



An introduction to phonics at Stanburn.

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# Stanburn Primary School

*Believe, Achieve, Succeed  
Learning Without Limits*

# Welcome

## PHONICS IN YEAR 1



**Ruth Miskin  
Training**



## Parent Meeting Set 2 and Set 3 Sounds

# Reading changes everything

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Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*

***This is what we TRULY believe at Stanburn and it is why we make teaching children to read a priority across the whole school.***

# What is phonics?

**Sounds:** All words are made up of individual **sounds**. These sounds are blended together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

mat

ship

**Graphemes:** A grapheme is another name for the letters we use to write the sound. It's spelling of a sound on the page.



# What is phonics?

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Using phonics, children learn to read by saying each sound and blending them to read a word.

**'m – a – t' = mat**

mat

Children learn to spell by segmenting a word into sounds and writing the matching graphemes.

**'sh – i – p' =**

ship

# What is phonics?

- The National Curriculum ensures that all children are taught Phonics **systematically**.
- They learn the sounds letters makes, what these letters look like and how they are formed when writing (**grapheme-phoneme correspondence**).
- This is taught systematically from very simple single letters that make one sound (m, a, s, p) to more complex combinations of two/ three letters that make one sound (sh, th, air, aw).

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



# English alphabetic code

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We use 44 sounds to make all the words in the English language but there are only 26 letters in the alphabet.

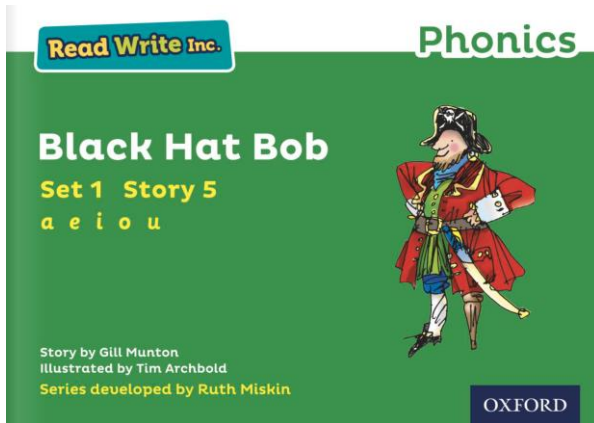
The 26 letters work singly, in pairs and sometimes in threes to represent one sound.

We have to group letters together to write some sounds e.g. 'igh', 'air'.

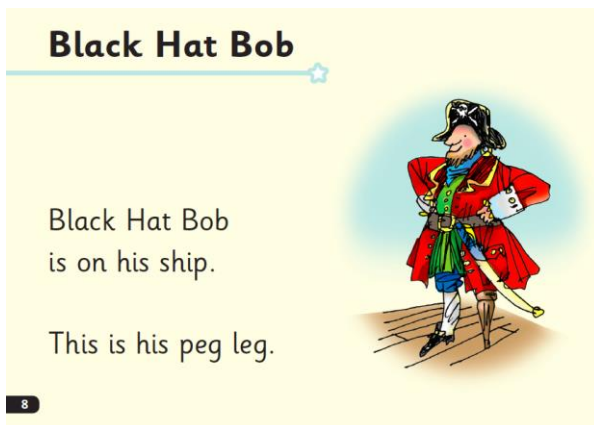
In English we have more than 150 ways to represent 44 sounds, using the 26 letters in the alphabet.

This makes our language one of the most complex in the world!

# Who is Read Write Inc. for?



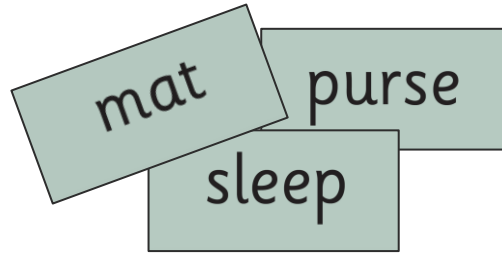
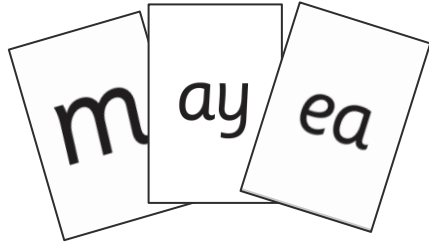
Phonics is for children in Reception, Y1 and Y2 who are learning to read.



Phonics is also for children in Y3 and Y4 who haven't met the KS1 reading expectations.

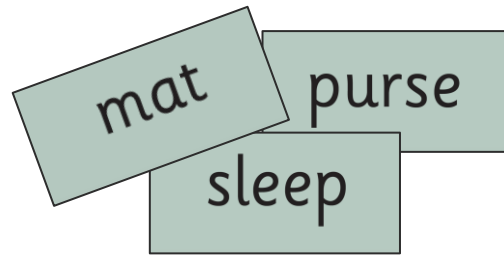
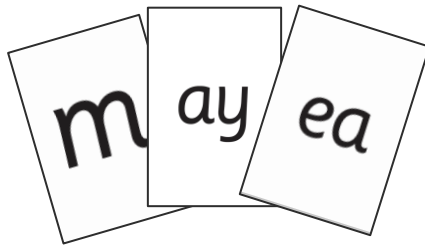


# Read Write Inc. Phonics daily lessons



**What *Read Write Inc.* does is simple** - we teach children to read and write sounds, children practise reading and spelling words containing these sounds, then we give children decodable books containing sounds and words they can read.

# Read Write Inc. Phonics daily lessons



They read each Storybook three times at school and again with you at home.

On each reading, children's fluency increases and the more they can focus on what the story is about.

Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the Storybooks they read.

# Progress groups

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- **Group children by phonic stages.**

In the same way as children learning to swim, play the violin or learn tai kwondo, while your children are learning to read, they work in progress groups to master each level of phonics and reading.

- **Teach to the group's challenge level.**

Children work in these progress group for a full session each day. This means they are learning at their 'challenge' level for everyday in school – five days a week.

- **Re-assess all children every half term.**

Teachers assess and re-group the children every half-term. This allows us to whisk children through the phonic stages as quickly as possible.

# Children learn the Set 1 sounds in Reception (white).



## 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
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## Vowel sounds – stretchy

ay	ee	igh	ow
----	----	-----	----

## Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Set 2 sounds are shaded. They are sounds with 2 or more letters. We call these 'Special friends' – two letters, one sound.

Consonant sounds – stretchy

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Set 2 sounds are shaded. They are sounds with 2 or more letters. We call these 'Special friends' – two letters, one sound. We teach Set 2 sounds from the start of Year 1.



**Consonant sounds – stretchy**

f	l	m	n	r	s	v	z	sh	th	ng
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**Consonant sounds – bouncy**

b	c	d	g	h	j	p	qu	t	w	x	y	ch
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**Vowel sounds – bouncy**

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**Vowel sounds – stretchy**

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

# Speed Sounds Set 3

Once children know how to read Set 2 sounds, they start to learn Set 3 sounds in Year 1.

These are different ways to read and spell Set 2 sounds.

We call these Set 3 sounds, but actually they are the same sounds as in Set 2 but with a different spelling.

We say "same sound, different spelling".

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		j	pp		tt	wh			ch
	ck				g							tch
	ch				ge							
					dge							

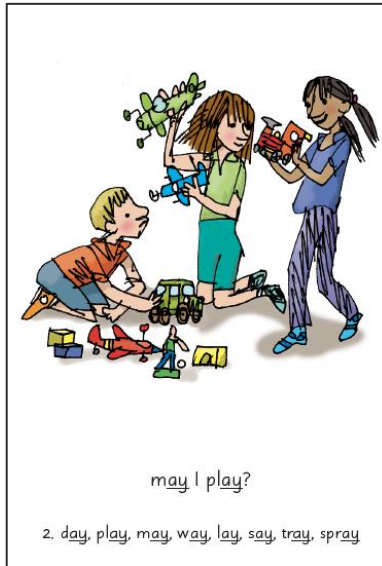
Vowel sounds

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

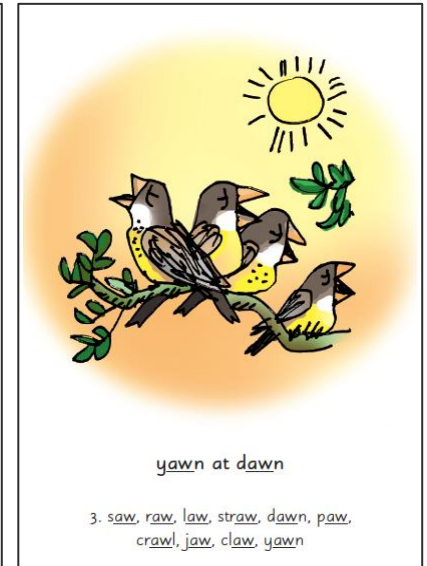
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# Picture Phrases

ay



aw



We use a brief story and a picture phrase to help children to remember the Set 2 and Set 3 sounds.

For example, ay, may I play? aw, yawn at dawn.

We teach children to read and write three to five new Set 2 or 3 sounds each week.

We review the sounds we've taught before until they can read them speedily.



# 'Special Friends', 'Fred Talk'

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spray

crawl

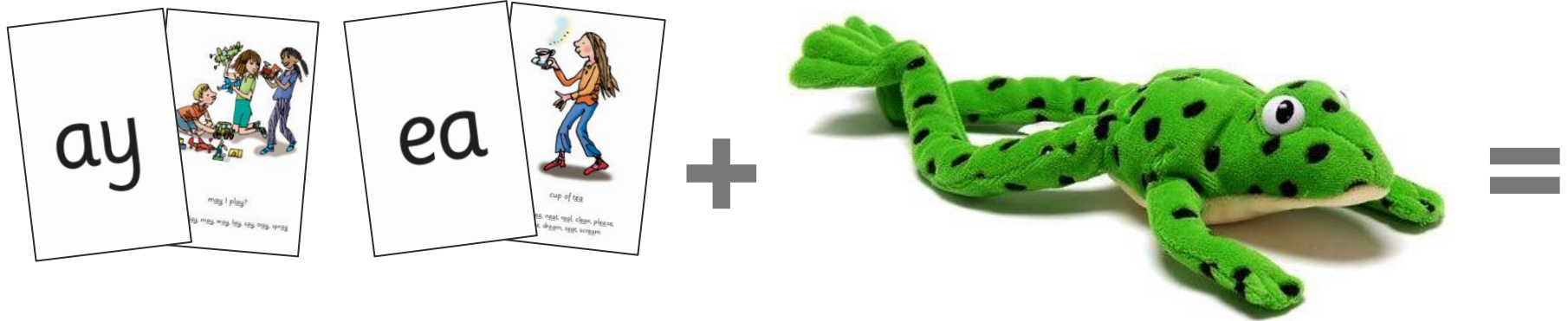
Each day, children practise reading the sounds they know in words.

We use the routine 'Special Friends', 'Fred Talk'.

They spot the 'Special Friends' first, then Fred Talk to read the word.

For example, 'ay', s-p-r-ay, spray.

# Sounds + blending = word reading



spray

When children can read sounds speedily, and Fred Talk to read the word, they can decode words.

# Virtual Classroom films



- Each week, we will send home 'Virtual Classroom' films which links. These will contain fun lessons that match the sounds and words your child has been learning in school.
- Your child uses the Virtual Classroom in school.
- Children are familiar with the VC teachers – and interact with them as they would their own teacher.
- Watch these films with your child to help them to practise reading the sounds and words until they can read them speedily.
- Simply click the link and watch on a tablet or other device.

# How do I use the Virtual Classroom?

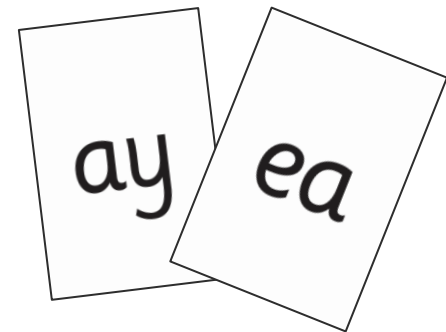
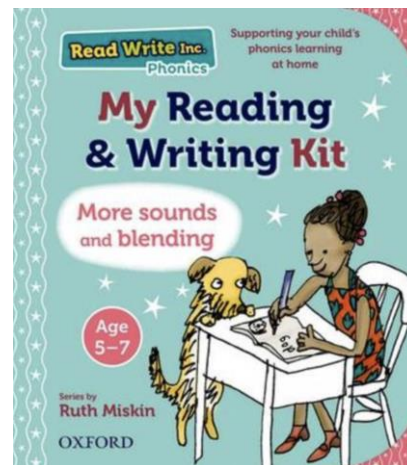
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1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun!

The more they practise using these films, the quicker they'll learn to read.

# What can I do?

1. Practise the sounds and phrases.
2. Practise reading sounds speedily.
3. Help your child use 'Special Friends', 'Fred Talk' to read words.
4. Watch the Virtual Classroom films together.



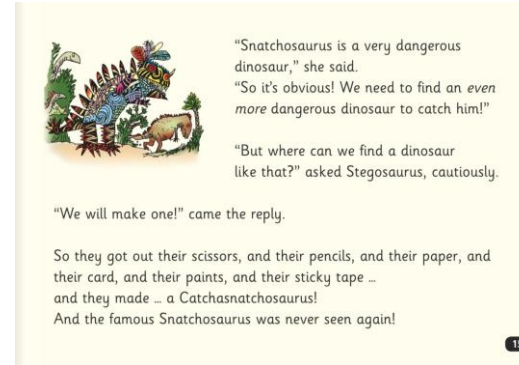


**Ruth Miskin  
Training**



**Listening to your child read**

# Read Write Inc. Storybooks



In our school, children read Read Write Inc. Storybooks that match the sounds they can read.



## Three reads

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# Accuracy

They read each Read Write Inc. Storybook three times in class with their partner.

# Fluency

Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension.

# Comprehension

They love reading and want to read because they can read all of the words in the Storybook.



## Three reads

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# Accuracy

The first read focuses on reading every word accurately.

# Fluency

The second on reading the story more quickly.

# Comprehension

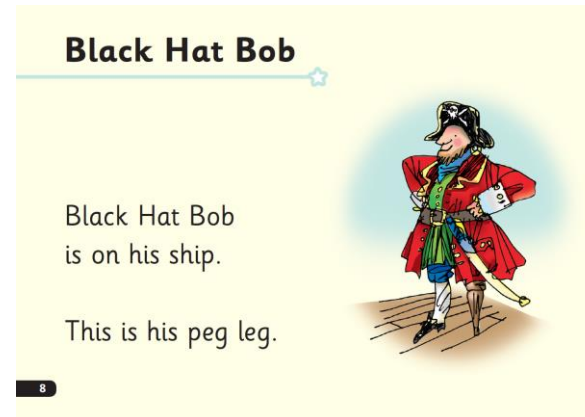
The third read on comprehension - understanding what they read. Children can only do this once they can read all of the words accurately and read at a sufficient pace.

‘I love how well you can read this book!’



**Hairy Fairy (Blue Storybook)**  
Bankfoot Primary School

# 'Special Friends', 'Fred Talk'



Children will be able to read all of the words in the Storybook.

If they hesitate at home, remind them to read the word using 'Special Friends, Fred Talk,'.

For example, this means they spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

# Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

- Some words are ‘tricky’ because they contain letters that don’t match the sounds the child has been taught.
- For example, ‘**said**’ has ‘ai’ making an ‘e’ sound.
- We teach these common exception words as **Red words**.
- In the early Storybooks, these words are printed in **red text**.
- Remind your child not to use Fred Talk to read Red words but instead to stop and think. Tell them the word if needed.

# Which books will children bring home?



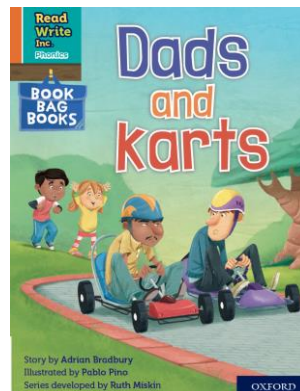
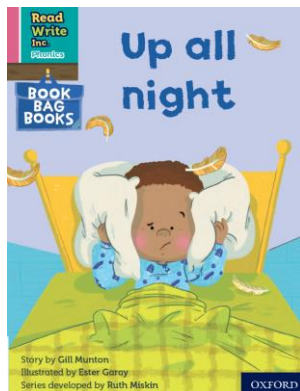
In your child's book bag, they will bring home:

- A speed sounds book
- A decodable phonics book linked to the sounds they are learning
- A story book to read for pleasure book to share with you which has already been read to them so they care about it. You can read the story to them or they can retell the story by looking at the pictures. They are not expected to read the story themselves.



# Decodable Phonics Books

- Give extra reading practice at home.
- Are linked to the story they have read in class.
- Matched to the sounds children know.
- They have guidance inside just for you, as parents/ carers.



# What can I do?

Ask your child to read the sounds and words before they read the story. These are at the front of the book.

They will enjoy teaching you to read these words and will help build their fluency.

## Speed Sounds

**Consonants** Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn	rr	ss	ve	zz			nk
	le		kn				s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg			pp		tt	wh			tch
	ck											

Each box contains one sound but sometimes more than one grapheme.  
Focus graphemes for this story are circled.

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## Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Sanjay	Miss Hay	ill	cup	tray	ring
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Ask children to say the syllables and then read the whole word.

animal	o'clock	okay	Stingray
--------	---------	------	----------

Ask children to read the root first and then the whole word with the suffix.

play → played	egg → eggs
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## Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

of	are	said	you
all	no	he	call
we	put	your	to
want	I've	she	go

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## What can I do?

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When your child reads the story, encourage them to read the word in Fred Talk if they hesitate or read it incorrectly.

Praise them when they succeed.



# What can I do?

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Read back each sentence or page to keep the plot moving.

Your child's energy is going into reading the words not the story.

# What can I do?

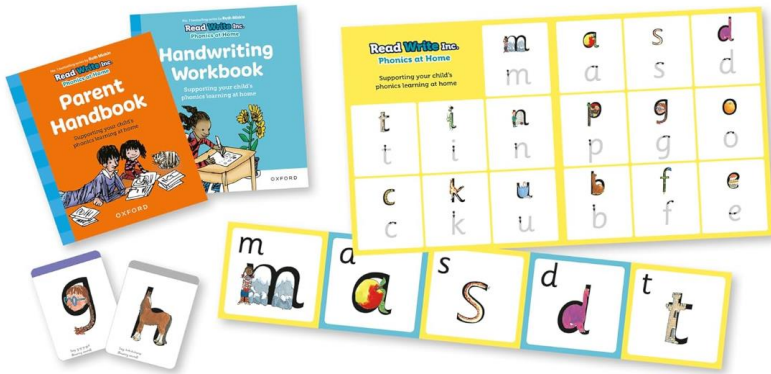
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1. Avoid reading the story to them first.
2. Avoid asking your child to guess a word by looking the pictures.
3. Try not to become irritable if your child ever struggles!

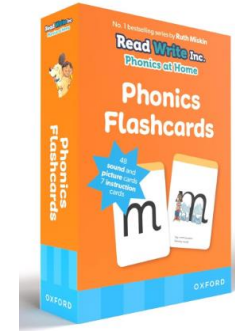
Keep smiling!



# Resources to support learning at home!



<https://www.amazon.co.uk/Read-Write-Inc-Reading-blending/dp/0192748521>



<https://www.amazon.co.uk/Read-Write-Inc-Home-Flashcards/dp/0198386710>



<https://www.amazon.co.uk/Read-Write-Inc-Phonics-Sound-Picture/dp/0198424701>

## Online resources available

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Ruth Miskin Parents' Page:

<https://www.ruthmiskin.com/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>