

# RWI Phonics Workshop

## Friday 29<sup>th</sup> September 2023



The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

**Dr. Seuss**

# What is Phonics?

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All words are made up of individual **sounds**.  
These sounds are merged together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't',  
ship – 'sh', 'i', 'p'.

*Click* A grapheme is another name for the letters we use to write the sound.

# The English language is a complex code...

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- We have 26 letters, 44 sounds and 150+ ways of writing those sounds!!
- It is the most difficult language to crack!
- We need to make sure our children learn these sounds quickly and that they are embedded.
- The best way to do that is have fun learning, but also repeat, practise and repeat again and again and again!

# The English language is a complex code...

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

| ay                                | igh                          |
|-----------------------------------|------------------------------|
| play<br>eight<br>cake<br>straight | right<br>spie<br>kite<br>fly |

Set 3 sounds

# How to say the sounds

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Avoid adding uh to  
Consonants.

Pure sounds video

m

uh

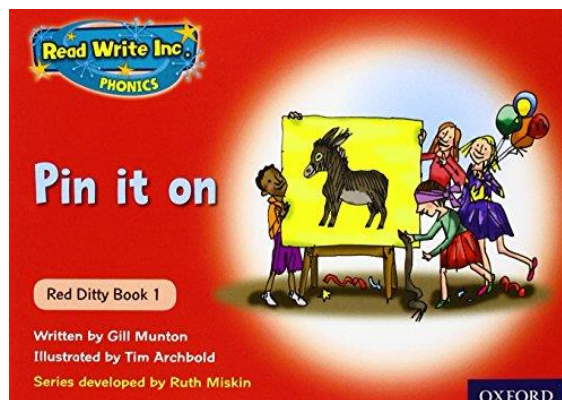
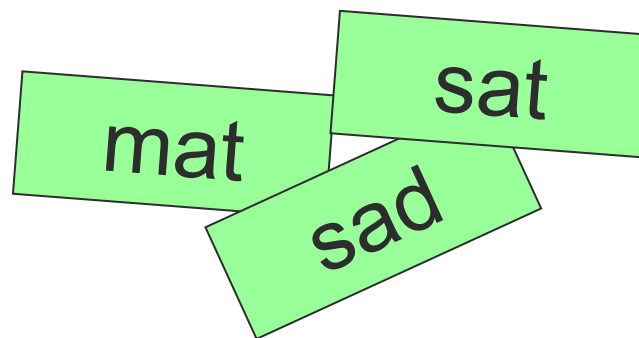
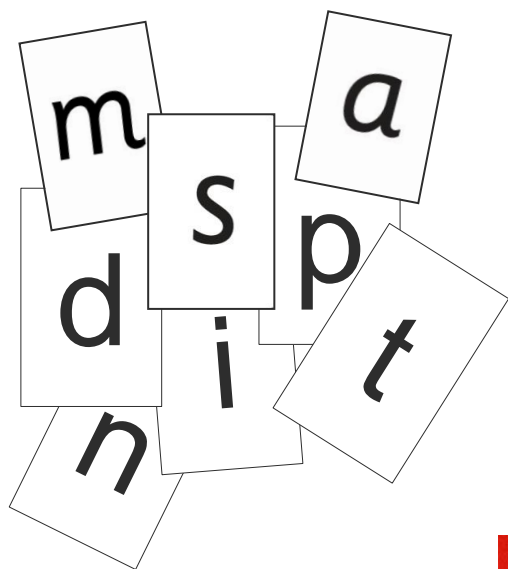
f

uh

l

uh

# Systematic Approach



# Speed Sounds Set 1

## 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 |
|---|---|---|---|---|

## Vowel sounds – stretchy

|    |    |     |    |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

## Vowel sounds – stretchy

|    |    |    |    |     |    |    |    |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|



# Speed Sounds 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 |
|---|---|---|---|---|

## Vowel sounds – stretchy

|    |    |     |    |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

## Vowel sounds – stretchy

|    |    |    |    |     |    |    |    |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

# 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 |    |    |    |    |   |   |     |

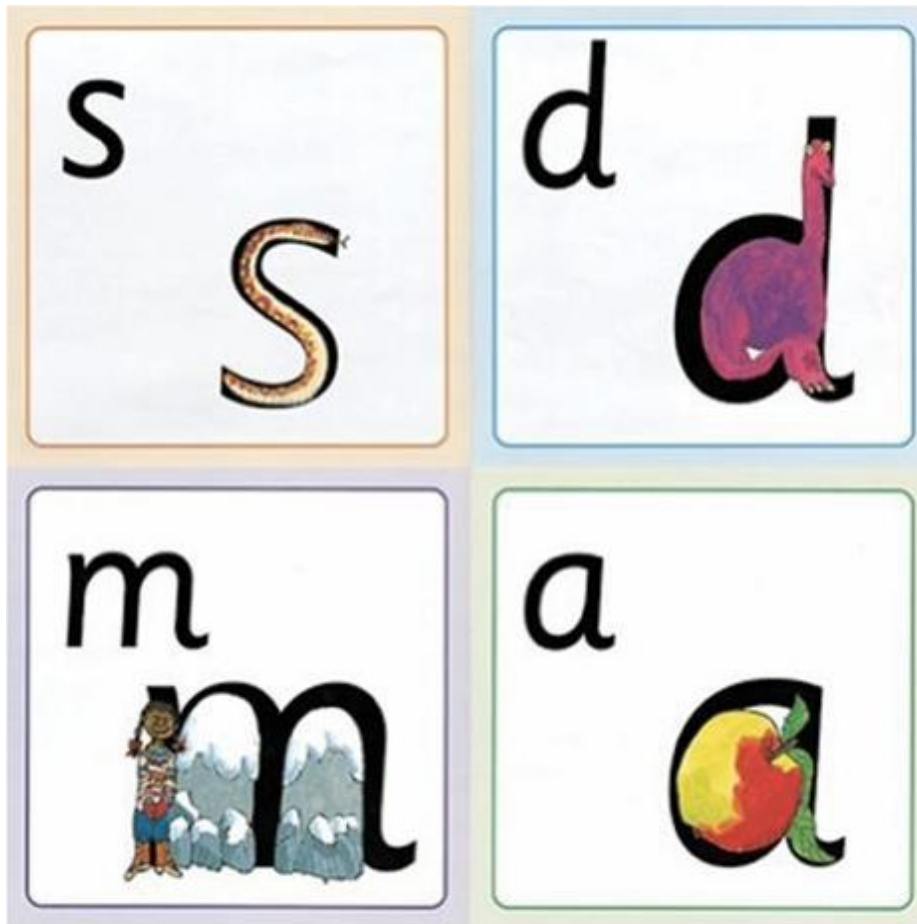
## Vowel sounds

|   |    |   |   |   |     |     |     |     |
|---|----|---|---|---|-----|-----|-----|-----|
| a | e  | i | o | u | ay  | ee  | igh | ow  |
|   | ea |   |   |   | a-e | e-e | i-e | o-e |
|   |    |   |   |   | ai  | y   | ie  | oa  |
|   |    |   |   |   |     | ea  | i   | o   |
|   |    |   |   |   |     | e   | y   |     |

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

# Name the pictures

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# Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,  
crawl, jaw, claw, yawn



# Teaching letter formation

## Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain  
a round the apple, down the leaf  
s slither down the snake  
d round his bottom, up his tall neck and down to his feet  
t down the tower, across the tower  
i down the body, dot for the head  
n down Nobby, over his net  
p down the plait and over the pirate's face  
g round her face, down her hair and give her a curl



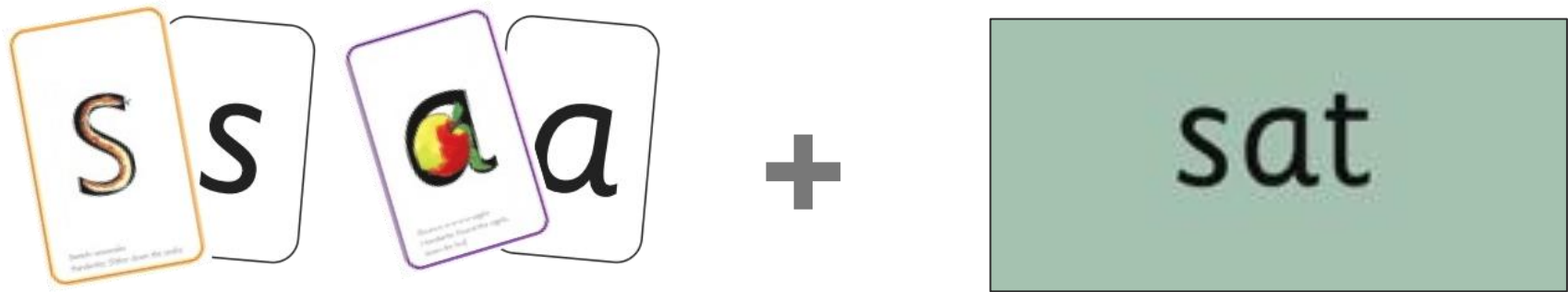
# What can I do?

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1. Use pure sounds, not letter names
2. Teach the picture names
3. Practise reading sounds speedily -  
‘review, review, review’
4. Use the handwriting phrases for writing only

# Sounds + blending = reading

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[Sound blending video](#)

# Fred Talk and sound blending

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m

a

t

mat



‘Special Friends’, ‘Fred Talk’, read the word

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spray

crawl

# Fred Talk routine

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1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat



Fred games and Fred talk throughout the day

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Shall we have some **l-u-n-ch**?

What would you like to **p-l-a-y**?

Let's put on your **c-o-a-t**.





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Training**



***Read Write Inc. Phonics***  
**Parents' Meeting**  
**Listening to your child read**

# ‘Three with me, four at home’

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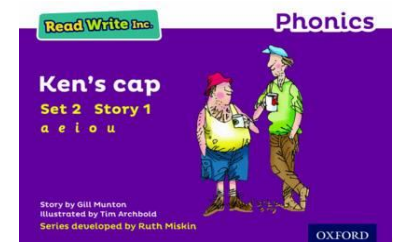
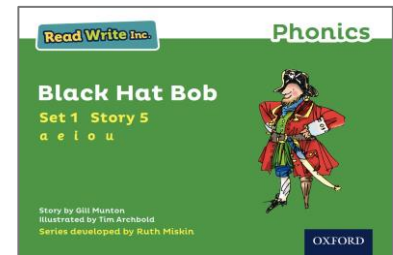
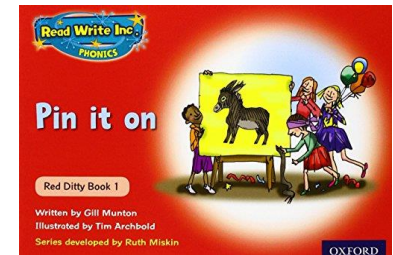
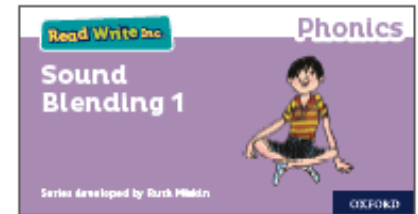
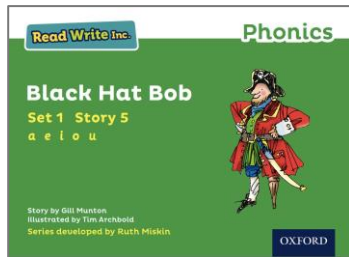
Accuracy

Fluency

Comprehension

Read and enjoy at home

# Reading books to take home



# ‘Special Friends’, ‘Fred Talk’, read the word

1.4

ship

## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Red Words

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I

said

This is Red Hat Rob.

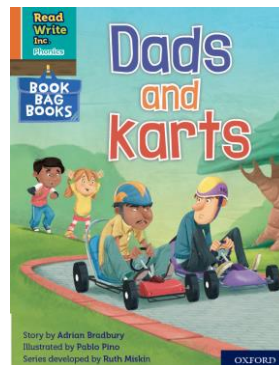


“I will grab that cash box,” he said.



# Book Bag Books

- Extra reading practice at home
- Uniquely matched to the *Read Write Inc.* Phonics Storybooks.
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.



# What can you do?

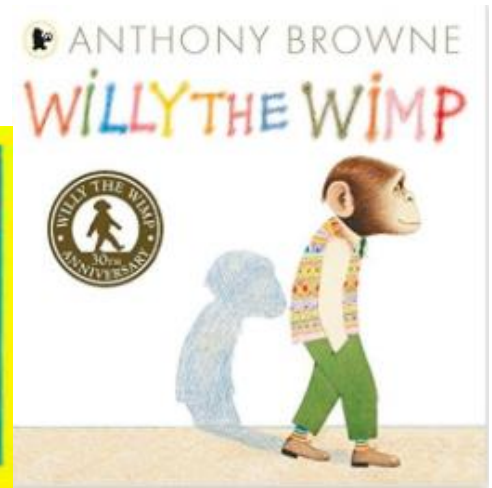
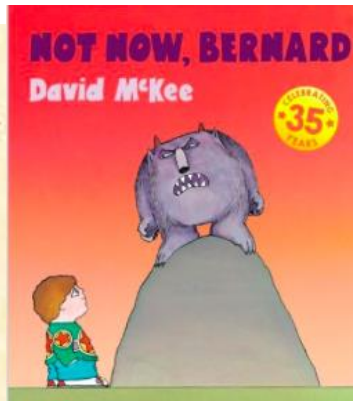
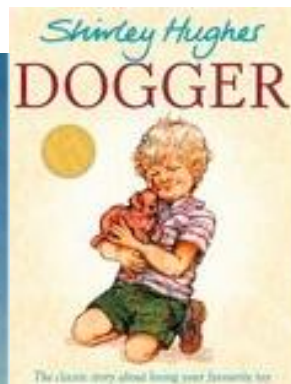
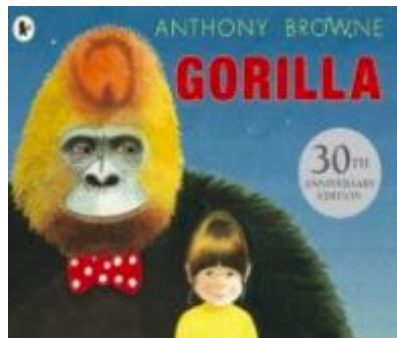
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- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice.

# Repeated readings Again! Again!

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Children are wired to thrive on **repetition**



# 10 things your child learns when you read aloud stories and poems every day

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1. Sustain attention
2. Appreciate rhythm and rhyme e.g. *We're Going on a Bear Hunt*
3. Build pictures in their minds from the words on the page
4. Understand humour and irony
5. Use new words and phrases in different contexts - and later in writing
6. Learn new vocabulary and knowledge of the world
7. Think about characters' feelings and use appropriate voices
8. Follow a plot with all its twists and turns
9. Understand suspense and predict what's about to happen next
10. Link sentences and ideas from one passage to the next

[10 things to think about when you read to your child video](#)

# Top Tips - Storytime

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1. Make it a treat
2. Make it a special quiet time
3. Show curiosity
4. Read story once without stopping
5. Chat about the story
6. Avoid testing with questions
7. Link to other stories and experiences
8. Read favourites over and over again
9. Use different voices
10. Love the book



**Ruth Miskin  
Training**



## *Read Write Inc. Phonics* **Parents' Meeting – Phonics Screening Check**

# What is the Phonics Screening Check?

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- A word-reading test at the end of Year 1 set by the government
- Children read 40 words
- Pass mark 32 to reach the expected level for the end of Year 1.

# ‘Special Friends’, ‘Fred Talk’, read the word

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1.4

ship





# Nonsense words

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sheb



glight



ched



teb



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## *Read Write Inc. Phonics* **Parents' Meeting – Writing**

# Getting ready to write





# Holding a pencil

## TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months  
Pincer Grasp



12-15 Months  
Palmar Supinate Grasp



2-3 Years  
Digital Pronate Grasp



3-4 Years  
Quadrupod Grasp



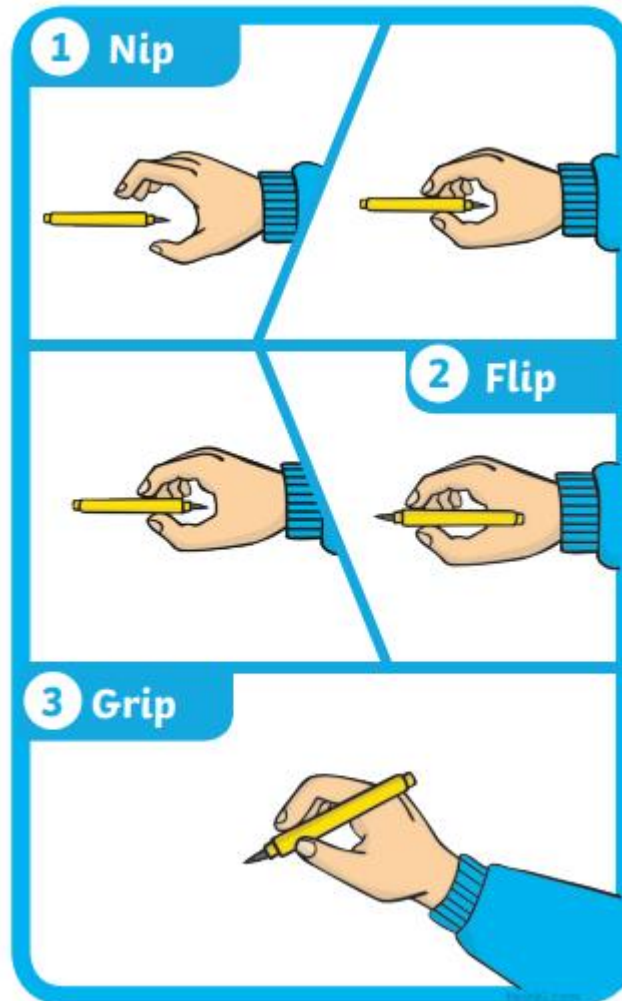
3-4 Years  
Static Tripod Grasp



5-6 Years  
Dynamic Tripod Grasp



# Nip, grip, flip and pillow finger underneath



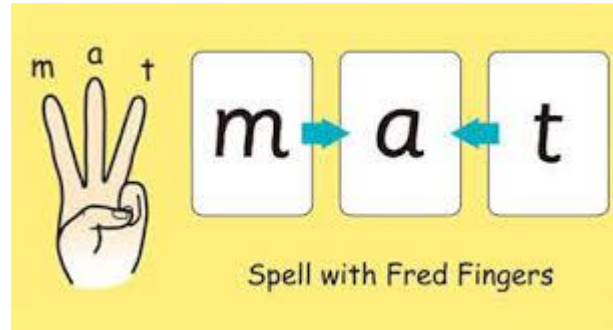
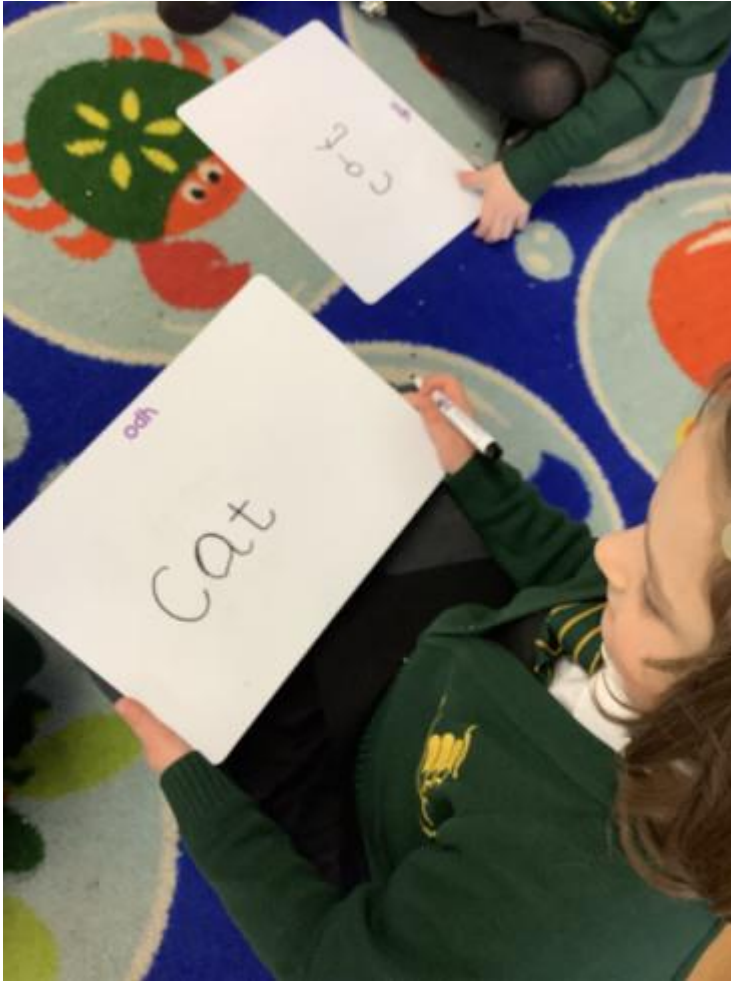
# Writing opportunities

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- Letters
- Birthday cards
- Recipes
- Shopping list
- Following their interests
- Themed notebooks and pens/pencils



# Fred Talk for spelling



## 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/>



# Any other questions

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# Q&A