write Inc. Phonics for our children in Reception to Year 2 and for our children in Years 3 and 4 who need to catch up

What is Phonics

Phonics is a way of teaching reading and spelling. Children are taught to read letters or groups of letters by saying the sound(s) they represent. They are then taught how to merge the sounds together to read words (the skill of blending) and to spell by splitting the word up into the sounds that make it and recording them in the correct order (skill of segmenting).

How do we teach phonics?

At Verwood C of E First School we use a programme called Read Write Inc. (RWI) to teach phonics and reading. A key element of the Read Write Inc. approach is that practice across the school is completely consistent. All the staff have received up to date training to teach Read Write Inc.

What is Read Write Inc. (RWI)?

Read Write Inc. (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and more information on this can be found at www.ruthmiskinliteracy.com. The Read Write Inc. programme is for primary school children learning to read. It enables every child to become a confident and fluent reader at the first attempt. Every child who completes Read Write Inc. learns to read fluently and confidently.

How do we teach Read Write Inc. (RWI)?

Children are first taught the pure 'set 1 sounds' so that they will be able to blend the sounds in words more easily. In School we call this 'Fred Talk'. The children progress on to reading and comprehending lively storybooks that match the phonics and the 'tricky words' they know. The books contain words that they can decode so they achieve early success in reading. Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. After meaningful discussions led by an adult children show that they comprehend the stories by answering questions. The teachers read to the children too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

How will I know how well my child is doing?

Children will be assessed half termly and may move groups dependent on how they do in their assessments. We use the information obtained from these assessments to decide what reading group children should be in. Your child will work with children who are at the same reading level as him or her, allowing lessons to specifically address individual learning needs. Children will therefore be placed in the group where they'll make the most progress and are grouped according to their stage not their age, so classes will be mixed and taught by different teachers/teaching assistants. Children will move to a different group if they are making faster progress than the others. Your child will receive extra support if we think he or she needs some extra help to keep up. If we have any serious worries about your child's reading, we will talk to you about this.

Does this programme work if my child is dyslexic?

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics? This isn't a problem for learning to read as long as we know what sound the child is trying to say. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the

ssound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound.

Don't hesitate to contact us if you have any concerns.

What are high frequency words and tricky words?

These words are the most common words that appear frequently in much of the written material that children will read. Most of these words can be sounded out by blending together the sounds in the word. However, there are also 'tricky' words that cannot be decoded. We help children to learn these words by starting with the sounds that they are aware of and to then register the 'tricky bit' in the word. We encourage children to read these words 'automatically' and would be grateful if you could help your child practise reading a group of these words on a weekly basis and draw your child's attention to these words within the context of a sentence during their reading. This will help your child to recognise them quickly and will consequently help with the fluency of their reading and the spelling of these words in their writing. Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text. The expectation is that children should have completed phase 5 by the end of year one; however, all children learn at different rates and your child's class teacher can inform you of which phase your child is currently working on. Real progress with reading is made when you couple sight recognition of common and tricky words with knowledge of phonics.

How can you support your child at home?

- When you talk about letters to your child, remember to use the letter sounds, rather than the alphabet names of the letters. The reason for this is that sounding out words is practically impossible if you use the alphabet names. (For example, the word cat would sound like see – ay - tee). It is very important to use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. Please find support with the correct pronounce of these sounds on the following websites:

www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy
<http://www.ruthmiskintraining.com/teacher-support/61/index.html> .

- Establish a routine to include reading regularly throughout the day and the week.
- Encourage your child to read their book more than once in order to develop their fluency; ask them to tell you the story out loud and ask them questions about the story.
- Have fun with Fred Talk at home e.g. where is your c_oa_t? Time for b_e_d!
- Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words
- Recognise tricky words together – remember 'you can't Fred a red!' □ Play phonic games with your child (see below)

What phonic games can you play with your child?

Odd-one Out

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

I-Spy

For small children the usual way of playing that starts 'I spy with my little eye something that begins with' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Fishing for Sounds

You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

Common Objects

Collect several objects that begin with the same sound and make a card with this letter sound on it. Make a second group of objects beginning with a different sound and a card to go with those. Discuss the sounds of the letters on the two cards with your child and shuffle the objects. Separate the cards on the floor and ask your child to put each object near the sound that it starts with. This activity can help your child to "hear" the first sound of a word.

Letter Search

Give your child a sound to find within a page of one of his/her favourite books. Ask your child to circle the letter or sound in pencil each time he/she sees it on the page.

4 Corners

Write a different sound on 4 pieces of paper and position them around the room or garden. Call out words/hold objects or pictures that contain one of the sounds. Your child should go to the corner containing the target sound.

Bingo:

Give your child a bingo card containing 6 words (these can include keywords/tricky words or words including a target sound). Call out a word. Your child should search for the word on their card and put a tick against it if they have it. Once they have a full set of ticks they should shout bingo! Ask your child to read out the words on their bingo card to check they were accurate. Downloadable bingo cards and a bingo word generator can be found on www.ictgames.com/blendingBingo.

Real and nonsense words:

Make up some nonsense words (i.e. fi pe) and real words. Ask your child to sound talk the word and ask them whether the word is a real word or a nonsense/alien word. If it is a nonsense word then put it in the bin. If it is a real word, sound out the word together and put it in a treasure chest or special box. Encourage your child to identify whether it is a nonsense word by asking them to include the word in the context of a sentence. Does this make sense?

We hope the above information is useful in helping you to support your child with their learning. Please feel free to come and speak to your child's class teacher if you have any queries about how to help your child further with this.

Thank you for your continued support
Rebecca Boyle (Phonic Leader)

Tricky words for Reception children

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

Common exception words for Year 1

the	of	was	you	me	so	where	once	push
a	said	is	your	she	by	love	ask	pull
do	says	his	they	we	my	come	friend	full
to	are	has	be	no	here	some	school	house
today	were	I	he	go	there	one	put	our

Common exception words for Year 2

door	old	father	should	parents
floor	cold	class	would	Christmas
poor	gold	grass	who	everybody
because	hold	pass	whole	even
find	told	plant	any	
kind	every	path	many	
mind	great	bath	clothes	
behind	break	hour	busy	
child	steak	move	people	
children	pretty	prove	water	
wild	beautiful	improve	again	
climb	after	sure	half	
most	fast	sugar	money	
only	last	eye	Mr	
both	past	could	Mrs	

Common exception words for Years 3 and 4

accident	interest	consider	grammar	recent
accidentally	island	continue	group	regular
actual	knowledge	decide	guard	reign
actually	learn	describe	guide	remember
address	length	different	heard	sentence
answer	library	difficult	heart	separate
appear	material	disappear	height	special
arrive	medicine	early	history	straight
believe	mention	earth	imagine	strange
bicycle	minute	eight	increase	strength
breath	natural	eighth	important	suppose
breathe	naughty	enough	position	surprise
build	notice	exercise	possess	therefore
busy	occasion	experience	possession	though
business	occasionally	experiment	possible	although
calendar	often	extreme	potatoes	thought
caught	opposite	famous	pressure	through
centre	ordinary	favourite	probably	various
century	particular	February	promise	weight
certain	peculiar	forward	purpose	woman
circle	perhaps	forwards	quarter	women
complete	popular	fruit	question	

