



**Ruth Miskin  
Training**



**Parents' Meeting**  
*Introduction to*  
*Read Write Inc.*

# Reading changes everything

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Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*

# What is Phonics?

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Phonics is a method for teaching people how to read and write an alphabetic language. It is done by demonstrating the relationship between the sounds of the spoken language, and the letters or groups of letters or syllables of the written language.

Sounds – letter sounds

When you say the letter as a sound it is called a **phoneme**

When you write the sound it is a **grapheme**

# English alphabetic code

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

One of the most complex alphabetic codes in the world as in 'k' sound



'c' in clock

'k' in koala

'ck' in sick

'qu' in quiche

'ch' in scheme

<p>What is a <b>phoneme</b>?</p> <p>A <b>phoneme</b> is the smallest unit of sound in a word.</p> <p>Example:  /k/</p>	<p>What is a <b>grapheme</b>?</p> <p>A <b>grapheme</b> is the way we write a phoneme.</p> <p>Example:  /k/ can be written 5 ways c k ck qu ch</p>
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# *Read Write Inc. Phonics at Clapham Manor*

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- Read Write Inc is our Phonics programme
- Children learning to read using the RWI programme from Nursery – Y2
- If children need to 'catch up' (this may happen from Yr R-6) we use something called 'fast track tutoring' from the RWI programme
- Each child is taught in their relevant RWI group depending on their half termly assessment. The learning in their group will be relevant to their ability

# Nursery RWI Phonics

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- Nursery Phonics concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Reception. The emphasis during Nursery is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- It is divided into aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).
- It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities.
- The areas are: General sounds in the environment, general sounds instruments, body percussion, rhythm and rhyme, alliteration, voice segmenting, oral segmenting and blending.

# One-to-one fast track tutoring – ‘keep up, not catch up!’



# What is happening in your child's daily Read Write Inc. Phonics lessons?



# Speed Sounds Set 1 and Set 2

## Consonant sounds – stretchy

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

## Consonant sounds – bouncy

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

## Vowel sounds – bouncy

a	e	i	o	u
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## Vowel sounds – stretchy

ay	ee	igh	ow
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## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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# Speed Sounds Set 3

## Consonant sounds

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		se			
					ce					

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				dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com))

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## Sound pronunciation guide



# Sounds + blending = reading

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+

sat

# Fred

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# Teach spelling using Fred Finger

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# 'Three with me, four at home'

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Accuracy

Fluency

Comprehension

Read and enjoy at home

# Assessment Points

Children are assessed regularly to ensure they are making progress. After RWI assessments, groups are changed to ensure that lessons are targeted at their ability.

In Year 1 children are also assessed using RWI and statutory Phonics Screening Check (PSC) materials.

Term	RWI Assessment
Autumn 1	Initial assessment
Autumn 2	Re-grouping
Spring 1	Re-grouping
Spring 2	Re-grouping
Summer 1	Re-grouping
Summer 2	Re-grouping

Term	Year 1 PSC Assessment
Autumn 1	
Autumn 2	November- RWI phonics assessment
Spring 1	February – RWI phonics assessment
Spring 2	
Summer 1	April – RWI phonics assessment
Summer 2	June – Statutory Y1 PSC

# What happens when the phonics programme is completed?

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When children have completed the RWI phonics programme, they continue to develop their reading skills during the daily phonics session.

They begin to use more challenging extracts of fiction, non-fiction and poetry to develop their reading skills in the following areas:

- Word level – vocabulary
- Understanding – retrieval and inference
- Sequencing
- Predicting

They will also continue to practise trickier sounds and spelling patterns.

# What happens when the phonics programme is completed?



## Reading extract and questions:

Year 2

### A Prickly Problem

Set A/B



Straight after tea, Jonjo ran out into the garden. After a few minutes, he shivered and ran back inside. He found his coat and pulled on his wellies, taking care to tuck his new school shoes out of sight so that they could dry without Dad noticing.



"Give us a hand," said Dad, who had been raking leaves. He had found a large, old cardboard box and was stuffing crunchy brown leaves into it. Together, they filled the box in no time. Before it got too dark, they tucked the box down the side of the house and covered it with an old plastic sack. "At least we'll have something dry to burn on bonfire night," said Dad.



A few weeks later, they were back in the garden. Dad had cleared a safe space for a bonfire and was gathering twigs and old wood. He brought the box over then went inside to get the matches and some paper. There was a strange noise. Jonjo listened. There it was again! It was a sort of scratching sound. Then it stopped.

Dad came back and scrunched up the paper. The plan was to get the fire going, then tip the dried leaves on top and place bigger sticks around it. "Soon," said Dad, "we'll have as good a bonfire as any in the park. We won't have to pay to see it, neither."

Jonjo sat by the box a safe distance away while Dad lit the paper. An orange flame flickered into life. Twigs crackled as they caught fire too. There it was again! The scratching noise!

"Stop! Wait!" cried Jonjo as Dad reached for the box. He grabbed it and tipped it upside down on the grass. A spiky little ball rolled out. "Just in the nick of time!" gasped Jonjo as Dad put on his gardening gloves and gently picked up the hedgehog. Soon, the little creature was safely placed under a bush, well away from the fire.

"I know they like to find somewhere warm and dry to sleep all winter, but I think that would have been a bit too warm!" grinned Dad.



## Vocabulary

1. Look at the paragraph beginning "Give us a hand," ... Find and copy a word that means *scraping up*.

2. ... *in no time* ... This means ... Tick one.

we're late

we have to go back in

the clock had stopped

very quickly

3. ... *An orange flame flickered* ... In this sentence, *flickered* means ... Tick one.

switched

exploded

sparked

burnt

## Identify key aspects

4. When did Jonjo run into the garden?

\_\_\_\_\_

5. What **two** things did Dad go inside to get?

a. \_\_\_\_\_ b. \_\_\_\_\_

## Inference

6. Why did Jonjo run back inside?

\_\_\_\_\_

## Sequence

7. Number the sections from 1 to 4 to show the order in which they appear.

Dad cleared a space for bonfire.	
Jonjo tipped the box upside down.	
Jonjo hid his school shoes.	
Dad lit the bonfire.	

## Predict

8. What do you think Jonjo will say next year if they collect leaves in a box for a bonfire?

# Which books will children bring home?

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# Which books will children bring home?

## READING BOOKS IN KEY STAGE 1

Your child will always have a reading book to take home from school in their reading pack. Every child also has a reading record where you can record comments about their reading to share with their class teacher. Children's reading packs, including their reading books and reading records must be brought into school every day. Your child will be able to bring back two different types of reading book in their reading pack to share at home.



## PHONICS READING BOOK (WHILE YOUR CHILD IS LEARNING PHONICS)

The phonics reading book is your child's main reading book. This book is directly linked to the sound that they have been learning in school in their Read, Write Inc. Phonics lesson. Your child will enjoy sharing this book with you at home, as they have practised reading it in school. Please make sure that you make some time to share this book with your child. Your child will keep this book for 3 to 5 days, until they are ready to take the next book they have practised in their phonics group home.



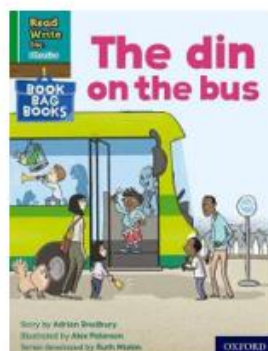
# Which books will children bring home?

## PHONICS BOOK BAG BOOK / ACCELERATED READER BOOK

To supplement your child's reading at home, they are also able to bring home a Read Write Inc. book bag book. These books are directly linked to their phonics group and are the same colour as their phonics reading book. Your child can choose any book from their colour and may change them as often as needed, however they should be kept for more than one day/night as re-reading supports their progress. From Yellow books onwards, these cover a range of fiction and non-fiction.

In Year 2, many children will move onto Accelerated Reader books when they finish the RWI phonics programme. These books have a separate numerical banding system, their ZPD range, and children are able to complete online quizzes about the book in class when they finish reading it. They will have a bookmark with the ZPD range they should be reading.

In Reception they also get a reading for pleasure book

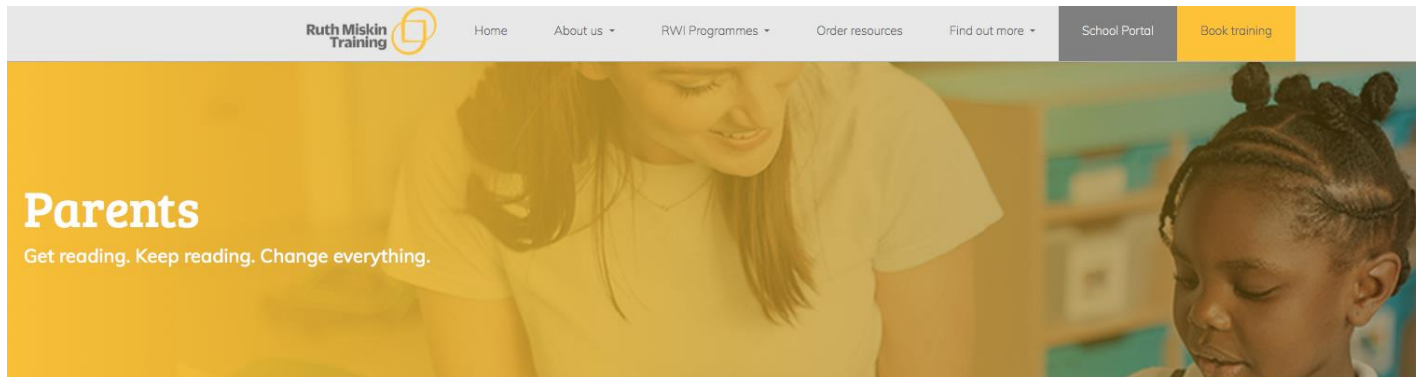


## Choose a book within your ZPD



Please make sure that you are reading with your child for at least 15 minutes each day.

# Free Video Tutorials (ruthmiskin.com)

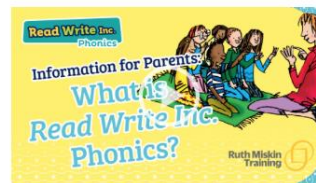
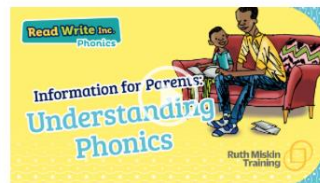


## ***Read Write Inc. Phonics – information for parents***

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



# What can I do?

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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

## Online resources available

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Ruth Miskin Parents' Page:

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

Ruth Miskin Facebook:

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

Free e-books for home reading:

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

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

*Michael Morpurgo*

# Any other questions

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Q&A