



**Ruth Miskin
Training**



Read Write Inc. Phonics Parents' Meeting

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

And I mean everything.

Jeanette Winterson

English alphabetic code

- 44 sounds
- Over 150+ graphemes

One of the most complex alphabetic codes in the world. In English we have more than 150 ways to represent 44 sounds, using the 26 letters in the alphabet.

This means we have to group letters together to write some sounds. *Show with a grapheme such as 'igh'.*

This makes our language one of the most complex in the world!

Speed Sounds chart

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		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

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

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

We use this Speed Sounds chart in Phonics lessons. It shows the most common graphemes for each sound. Each box is a sound box showing different ways to read and write the sound. *Demo the 'f' sound box with examples of words 'fun', 'huff', 'photo' and the 'or' sound box with examples of words 'or', 'door', 'more', 'dawn', 'author'.*

Simple Speed Sounds

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
----	----	----	----	-----	----	----	----

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Reading green or red words

Green words can be sounded out.

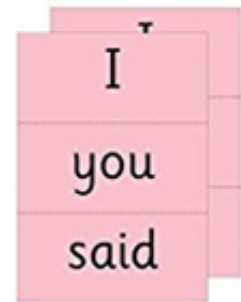
An example is fish.....f i s h

We want our children to feel confident to sound words out but also to develop speedy reading so that they can begin to read for meaning.



Red Words

These words have a tricky part to them or they may include a sound the child has not learnt yet.



An example would be was.

The children read the word correctly then look for the tricky part in it.

An example would also be house.

‘se’ says ‘s’ but the children may not have learnt this yet so we teach this word as tricky.

Fred Talk



Fred Talk

He is a frog who can only speak in sounds, and we call this Fred Talk. For example 'm' 'a' 't', 'l' 'u' 'n' 'c' 'h'.

He helps children sound out words so they can read and spell.

MTYT some examples with the parents. For example 'm' 'a' 't' mat, 's' 'a' 't' sat. The scheme uses a frog called Fred who can only talk in sounds. The children learn to FRED TALK a word then push or blend all the sounds together. They also learn to FRED IN YOUR HEAD which means they develop the ability to sound out quietly in their heads. This aids speedy and fluent reading of words.

Storybooks



The lessons consist of:-



A new sound and reading words containing those sounds;

Practise of familiar sounds and words containing those sounds;

Blending and imitating blending sounds to read words;

Practise of words that are not real known as nonsense or alien words;

Emphasis on reading and spelling words at speed daily (both green words and tricky red words);

Learning new vocabulary related to the story they are focusing on;

Reading a book with a partner at least 3 times during the week;

Comprehension work related to the story;

Written work (including grammar focuses) related to the story

Organisation



At Whitestone School, we all do RWI at the same time every day. This means all the children can move to different groups and be part of the programme. We start at 9.05 precisely so arriving at school on time is essential. Even being 10 mins late would mean they miss the new sound of the day and necessary practice session that goes with that sound. The groups are as small as we can make them but never more than 20.

Grouping

The children are grouped according to their needs so they may not be with all the children from their class. They progress through the programme at their own rate and some children may make faster progress than others.

The programme is designed to help all children whatever their needs. This makes it a very inclusive and enables all children to succeed at their level.

Year 2

In Year 2, the children may not be on the programme because they have completed all of the levels. Our aim is that the children in Year 2 will have completed the programme by Christmas or February half term. As this year is our first year and we only started in January, the children have needed to stay on the programme longer. Once the programme is completed in Year 2 and these children then begin a RWI spelling programme and are taught in class sized groups covering Reading and Writing skills.

How can I help at home?

Whitestone Home reading system

Children will be working on a 1 day, 3 day or 5 day timetable depending on their stage in the reading programme.

Word lists.

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



go	my	what	be
the	want	some	said
call	all	me	we
are	you	your	they

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We will be sending out words that your child can learn to read whenever you have a moment to practice. There will be green words that they can sound out but we want them to read these at speed. They are called speedy green words. They will also have red words. These have parts in them that are tricky, that is, it may not be making the correct sound or it may be a sound they have not been taught yet. Most of the other sounds will be accurate but we have to learn to read these words on sight to aid speedy reading. This in turn helps children to approach reading texts with confidence and give them the pace and fluency they need to read for meaning.

RWI books



These books will include a book they have studied in their groups and a book that is at the same level. The children are expected to be able to read these entirely unaided. The books will eventually have a sticker that says I can read this by myself. This book **MUST** be returned the next day even if your child has not read it, as we have to keep to the system in order to pass books on to other children or groups. Returns will therefore be Fridays and Mondays for these books. The children need to have their reading diaries in school every day so that we can allocate these books efficiently. Thank you.

5 day timetable (mostly year 1 and 2)

Monday: They will get their new word list.

Tuesday and Friday: The children will then have a book selected for them to share at home with you. These books are the ones they bring home currently plus a few new titles and will eventually be marked with a sticker that says I can share this books. This means you should not expect them to know every word and help them accordingly.

Wednesday and Thursday : the children will have a RWI book (Read, Write Inc book)

3 day timetable (later in Reception and into year 1)

Day one: They will get their new word list

Day two and three: the children will have a RWI book (Read, Write Inc book)

Writing day: Independent read book

1 day timetable: (mostly Reception)

Every day your child will have either a book to share, some words to learn or a photocopied sheet with some short phrases to read. These are called ditties and the children will be able to read these by themselves as they will have read them at school already.

Online resources available

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