



ST MATTHEW'S  
CE PRIMARY SCHOOL

Phonics Workshop for Parents

# Learning to read



Sometimes as adults we forget how difficult learning to read is. When first learning to read letters are just a series of symbols. Children need lots of practise and repetition to learn the names and sounds of letters.

# Teaching how to read

Although phonics is the main strategy we use to teach young children to read, there are many strategies they will need to learn, to help them to become confident and fluent readers.

- Breaking the words into sounds and blending them together (phonics)
- Using clues from the pictures (context).
- Memorising words, particularly tricky words/common words  
e.g. *the, called, was, said, people.*
- Looking for smaller words hiding in bigger words.
- Breaking words into syllables.
- Checking to make sure that the sentence makes sense.

# Before introducing sounds

Phonics teaching begins in Nursery. Before we teach any sounds, there are some important skills the children need to develop:

- Rhyming
- Alliteration - identifying words with the same initial sound  
e.g. snake, sock, six.
- Auditory memory - being able to remember a sequence of 2-3 things.
- Hearing the first, middle and last sounds in words.
- Being able to say each sound in a word (segment) and then blend them together again to make the word.

# Fred Talk

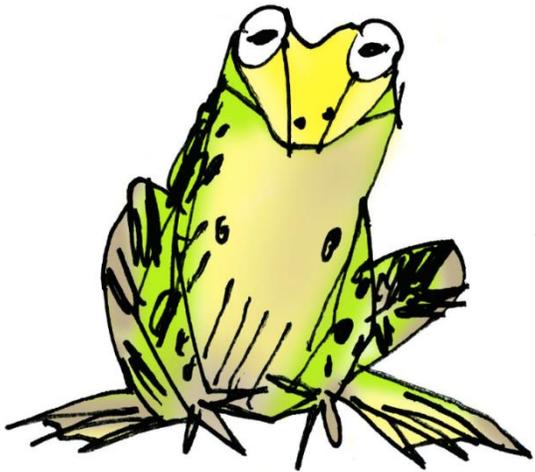
Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c\_a\_t." Not cat.

We call this *Fred Talk*.

Children practise how to blend sounds together to make words. Children need lots of practise to confidently use this skill in their independent reading.





English is a very complicated language to learn!

Complex Speed Sounds												
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	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							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									

There are 44 sounds/sounds combinations the children need to learn to be able to read and write fluently!

If we look at the sound 'or' there are 5 different combinations of letters which can represent this sound

- 'or' as in 'for'
- 'oor' as in 'door'
- 'ore' as in 'adore'
- 'aw' as in 'draw'
- 'au' as in 'sauce'

It is for this reason we have a system for teaching the sounds to children in a particular order using sets of sounds.

# Outline of Programme

Initially the children are taught the simple sounds in a specific order. The children learn one new sound each day and revise the sounds they have already learned repeatedly.

## Simple Speed Sounds

Consonant sounds - strictly

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

Consonant sounds - funny

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

Vowel sounds - funny

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

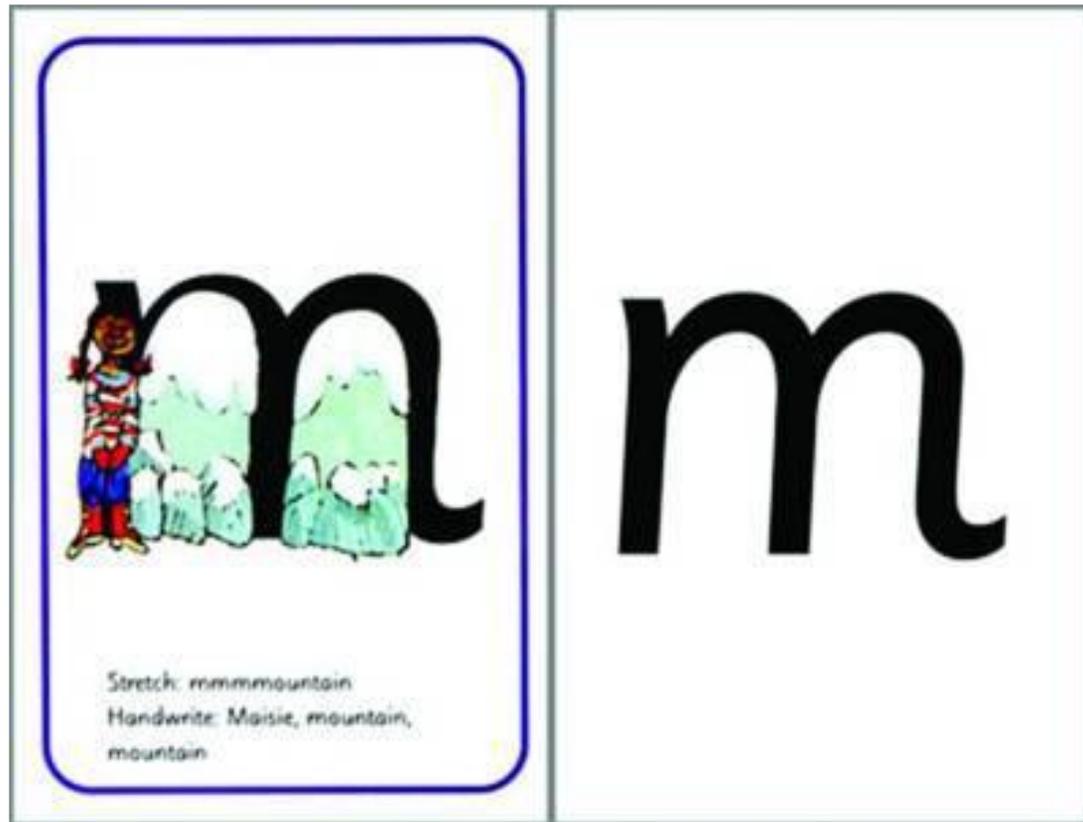
Vowel sounds - strictly

Vowel sounds - strictly

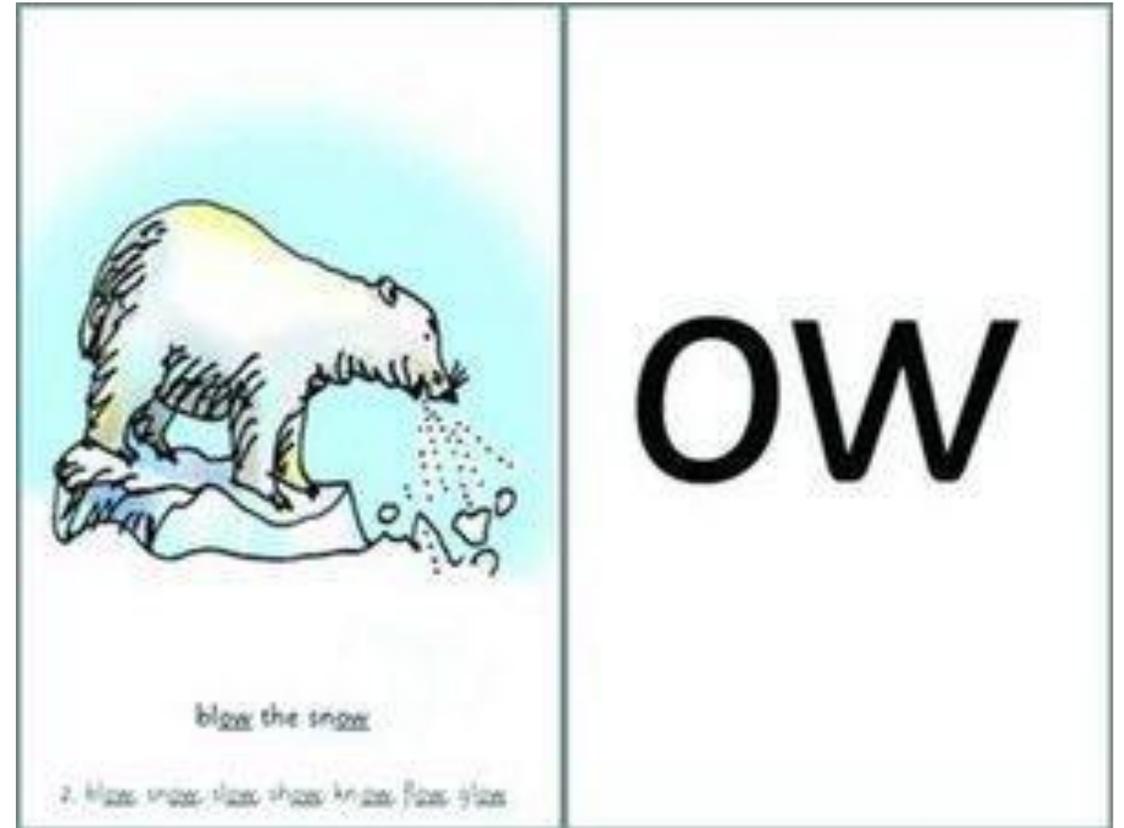
oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

m a s d t  
i n p g o  
c k u b f  
e l h sh r  
j v y w th  
z ch qu x ng nk

The children are introduced to the sound with a picture card. Behind each picture is the letter which makes that sound. Each sound has a rhyme to help children with their letter formation. Children learn how to recognise the sound and to write the sound



Set 1 sound card



Set 2 sound card

## Pure sounds

When teaching the speed sounds it is very important that you do not add an intrusive 'uh' to the end of the consonant sound. Try to pronounce them as **pure** sounds: 'mmmm' not 'muh', 'ffffff' not 'fuh' and 'lllll' not 'luh'.

This can be quite difficult to begin with but by ensuring only the pure sounds are pronounced, your child will find it much easier to *blend* the sounds to make words.

There is a video that demonstrates this on *Youtube*: search for ***Read Write Inc Pronunciation***.

## Bouncy and stretchy sounds

To help your child remember his or her sounds we say that some make a stretchy sound and some make a bouncy sound.

**Stretchy sounds** are said in one continuous sound, e.g. mmmmmmmmm as in mountain.

**Bouncy sounds** are said with a short sharp gap in between, e.g. d-d-d as in d-d-d dinosaur.

# Sound Blending

Once children have learned a group of sounds, they can use these sounds to make words.

In school we may get children to make words using flashcards or magnetic letters, then build this up to reading words on flashcards.



# Reading words

## Green Words

These are words the children can blend

sat

tip

got

dad

mad

sit

## Red Words

These are words the children cannot blend.  
These words must be read by sight

was

what

to

I

all

one

# Alien words (nonsense words)

Alongside 'green' and 'red' words the children practise reading 'alien words'. These are words which are utter nonsense in an alien language!

The children love them!

The purpose of these words is to check the children's phonic knowledge. We use many strategies e.g. memory and context to read words but alien words rely solely on phonic knowledge to read them. If they are confident on the sounds, they can read the alien words.

herks	
scurg	
rirth	
frerb	
trurp	
phirk	
shebber	
nurtin	

# Writing

Each lesson the children practise writing the new sound and sounds they have already learned.

At the end of the session children will practice writing simple words using the sounds they have learned the previous week.

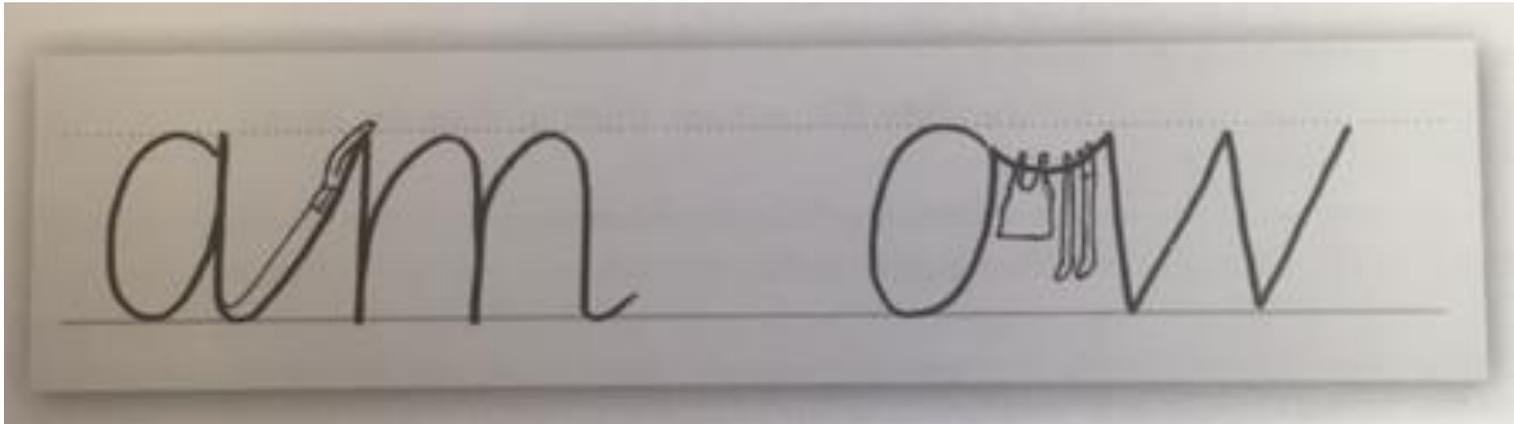
During RWI lessons the children are taught 'good writing habits' such as sitting at a table with feet on the floor and 'perfect pencil grip'.



# Writing

This year we are introducing handwriting joins much earlier. Once the children move on to learning their 'special friends' sounds, they will be taught the join for these letters. In order to do this, it is really important the children are forming all of their set 1 sounds correctly.

We have two ways to join letters.



**Arm join**

**Washing line join**

# Phonics in Y1

Most children will have been learning the sounds on the simple speed sounds chart. They have become confident in recognising one way to represent each sound.

The children will have been learning to read simple words e.g. cat, mud, wet and now most children will be moving on to reading simple sentences.

## Simple Speed Sounds

Consonant sounds - strictly

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

Consonant sounds - strictly

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

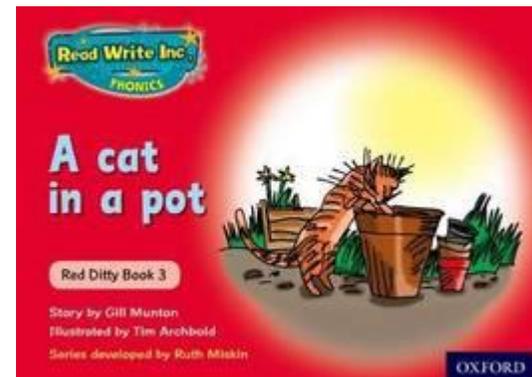
Vowel sounds - strictly

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - strictly

Vowel sounds - strictly

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



# Phonics in Year 1 & 2

As they move further along the programme, the children learn different ways to represent the same sound. They move on to the complex speed sound chart.

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					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
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						e	i	o				
							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									

# Supporting phonics at home

- Begin practising 'Fred Games'.
- Practise speed sounds (pure phonic sounds) at home
- Use 'Fred Fingers' to sound out words with your child.
- Practise letter formation with your child.
- Practise reading any words sent home.



Supporting phonics at home