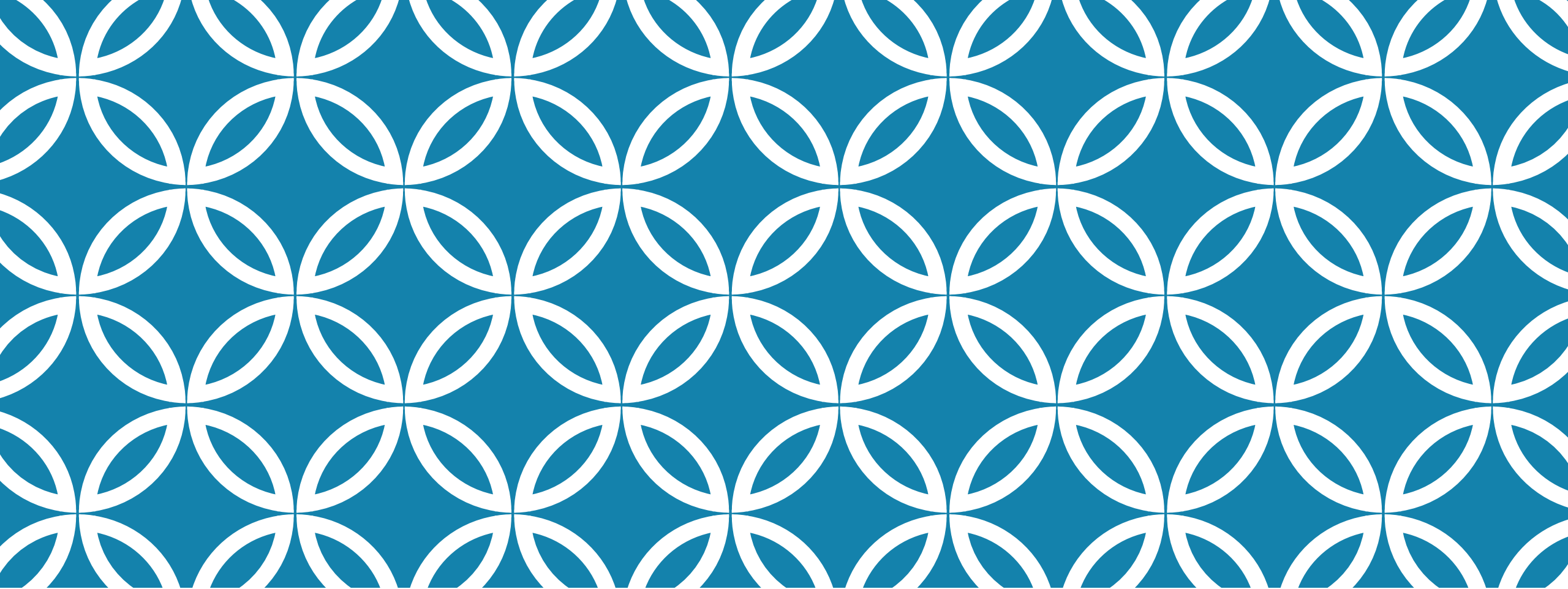




INTRODUCTION TO PHONICS AT CLEVELAND ROAD PRIMARY SCHOOL

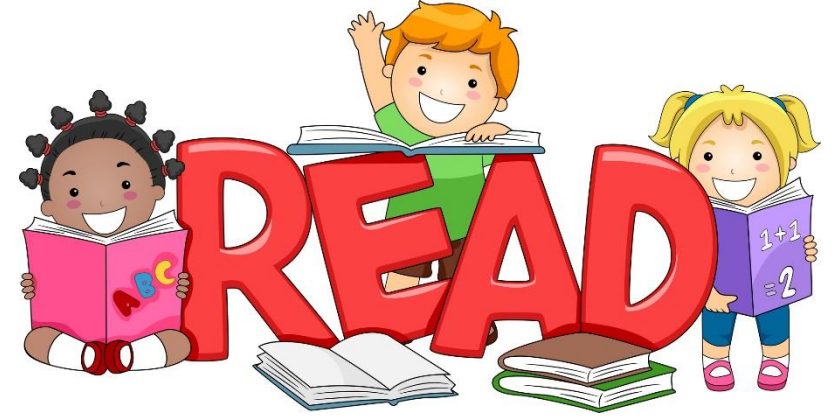
A Guide for Parents
Tess Bhesania

WHY IS ENGLISH SO IMPORTANT?



The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children become empowered to interpret the world around them and to make sense of their experiences; in this sense, English is a tool for both our thinking and learning.

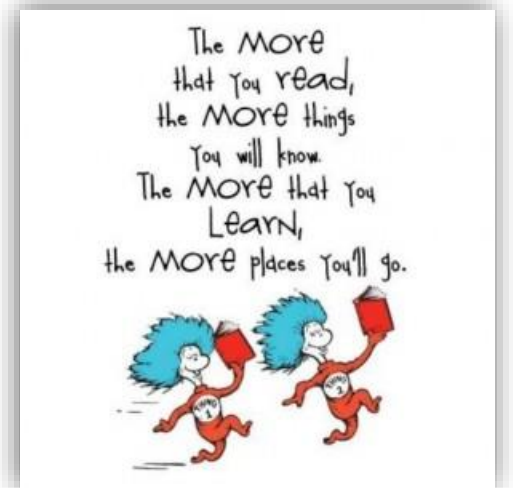
OUR AIM



At Cleveland Road Primary School, we aim to foster a love of books and reading from your child's first day with us. We believe that, when home and school work in partnership together, pupils can benefit from this support, enabling them to read fluently, with confidence and understanding.

IMPORTANT MESSAGE!

Children who read at home do well at school!



IMPORTANT MESSAGE!



“Teach a child to read and talk and keep that child reading and talking and it will change everything. And I mean everything.”

Jeanette Winterson, author

HOW DO WE TEACH READING?

Reading is taught in many ways – through the sharing of great books, the enjoyment of exciting stories and new words, through reading images and pictures that tell their own story.

At Cleveland Road Primary, from the first day at school, all the children are given many opportunities to **hear and tell stories**, **talk about the characters** and **think about important messages** and how these relate to themselves.

While building understanding and comprehension, the children are also taught phonics to make sense of the written word. The children, take part in daily phonics lessons using the *Read, Write Inc.* approach.

This strategy is used to teach the children how to sound out and blend letters in order to read words – a skill referred to as “decoding”.

Read Write Inc. Phonics is **systematic and structured** – every teacher has the skills to teach any child to read.

The programme meets the demands of the new **national curriculum** – your children have the best chance of success in the national tests.

Assessment is rigorous and effective.

Your children are thoroughly supported – the resources match your child's learning in class and they can share them with you at home.

Let's see how it works...

<https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=0>

LET'S START WITH THE BASICS...

What is phonics and why do we teach it?

<https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=1>



HOW DOES OUR LANGUAGE COMPARE TO OTHERS?

Spanish has 24 speech sounds.

Italian has 27 speech sounds.

Finnish has 21 speech sounds.

And English has...



44 SPEECH SOUNDS!

Spanish



26 letters to make up those sounds

24 speech sounds

29 graphemes

English



26 letters to make up those sounds

44 speech sounds

150+ graphemes

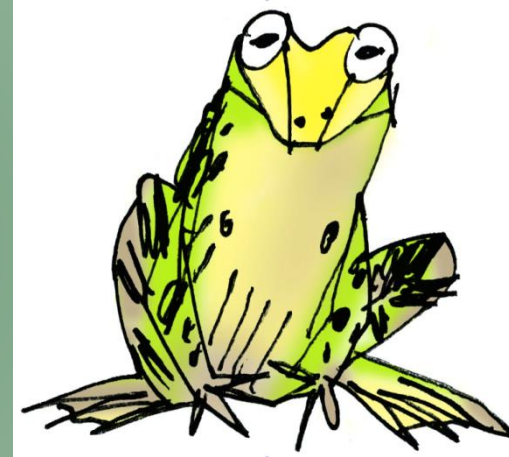
HOW DOES PHONICS HELP US TO READ?

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c_a_t." Not cat.

We call this *Fred Talk*.



The importance of talk for writing

*"What you can say today...you can
write tomorrow"*

Ruth Miskin

WHAT ARE THE SOUNDS?

This video provides you with an introduction about how the sounds are taught:

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>



Simple Speed Sounds

Special friends...2
letters that make 1
sound

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

Learning to blend and segment with the sounds we know...

Assisted blending
as soon as the first 5
sounds are learnt!

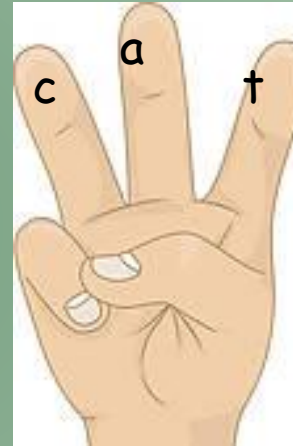
Moving towards
independent
blending



Fred Fingers for spelling

*Say the word and
pinch on the sounds

Eyes for reading,
fingers for spelling!



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

- *Fred talk
- *Fred in your head
- *No Fred talk

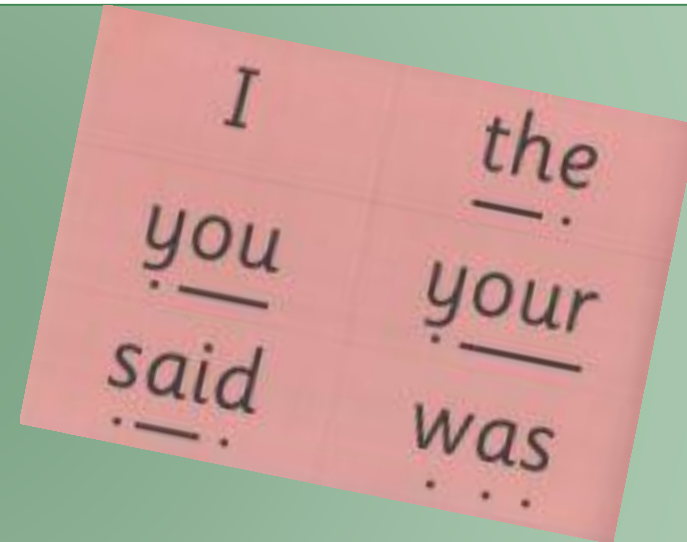
Alien words!



Red words

'If it's red it's hard to Fred'

Grotty grapheme!



Handwriting

The children learn the letter shapes as they are taught the sound.

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



THE ENGLISH LANGUAGE IS A COMPLEX CODE...

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

ay	igh
play eight cake straight	right spies kite fly

Set 3 sounds

Complex Speed Sounds

Only when set 1
and 2 are
effortless!

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	ai	ee	igh	ow
	ea				ā-e		y	i-e	ō-e
							ea	ie	oa
							e	i	o
								y	

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

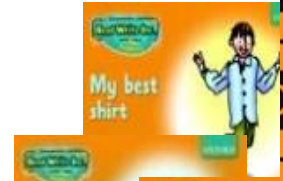
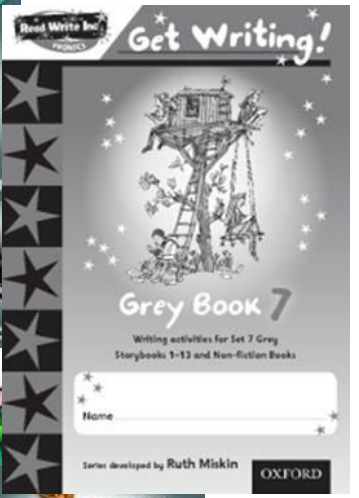
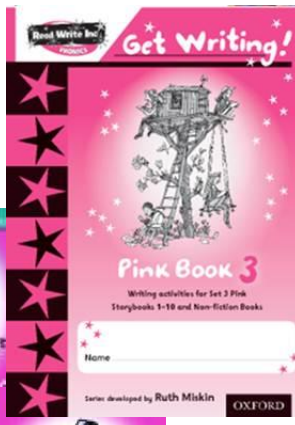
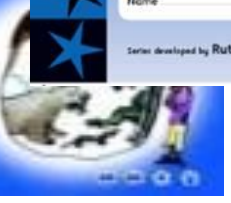
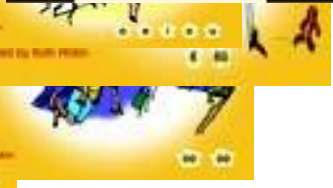
Splits...where's my
friend, he's on the
end!

THE PHONICS PROGRAMME

All children in Year R and Year 1 receive a daily phonics lesson. By the end of Year 2, most children will have completed the phonics programme.

Once the children learn the sounds, they practise their reading using matched reading books that only use the sounds the children have learnt.

The children also get time to practise writing their words as they *Get Writing*.



RWI techniques...some of the things you may hear about!

Praise, praise praise...

1, 2, 3 well done me!
Fan-tastic!



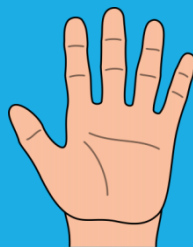
Positivity and passion...

All of us want all of the
children to do very well, to
enjoy and to achieve!

Participation...no
passengers!

MTYT
TTYP
Paired work – lolly sticks
Choral work, popcorn,
word wave etc.

Silent signals...keep the
pace!



HOW TO HELP YOUR CHILD READ AT HOME...



READING STORIES AT HOME

READ FAVOURITE STORIES OVER AND OVER AGAIN

READ SOME STORIES AT A HIGHER LEVEL THAN THEY CAN READ THEMSELVES.

LISTEN TO THEM READING THEIR TAKE HOME PHONICS STORYBOOKS.

WATCH THE RWI STORYTIME AT HOME VIDEO ON THEIR WEBSITE FOR HINTS AND TIPS.

Have fun with Fred Talk!

"What a tidy r-oo-m!"

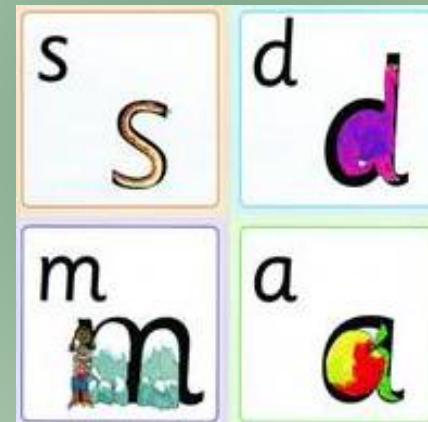
"Where's your c-oa-t?"

"Time for b-e-d!"



Practise pronouncing the sounds...

Remember no 'fuh' and 'luh'!



YOU CAN PRACTISE PRONOUNCING SOUNDS

Remember no 'fuh' and 'luh'!

Visit the school website for phonics support:
<http://www.clevelandroadpri.uk/english-1/>

Go to the RWI parent page to access videos and other support materials:
<http://www.ruthmiskin.com/en/parents/>



TOP TIPS WHEN READING WITH YOUR CHILD

1. Find a comfy place to read
2. If the book is new to your child, ask them to look at the cover and predict what they think it might be about and why they think that
3. Support them to sound out new words. Say the word if it takes them too long and get them to repeat it. Can they work out what the word might mean?
4. Take it in turns to read
5. Talk about the pictures
6. Ask them what they think of the main characters and why. If they can find a part of the book to support their ideas, that's even better

most important thing is to enjoy it. This means your child will read more!

