

## Phonics

At Downsbrook Primary School we are committed to following the highly effective and efficient phonics-based programme, Read Write Inc.

Establishing a genuine love of reading and writing in our youngest children and developing this enthusiasm as they move through school, lies at the very heart of what we do every day.

Phonics activities run alongside exposure to a rich and varied, shared experience of picture books and stories, oral story-telling and retelling of familiar tales.

By using RWInc, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using RWInc to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- learn to read by sounding out words or using 'Fred talk'
- learn to read 'Red Words' which cannot be sounded out
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions

Click on the link below to listen to the pronunciation of all the sounds your child will learn in Read Write Inc.

<https://www.youtube.com/watch?v=rYxnmilvCWc&list=PLRKcpLXEIYB10GICiuAh4xiKZ58ixhZJv>

We have also created this handy booklet to help you support your child's learning of Phonics.

## Helping your child to read

### Sounds

Children learn sounds first. It is important we say pure sounds. We use 'My turn Your turn' to ensure the children say the sound correctly.

For example:

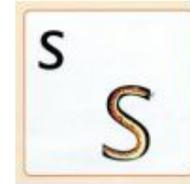
'mmm' for mum, mouse, mountain, mat

'a' for apple, ant, and

'ssss' for snake, sister, sea, silly

't' for tower, tall, tidy, tickle

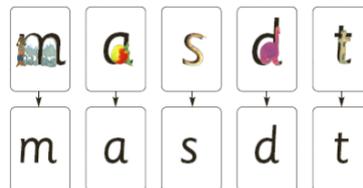
'd' for dinosaur, dad, dig, dog



Each RWInc sound card has a picture to help the children remember it:

**m** = maisie mountain mountain

**s** = slither down the snake



We practice our sounds all the time so whenever the children see 'm' they know it makes a 'mmmm' sound. You can help by pointing to different sounds and asking your child what it says!

Some sounds have 'special friends' - this is when 2 letters join together and make 1 sound. Whenever you see these sounds stuck together, you know they are 'special friends'. For example, s & h together always make 'sh' sound.

**sh** (ship) **ch** (chips) **th** (three) **qu** (queen) **nk** (sink) **ng** (wing)

## Fred Talk and Blending

When the children know the sounds, we can begin reading. First we have to 'Fred Talk' (sound out each sound) then blend (this is when we join sounds together to make words).

If the children see the word cat, they 'Fred Talk' (sound it out) c-a-t, then blend it into the word 'cat'.

E.g. 'Fred Talk' **m** + **a** + **t** (like Fred the Frog) then blend = **mat**

It is really important to practice 'Fred Talk' and blending- this is the trickiest part of learning to read. You can help your child by sounding out words while you are talking. They will love you talking like Fred!



Parent: Where is the **d-o-g**? Child: **d-o-g = dog!**

Green words- most words are 'green words'. This means we can sound them out and blend them together.

**d-a-d b-i-n h-o-t s-i-t s-o-ng th-i-ng**

But some words don't work! These are Red Words and you just have to learn these words. If you try to sound them out and blend them together, it doesn't make sense!

**the I my he she you said was**

## Forming Letters

As your child learns to recognise and read the sounds, we also teach them how to write. You can help your child by showing them how to hold their pencil correctly. We begin by learning how to form each sound. Each RWInc sound card has a picture and rhyme, which helps the children know how to write that sound.

m - 'mmm' - maisie mountain mountain - start at the top, draw down maisie, over the mountain and over the next mountain.

## Writing Words

Now your child can read some words and form the letters correctly, they can start to write words too!

First, the children need to 'Fred Talk'! If they want to write the word 'cat' they need to sound it out like Fred would! cat = **c-a-t**

We use 'Fred Fingers' to help us know which sounds we need to write.

How many sounds is cat? **c-a-t** = 3 sounds = put 3 fingers up.

Tap each finger as you say each sound **c-a-t**. Now you can write it!

You can help by reminding your child to use their 'Fred Fingers' and 'Fred Talk' the word before they start to write it. Then, make sure they are holding their pencil correctly!

## Ditties and Books

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home. Ask children to read the sounds at the top of the page, the word list and then the short text. If they hesitate ask them to use 'Fred Talk' to read the word. Once children can read the first set of Speed Sounds and can read the Ditties, they will start to read the story books.



## Other ways to support at home

Odd one out- say a number of words, all but one of which begin with the same sound. See if your child can spot the odd one out! If you have the objects available this will support your child.

Using oral Fred Talk -try unpacking the shopping, hang out the washing or tidying a bedroom saying the objects handled in sound talk. E.G s-o-ck-s, p-e-g.

Jumbled up- give your child the letters needed to make a regular CVC word. Ask them to arrange letters in the right order to make the word you are saying.

## Websites for extra tips and information

CBeebies Alphablocks is a great phonics game for learning sounds and blending

[www.bbc.co.uk/cbeebies/alphablocks](http://www.bbc.co.uk/cbeebies/alphablocks)

RWInc Ruth Miskin training website

[www.ruthmiskintraining.com](http://www.ruthmiskintraining.com)

Oxford University Press resources and information for parents

[www.oup.com](http://www.oup.com)

## EYFS Red Word List

Once Early Years start Phonics, they are introduced to 'red words'.

Red words cannot be sounded out. Children just need to learn to read & spell them off by heart.

The list below is for your reference, so you know which order we are learning them in.

Please help your children by pointing out these words when you are reading - say "that's a red word!" and see if they can remember what it says! If they don't know, please tell them! E.g. "it says the". If your child would like to practise writing them too, that would be brilliant!

<i>First set</i>				
<i>I</i>	<i>the</i>	<i>you</i>	<i>said</i>	<i>to</i>
<i>was</i>	<i>he</i>	<i>she</i>	<i>my</i>	<i>of</i>
<i>Second set</i>				
<i>we</i>	<i>me</i>	<i>love</i>	<i>they</i>	<i>because</i>
<i>put</i>	<i>go</i>	<i>no</i>	<i>so</i>	<i>do</i>
<i>Third set</i>				
<i>are</i>	<i>there</i>	<i>were</i>	<i>some</i>	<i>all</i>
<i>does</i>	<i>your</i>	<i>her</i>	<i>what</i>	<i>want</i>
<i>Fourth set</i>				
<i>small</i>	<i>be</i>	<i>any</i>	<i>many</i>	<i>anyone</i>
<i>should</i>	<i>would</i>	<i>could</i>	<i>one</i>	<i>once</i>
<i>Fifth set</i>				
<i>today</i>	<i>says</i>	<i>is</i>	<i>his</i>	<i>has</i>
<i>ask</i>	<i>friend</i>	<i>school</i>	<i>push</i>	<i>people</i>