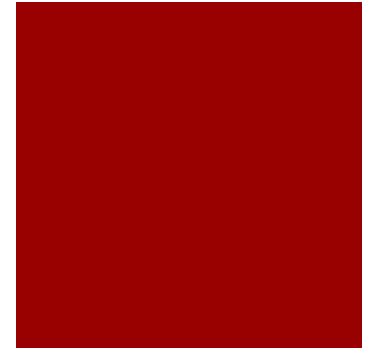




Read, Write, Inc

You cannot separate **phonic knowledge** and **phonic skills**



■ **phonic knowledge**

I know the sound that each letter of the alphabet makes

I know the name of each letter of the alphabet

■ **phonic skills**

I can *blend* (put sounds together to read or write a word)

I can *decode* a word (I can differentiate between sounds in a word)

I can hear/identify the initial sound in a word

Sound buttons and “Fred talk”



Meet Fred

Fred helps the children to read and spell.



Fred talk Fred the frog helps children read and spell. He can say the sounds in words but he cannot say the whole word, so children have to help him. Staff “Fred talk” throughout the day to help children learn to blend

CT says: “d – o – g, “ children reply: “dog”

Games: Simon says put your hands on your ch-e-s-t

Role play house: set the table with a b-ow-l, f-or-k, s-p-oo-



- **Fred fingers** used to spell green words
- **Fred in your head** once children can sound out a word, we teach them to say the words in their heads (silently)

m a s d t

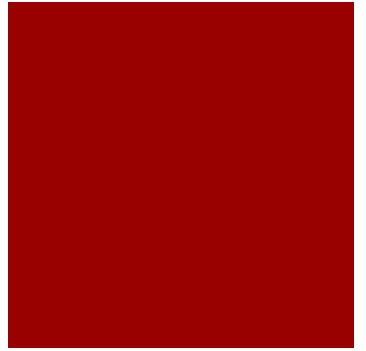
i n p g o

c k u b



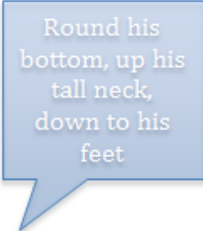

f e l h s h r

j v y w

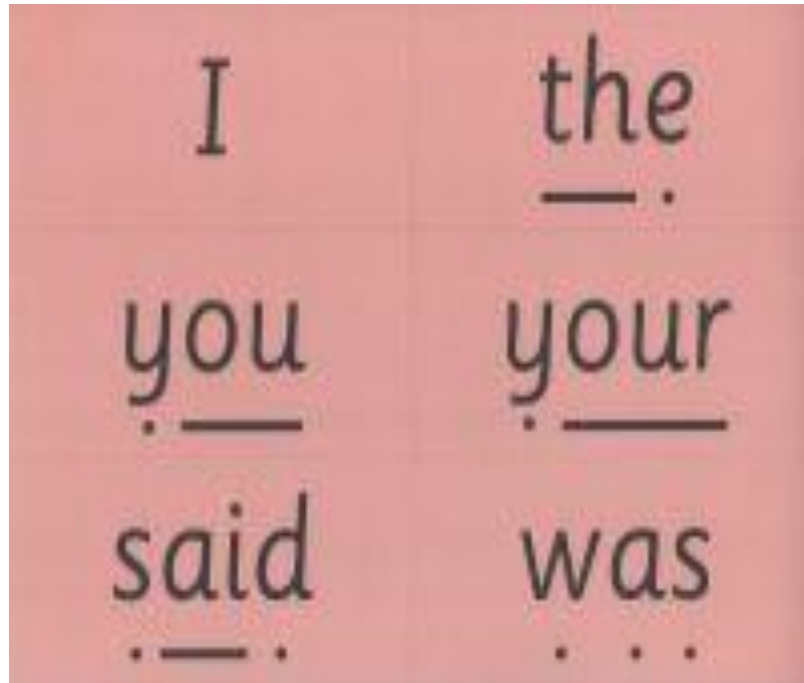
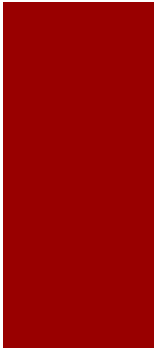
th z ch qu x ng nk





Sound	Say the sound	Read the Sound	Review the sound(s)	Write the letter (x2)	Speed write	Fred Talk (oral)
<p><i>d</i></p> <p>bouncy (action with hands)</p>	<p>Tap your tongue gently behind your teeth</p>  <p>Use picture sound cards <u>ddd</u>-dog, <u>ddd</u>-dinosaur, <u>ddd</u>-doll, <u>ddd</u>-duck</p>	<p>Draw the dinosaur on <u>bd</u>; then write <u>d</u> next to it. CT run finger over <u>d</u> <u>chn</u> repeat <u>Chn</u> say sound x3</p>	<p>Shuffle letter cards Spot the new sound in the pack i.e. play Spot the Sound</p>	  <p>1.air-write 2.chn copy, repeat,</p>	<p>Select the 4 sounds taught so far Wipe <u>bds</u></p>	 <p>Intro Fred, Fred cannot say the whole word just the sounds in each <u>wd</u> d-a-d dad d-i-g dig d-o-ll doll d-i-d did</p>

Our language
is complex !



Red cards =
tricky words



Read Write Inc.

Phonics

Let's go!

Non-fiction
Set 1 Book 3
a e i o u

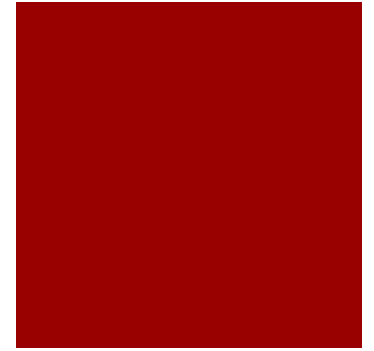


Text by Gill Munton
Series developed by Ruth Miskin

OXFORD



Feeling good !



- Writing and reading are complex activities, meaning children are easily put off so....

...**encourage / be positive / praise**

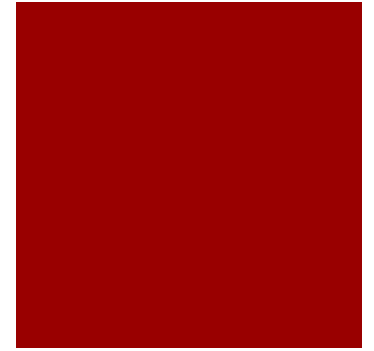
... give **opportunities** to write, look for opportunities to read

...**little and often**

...**videos** Oxford Owl / Read, Write, Inc

Phonics and writing

- A child needs to *recognise* and remember *how to draw the symbols* for each sound in our language (only 30 as your children are in Reception !)... ..
- If your child forms each sound correctly others will be able to read their writing – powerful stuff at 4-5 years old !



Consonants: stretch

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					
					ce					

Consonants: bounce

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											

Vowels

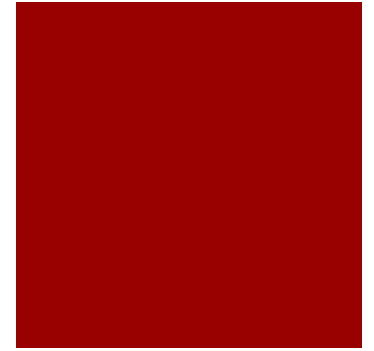
a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

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



Mini glossary

- **Phoneme** the sound that is heard
- **Grapheme** how sounds are represented graphically/drawn



- If you have a query or you want something clarified, just **ask**.

- Ask your difficult questions to Mrs Griffiths



- I will answer the easy questions !

- Refer to the **Read, Write , Inc videos** linked to the schools website