

# RWI Phonics Parent Meeting



# Children who read at home do well at school

- Read fluently
- Write confidently
- Speak articulately



# Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

## **Phase 1 is divided into seven aspects**

- Environmental Sounds
- Oral Blending and Segmenting
- Voice Sounds
- Instrumental Sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration (the occurrence of the same letter or sounds at the beginning of adjacent or closely connected words e.g. Curious cats can catch a cold) )

# Read, Write Inc

## What do we do in school?

The children take part in a daily phonics lessons.

We begin with single letter sounds (phonemes) and move onto sounds made from more letters ( graphemes).

Alongside the letter sounds we teach 'red words'. Red words are words that cannot be segmented to read, we just have to know them, such as the, no, to, was, said

Sounds made from two letters are called digraphs – ai – snail, and split digraphs - a\_e- cake

Sounds made from three letters are called trigraphs - air

## **A bit of technical knowledge...**

Phonics = the sounds in our language.

Watch our sound pronunciation video

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

Now it is your turn to practise...

## 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
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*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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# The English language is a complex code...

It would be easy if we only had to learn Set 1 and Set 2 sounds.

ay	igh
play eight cake straight	right spie kite fly

Set 3 sounds

## 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							



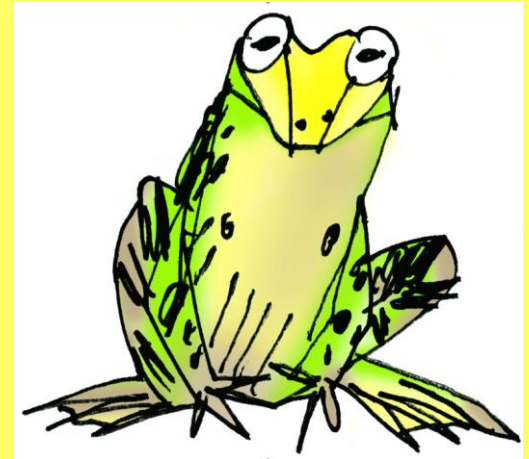
# How do phonics help us read?

Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “*c\_a\_t.*” Not **cat.**

We call this *Fred Talk.*



# How to help your child at home...



# You can read stories with your child. Relentlessly.

Read favourite stories **over and over** again

Listen to them reading their **take home Phonics storybooks and other reading schemes.**

Identify sounds in their environment, on signs, packaging etc

Supporting them to identify sounds in words and blend them together to read the word.

Identify the sounds on the homework sheets, blend the words to read, trace the letters (following the cursive script) and read the red words.

In Year 1/2 children have spellings to practise at home, linked to the sounds they have learnt that week, on their homework sheet.

# You can watch video tutorials.

Using the Ruth Miskin YouTube channel, as we do for our daily lessons you can watch other parent tutorial videos.

Here are the links

Understanding Phonics

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

Introduction to daily phonics lessons

<https://www.youtube.com/watch?v=IFyDwUKSw7Y>

# For further help and advice

Go to the Ruth Miskin website

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