

Phonics workshop

By Emma Ravilious



Inspire-Grow-Achieve



How we teach it!

Five key principles underpin the teaching in all Read Write Inc. Sessions

Purpose - know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about.

Participation - ensure every child participates throughout the lesson.
Partnership work is fundamental to learning.

Praise - ensure children are praised for effort and learning, not ability.

Pace - teach at an effective pace and devote every moment to teaching and learning.

Passion - be passionate about teaching so children can be engaged emotionally.

Set 1 A/B/C



Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m Down Maisie, mountain, mountain.	a Around the apple and down the leaf	s Slither down the snake.	d Around the dressers bottom, up his tail neck and down to his toes.	t Down the tower, across it tower.	i Down the body and dot for the head.
n Down Nobby and over his net	p Down the grapes plait and around his face.	g Around the girls face, down her hair and give her a curl.	o All around the orange.	c Curl around the caterpill	k Down the kangaroo's body tail and leg.
u Down and under, up to the top and draw the puddle.	b Down the back to the feet and around the bit.	f Down the stem and draw the leaves, lift off the top and wiggly out the egg	e Down the long leg.	l Down the head, to his hooves and over his back.	h The horse says "shush" to the hissing snake!
sh The horse says "shush" to the hissing snake!	r Down the rabbits back and curl over his ears.	j Down his body, curl, dot for his head.	v Down a wing, up a wing.	y Down a horn, up a horn and under his	w Down, up, down, up.
th The princess in the tower is rescued by the horse.	z Zig-zag-zig.	ch The horse sneezes when the caterpillars hairs get up his nose (ch...ch...ch...ch...)	qu Round his head, sit good for morning and down the legs. The Queen never goes outside without her attendant.	x Down the arms and leg, repeat the other side.	nk I think I stink!
ng A thing on a string!	ll Sell the doll	zz Fuzz and buzz	ss Kiss and kiss	ck Tick tock clock	ff Huff an puff

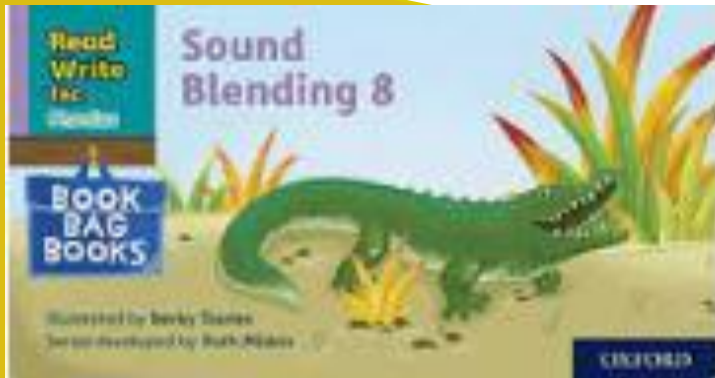
Children that are in the **Set 1 A/B** groups are just concentrating on these sounds. They are learning to recognise the sounds and to pronounce them correctly.

Set 1 C



When children are in this group, they will be still reviewing the Set 1 sounds but will also be oral blending. The ability to blend sounds into words (oral blending) is a vital prerequisite skill for spelling and reading.

https://www.youtube.com/watch?v=dEzfpod5w_Q



Children in Set 1 A/B/C groups will take home the Sound Blending books.

Reading Sound Blending books



Here the child should be Fred Talking (decoding) and blending the words.

cap

1

c-a-p cap



cap

2

It is written twice so that the child can check to see if they were correct. They repeat the word.

Inc Phonics Desktop Speed Sounds Chart

Set 1

a	s	d	t	i
g	o	c	k	
b	f	e	l	h
r	j	v	y	w
z	ch	qu	x	nk
zz	ss	ck	ff	

Ditty Group



When children are in this group, they are still reviewing the Set 1 sounds and practising oral blending. They are also beginning to read simple cv or cvc words through FRED TALK.

at

sat

mad

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not

Children in this group will take home a Ditty sheet to read.

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



Reading Ditty Sheets



Here the child needs to practise the sounds at the top of the page then Fred talk (decode) and blend the corresponding words. There are also two **RED** words.

These words have **unusual letter combinations which are difficult to sound out**. They are our tricky words/common exception words.

The child is then ready to read the simple captions below.

Red Group

In this group the children will be still reviewing Set 1 sounds but will be focusing on the special friends.

What we mean by special friends are sounds that are made up of more than one letter:

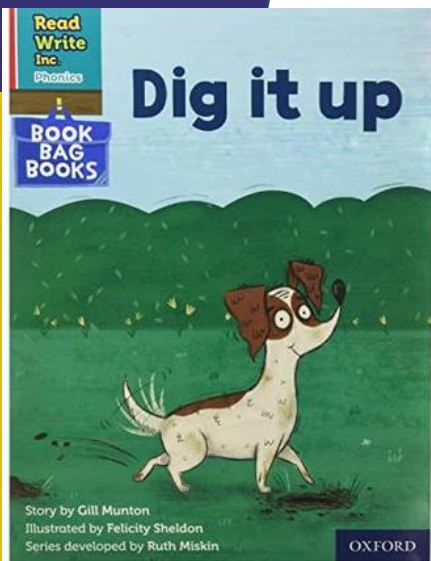
qu ch sh th nk ng



w <u>ing</u>	<u>ch</u> in
<u>ch</u> op	<u>ch</u> at

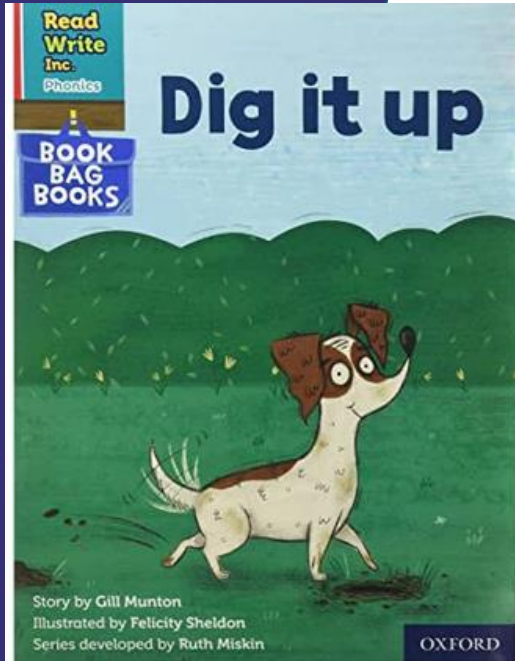
They also begin to FRED TALK words with these sounds in and ccvc words.

Children in this group will take home a Red book to read.



s <u>kin</u>	s <u>l</u> id
g <u>ri</u> n	p <u>ro</u> p
f <u>ro</u> m	c <u>l</u> ip

Reading Red Books



The child has now progressed to books and uses their phonic knowledge and decoding/blending techniques to work out the words. You can also begin to ask simple comprehension questions -
Where did the dog go first? On the bed.

Set 2 sounds



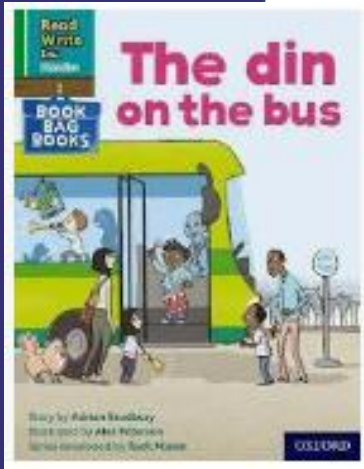
After **RED** are **GREEN** and **PURPLE** groups. Here they will learn the Set 2 sounds, but they will also be still reviewing Set 1 sounds.



show

They will be learning to **FRED TALK** words with these sounds in, **FRED TALK** nonsense words (ready for the phonics screening check) and practise speedy reading (sight reading) in order to improve fluency.

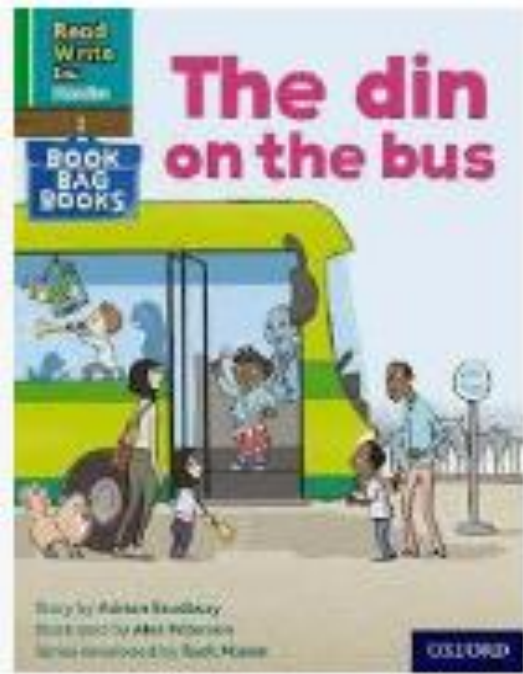
look



Children in this group will take home either a Green or Purple book to read.

high

Reading Green/Purple books



You can see the progression of the books and now the child is expected to read more challenging Set 1 sounds. The child still decodes and blends using FRED TALK, but it is at this level that you encourage the child to sight read (FRED IN HEAD). Ask the child questions about the text as well - **What word is used to describe the pup? Fat**

Set 3 sounds



yawn

After **GREEN** and **PURPLE** are **PINK, ORANGE** and **YELLOW**. Here they will learn the Set 3 sounds, but they will also be still reviewing Set 2 sounds.

They will be learning to **FRED TALK** words with these sounds in, **FRED TALK** nonsense words (ready for the phonics screening check) and practise speedy reading (sight reading) in order to improve fluency ready for the next level. The speedy reading words will be mainly Set 2 and harder Set 1 words.

broke

spire

We will be expecting the children to sight read more words at this stage!





Reading these books



By Yellow books the text becomes more detailed, They include multi-syllabic and Set 2 words. The child is expected to sight read most words at this level and be able to answer questions about the text including retrieve, inference and prediction questions. There are example questions at the back of the books to help you.



Set 3 sounds



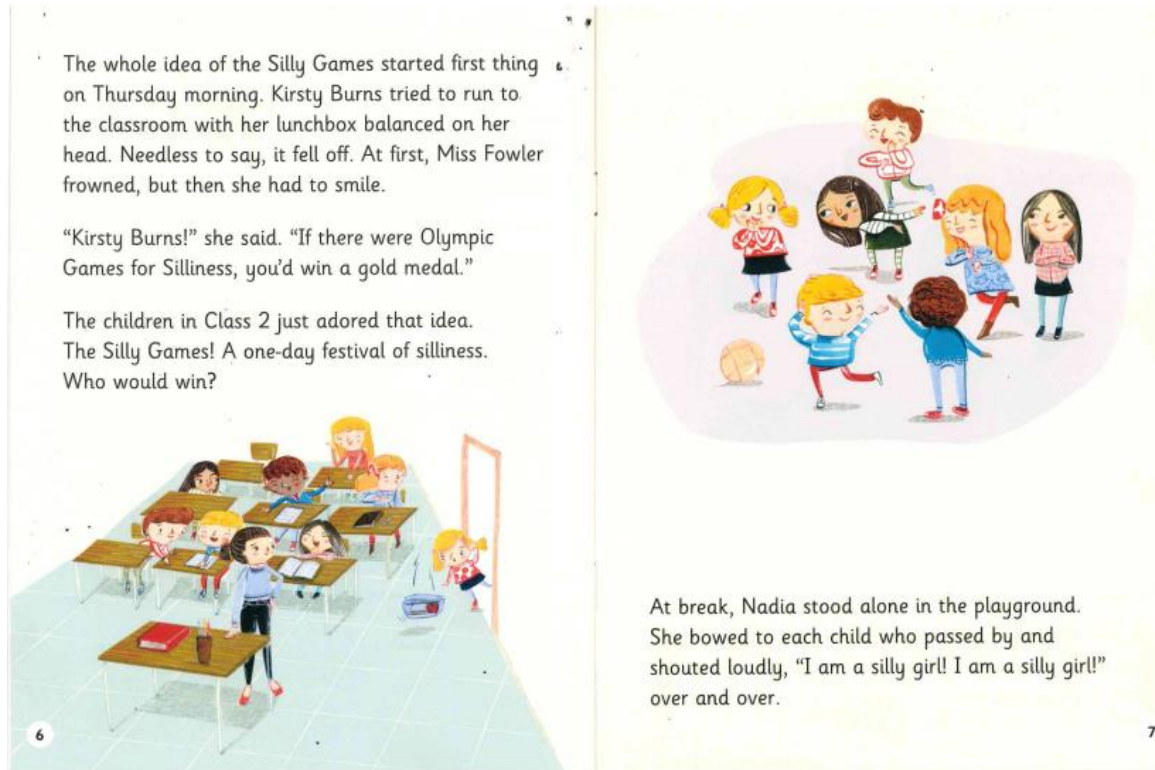
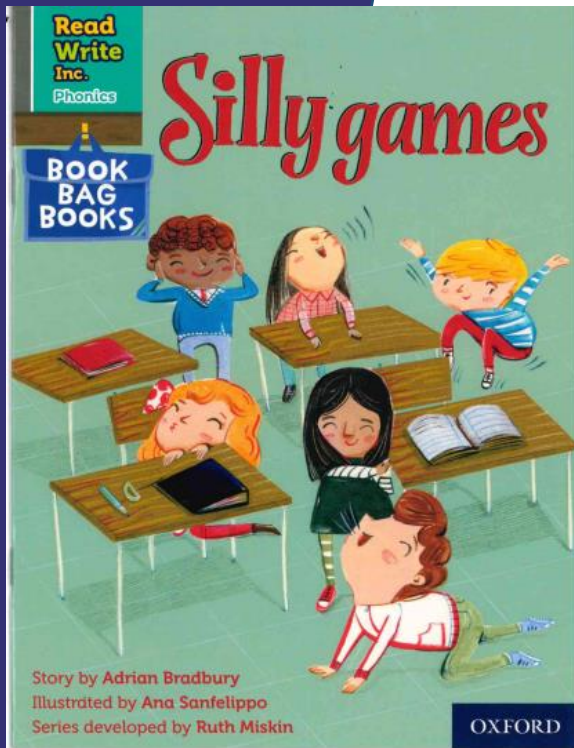
After **PINK**, **ORANGE** and **YELLOW** are **BLUE** and **GREY**. Here they carry on learning the Set 3 sounds, and still review the Set 2 sounds.

They will be still **FRED TALKING** words with these sounds in, **FRED TALKING** nonsense words (ready for the phonics screening check) but now they will be really focusing more on speedy reading (sight reading) in order to improve their fluency even more. They will be exploring multi-syllabic words and be using their phonic knowledge to work them out.

Children in this group will take home either a Blue or Grey book to read.



Reading these books



At blue and grey level, the child should be able to read fluently, only decoding/blending much trickier words. They should be using expression and following the punctuation when they are reading. At the end of these books there are also comprehension questions for you to ask your child.

