



**Welcome and Phonics  
Meeting for Parents  
Thursday 13<sup>th</sup> September**

- **Lunch-** always 2 hot choices and then usually sandwiches/wraps and jacket potatoes as an alternative. Children will be given something from each food group and will be encouraged, but not forced, to try everything on their plate.
- **First PE session next Wednesday.** Please encourage your child to be independent when dressing and undressing at home. Please make sure ALL uniform is named! Any earrings must be removed on PE days.
- **Dojo-** sign up if you haven't already and let me know if you have any problems or if you don't think messages are getting through- we usually reply the same day.

## - Behaviour system

Golden Ways- Look after yourself, Look after each other, Look after our school.

SCARF- Behaviour principles- Safe, Caring, Achieving, Respectful and Friendly. From next week a daily certificate will be awarded in class, celebrating one of these principles.

## - Home learning in Reception

Phonics and reading set weekly, expect daily practise.

Maths homework later in the year to supplement learning in class.

Everywhere Bear

# Reception Class Topic Planner

Autumn 1	What is your favourite story?
Autumn 2	Colour light and Christmas. (Includes: Divali, Bonfire night, Remembrance Day, Christmas past and present.)
Spring 1	Do all penguins live at the South Pole?
Spring 2	What is above the sky?
Summer 1	Pirates, mermaids and the seven seas.
Summer 2	Aren't animals amazing?!

# Reading, Writing and Phonics

*One of the most important gifts we can give a  
child is the power to read...*



It is crucial that we all work together through this process so that your child will reach their potential.



In order to be successful, children need consistent information and support through their journey in learning to read.

THANK YOU for coming today so that we have the opportunity to share the methods and processes and therefore achieve consistency in our approaches at school and home.

# What is reading?

Language Comprehension + Word Recognition = Reading

**Language comprehension and word recognition need equal emphasis if children are to become competent readers.**

## A text-rich environment

**The Reception classroom environment is rich in signs, symbols, notices, words, rhymes, pictures, books, music and song which we constantly draw attention to. This helps to ensure children see reading as a useful life skill, reach their potential in reading and become confident, competent readers.**

You can help your child by drawing their attention to the text all around them e.g. signs, notices, tickets, timetables, advertisements, logos, posters, menus, greetings cards etc.

**Heavily praise any recognition of letters, words and logos!**

**SHARING QUALITY BOOKS** is crucial for exposing children to rich, expressive vocabulary and aids good language comprehension.

To give you an indication of how important your role is in developing language comprehension please consider this:

Children from 'talk-a-lot' families who converse with their children constantly, ask questions, explain things and have at least one quality bedtime story per night from being a small baby will have heard about 33 million words by age 3 and shared about 1 700 hours of stories.

Children from families who don't have these experiences will have heard only 9 million words by age 3 and shared 25 hours of stories on average.

Perhaps most frighteningly, there is still a marked difference in reading age between these children aged 15!! (Hart & Risley)

## Reading 'real' books

**Aim is for the children to develop a life-long love for books.**

**It is important to send home 'real' reading books for the children to enjoy with you. These will be independently chosen from the library by the children and their year 6 buddy and sent home weekly.**

**Sometimes the books require you to read to them, sometimes with them, and eventually by your child.**

# Reading to your child

- Choose interesting, enjoyable and relevant texts which make the children want to read.
- Special 'cosy' time which you share together.
- Draw children's attention to certain reading 'behaviours' and sometimes use the opportunity to promote pre-reading and comprehension skills:
  - Model how to hold the book appropriately.
  - Allow your child to see the words and pictures.
  - Talk about the story as you read,
  - See if your child can predict what might happen next.
  - Discuss the parts of the story they enjoyed most.
  - Talk about the beginning and ending and the characters.
  - Discuss any rhymes, rhythms or story language.

# Reading with your child

## Books without words

- The children will bring home a book each week which has no words at all.
- They are part of the Oxford Reading Tree scheme.
- Require you and your child to create your very own story using the pictures alone.
- Making up stories and retelling stories in their own words is an important part of the early reading (and then writing) process.

Encourage and praise your child's ideas.  
Ask them questions about the characters they create.

Language comprehension + Word recognition =  
READING!

## Books read by your child

- For most children this stage will be around Christmas as we focus on the technicalities of phonics first.
- We ensure the children have the skills to decode words with relative independence so that their first reading book is a successful, positive experience.
- Initially the books your child reads will be from the Read Write Inc scheme and have a structured approach which will be discussed later.
- Books have a highly structured approach and gradually require more and more phonetic knowledge.

# Through the systematic teaching of phonics

What is it?

**Phonics is the awareness of the alphabetic code as a series of sounds and the knowledge about how these sounds are put together (blended) for reading and split up (segmented) for spelling.**

# Why do we teach phonics?

Teaching all the sounds of English, not just the alphabet sounds, helps the children to read and write. With knowledge of the 44 sounds, the children are then taken through stages of blending sounds to form words and then to reading. Likewise, the children progress from being able to hear initial sounds in words to be able to hear, segment and then write down each sound in a word and spell it correctly.

How do we teach children to read?

We teach phonics throughout school using a systematic, synthetic phonics programme called Read Write Inc.



All teachers and teaching assistants in the infants have been trained in RWI so that small groups of children at a similar level of development can be established and learn at their own level.



**We have nearly finished doing a baseline phonics assessment of all the children using the RWI scheme. We are now in the process of carefully placing them at the appropriate entry point in the scheme and their learning will be personalised to reflect this.**



**We will start by teaching one way to make each of the 42 sounds of the English Language. Even if your child know some of these already, this is a useful process because we also focus on writing each sound with the correct letter formation and do lots of games and activities regarding blending and segementing with these sounds.**

**The 42 sounds are split into set one sounds, which we will learn before Christmas, and set two sounds which we will learn more slowly over the Spring and Summer terms.**



The first four sounds are

m a s t

and each have a mnemonic, special picture cards and handwriting phrase.

We will teach 4 sounds per week initially and we will send flashcards for these home every Tuesday along with a detailed note in your child's Home Communication Book which details what is expected of you and your child at home during that week.



As soon as the children learn the very first sound we teach blending skills for reading using a toy called Fred.

In the beginning lots of children find this tricky and need lots of practice.

Once we have learned a few more sounds we will also send home some 'green' words for you to practice 'Fred talk' with your child at home.





- Later, your child will also bring a folder with short texts called ditties, which provide a bridge between reading individual words and their first reading books.
- Some words in English cannot be sounded out and are taught discreetly as 'red words'. We teach the children that 'you can't Fred a red!' and that they just need to be learned on-sight. You will also receive these in an envelope to practice at home when appropriate.

# The first reading book... a momentous occasion!!



- We make a big fuss when children are ready for their first reading book!! Encourage them to be proud of their achievements and read it to anyone who will listen!
  - The book will be from the RWI scheme and each book has reading activities which follow a very similar pattern.
- Speed sounds
  - Green words
  - Red words
  - Vocabulary check
  - Introduction
  - Read the story
  - Discuss the story and answer the questions.
  - Speed words.

Language comprehension + Word recognition =  
READING!

## Books read by your child

- Allow your child to see the words and pictures.
- Using the pictures is not 'cheating', it focuses their attention on reading for the meaning of a story rather than simply decoding the words.
- Encouraging them to look for initial letter sounds in words and then sound out one phoneme at a time.
- Most importantly, please give your child lots of praise and encouragement as they read. Children need to know that they can read and that they are readers.

# Phoneme pronunciation and articulation

At this early stage it is important that the phonemes should be introduced by their sounds and not by the names of the letters within them, for example, 's' should be taught as 'ssss' rather than 'ess', and 'sh' as one sound and not the two individual letters.

It is important to articulate each phoneme as cleanly and sharply as possible as this helps the children with both blending and segmenting.

**Pronouncing sounds sharply is particularly important for blending because if a child hears 'f-uh, u, n-uh' it is much harder for them to blend the sounds together to read the word than if you say the phonemes sharply 'f-u-n'**

**Likewise when a child comes to segment words for spelling, if they are used to hearing 'm' as 'm-uh', they will have trouble with words such as 'hammer' as they will assume 'ham' is right because they know of 'm' as 'm-uh'.**

**Teaching all the sounds of English explicitly and sharply helps the children to see more words as regular and less as irregularities which are tricky to learn.**

**Note of caution re phonics games, toys and apps**

Sounds are taught as either **bouncy** or **stretchy** sounds.

1. / <b>m</b> / - 'mountain'	12. / <b>k</b> / - 'kangaroo'
2. / <b>a</b> / - 'apple'	13. / <b>u</b> / - 'umbrella'
3. / <b>s</b> / - 'snake'	14. / <b>b</b> / - 'boot'
4. / <b>d</b> / - 'dinosaur'	15. / <b>f</b> / - 'flower'
5. / <b>t</b> / - 'tower'	16. / <b>e</b> / - 'egg'
6. / <b>i</b> / - 'insect'	17. / <b>l</b> / - 'leg'
7. / <b>n</b> / - 'net'	18. / <b>h</b> / - 'horse'
8. / <b>p</b> / - 'pirate'	19. / <b>sh</b> / - 'shell'
9. / <b>g</b> / - 'girl'	20. / <b>r</b> / - 'robot'
10. / <b>o</b> / - 'orange'	21. / <b>j</b> / - 'jam'
11. / <b>c</b> / - 'caterpillar'	22. / <b>v</b> / - 'vet'

23. /y/ - 'yoyo'

24. /w/ - 'worm'

25. /th/ - 'thumb'

26. /z/ - 'zip'

27. /ch/ - 'chair'

28. /qu/ - 'queen'

29. /x/ - 'fox'

30. /ng/ - 'sing'

31. /nk/ - 'think'

Sounds are taught as either **bouncy** or **stretchy** sounds.

## Set Two

1. /ay/ - 'play'

2. /ee/ - 'see'

3. /igh/ - 'high'

4. /ow/ - 'blow'

5. /oo/ - 'zoo'

6. /oo/ - 'look'

7. /ar/ - 'car'

8. /or/ - 'fork'

9. /air/ - 'fair'

10. /ir/ - 'girl'

11. /ou/ - 'shout'

12. /oy/ - 'toy'

Sounds are taught as either **bouncy** or **stretchy** sounds.

<http://www.ruthmiskin.com/en/resources/read-write-inc-fresh-start-sound-listen-to-the-sounds-pronunciation-guide/>

If you would like to learn more or refresh what we have discussed please visit [www.ruthmiskin.com/en/parents/](http://www.ruthmiskin.com/en/parents/)

How do we teach children to read?



Find out more:

A screenshot of the Read Write Inc. website. At the top is a navigation bar with the Ruth Miskin Training logo on the left and menu items: Home, About us, RWI Programmes, Order resources, Find out more, and a yellow 'Book training' button. The main content area has a heading 'Read Write Inc. Phonics – information for parents' and three paragraphs of text. Below the text are three promotional cards for parent information videos: 'Understanding Phonics', 'What is Read Write Inc. Phonics?', and 'How to say the sounds'.

**Ruth Miskin Training** Home About us ▾ RWI Programmes ▾ Order resources Find out more ▾ **Book training**

## *Read Write Inc. Phonics* – information for parents

Our films show how we teach children to read and write with *Read Write Inc. Phonics*.  
If your child is in a *Read Write Inc.* school or if you have bought a parent pack, the films will help you and your child practise together at home.  
If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.

**Read Write Inc. Phonics**  
Information for Parents:  
**Understanding Phonics**  
Ruth Miskin Training

**Read Write Inc. Phonics**  
Information for Parents:  
**What is Read Write Inc. Phonics?**  
Ruth Miskin Training

**Read Write Inc. Phonics**  
Information for Parents:  
**How to say the sounds**  
Ruth Miskin Training

<https://ruthmiskin.com/en/find-out-more/parents/>

# The day-to-day routines

## What do parents need to do?

- Send your child into school with their book bag every Monday.
- It will be returned on a Tuesday and will contain flashcards, picture cards, a storybook to share and a book with no words for you to story-tell together.
- Later it will also include green words, red words and ditties or story books.

## **The day-to-day routines**

### **What do parents need to do?**

- **Your child's Home Communication Book will also contain a note which details the phonics and reading activities you will need to help your child to complete during that week. Please comment in here telling us how your child has coped with the activities and thus informing our planning to suit your child. We do share and celebrate these comments with your child too which shows them we are all working together.**
- **Try to make phonics as fun as possible and try to do little and often rather than trying to do a long slog, 2 minutes 'Fred talk' in the car every day, or flashing their sounds at them when they're in the bath will work wonders!! Find a time to suit you and your child.**

The day-to-day routines

What do parents need to do?

- When writing, please encourage lower case letters initially (apart from the first letter of their name). Capital letters are introduced gradually to minimise confusion.
- Encourage correct letter formation where possible, especially in their names, using the handwriting rhymes, but praise all writing heavily - most children find writing trickier than reading.
- Time, patience, encouragement, praise!!

The day-to-day routines

What do parents need to do?

- **Keep talking to us! Working together will have a phenomenal impact on their progress.**
- **Later in the year, as reading books from the scheme are introduced, your child will be given a specific reading day and the routines will alter slightly, but we will keep you informed.**

# We need your help!

- Morning reading groups 9-9.20am Monday-Thursday.
- Allows us to split the children into groups where they will be learning at their precise level.
- No specialist knowledge needed- activities are similar to those you'll be doing at home anyway.
- Parents and grandparents most welcome, please sign up today!

# A final note...

- Reading is a developmental process and all children will learn to read when they are ready.
- We must work together to guide the children on their reading journey at their pace.
- Some neurological connections in the brain required for reading are unlikely to be fully formed until age 6, so don't expect real fluency until Year One/Two, although you'll be amazed at what they'll be able to do by Christmas!

# In Summary

- Develop your child's love of reading by sharing 'real' books they enjoy.
- Phoneme pronunciation-sharp sounds.
- Make phonics as fun as possible.
- Little and often.
- Work with us- help us to help your child reach their potential.

Thank you for listening

