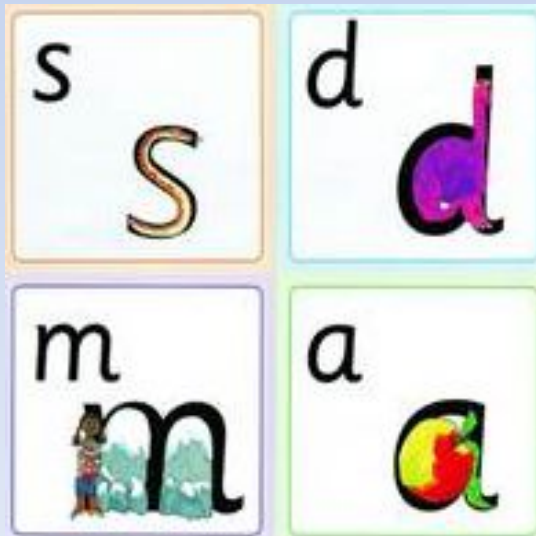




# Read Write Inc. KS1 Phonics Workshop

Friday 6<sup>th</sup> and 13<sup>th</sup> October  
2023



Why



Phonics?

A complete literacy programme - systematic and structured.

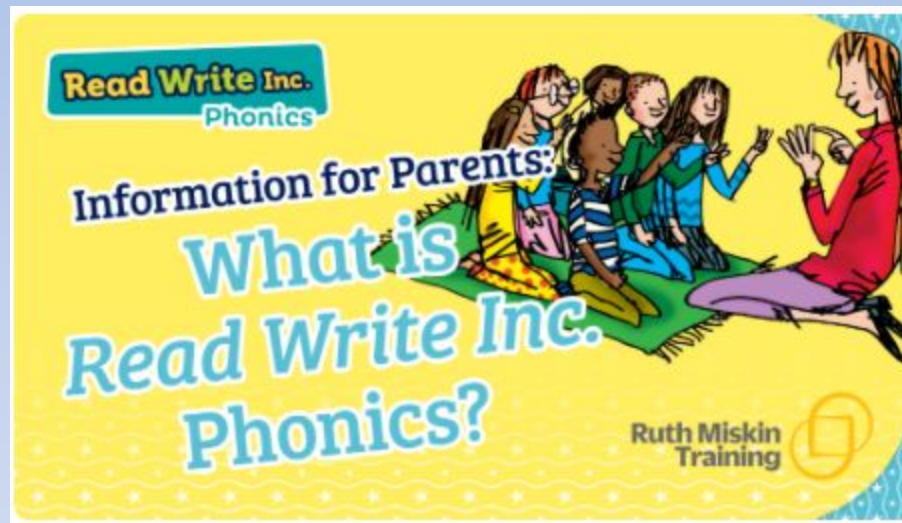
4 x weekly phonics and guided reading session.

Meets the demands of the literacy early learning goals,  
KS1

National curriculum, giving your children the best chance  
of success in the national tests.

Storybooks align with the sounds learnt in class and  
therefore  
the children are consolidating the phonics they have  
learnt  
and applying these skills in context.

# What is Read Write Inc. Phonics?



<https://www.youtube.com/watch?v=sjIPILhk7bQ>

# A bit of technical vocabulary...

**Phoneme** - spoken sounds - there are about 44 in the English language

**Grapheme** - how we write each of the spoken sounds e.g. the spoken sounds 'f' is written using the graphemes f, ff, ph.

**Red words** - words that cannot be sounded out e.g. I, said, they

**Green words** - words that can be sounded out using our phonics

**Fred talk** - (Fred is the frog) he can only talk in sounds e.g. sh-o-p

Watch how to pronounce the sounds

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

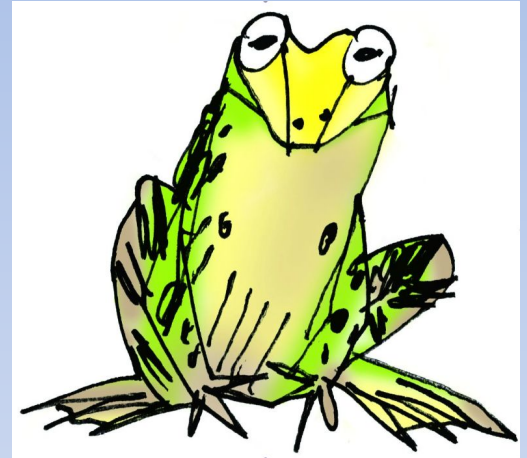
# How does phonics help us read?

Say "hello" to Fred.

Fred can *only* talk in sounds...

He says "c\_a\_t." Not cat.

We call this *Fred Talk*.

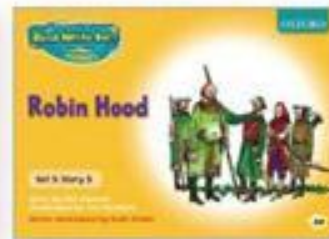


# 'Read, Write Inc.' Storybooks

## Storybooks

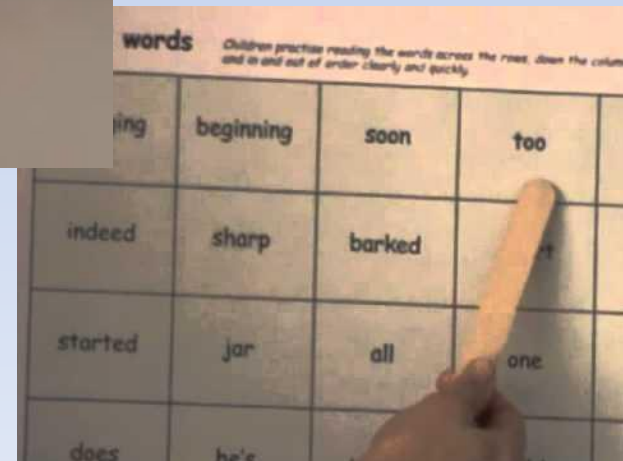
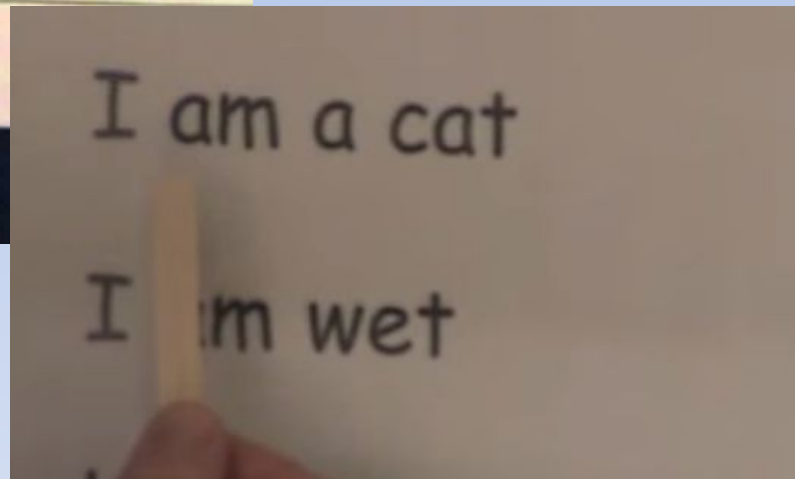
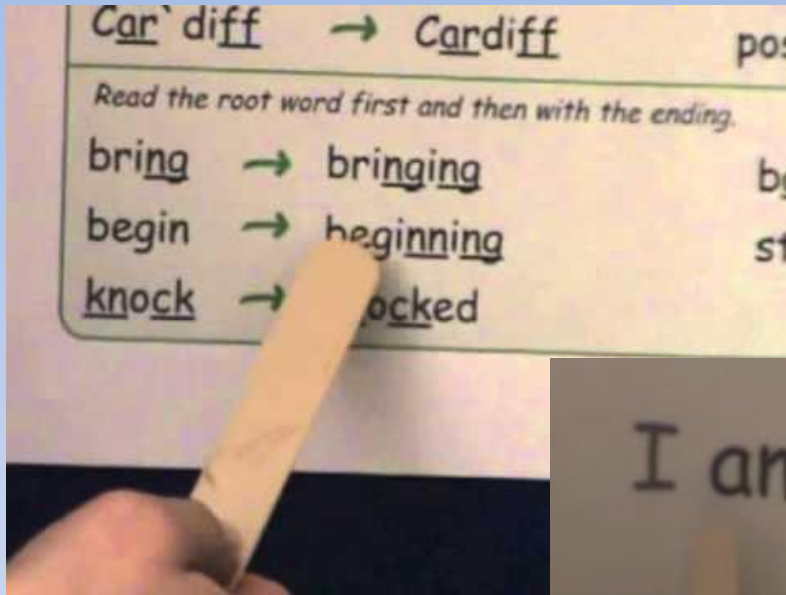
100 lively, decodable storybooks  
levelled to children's phonic ability

New!





# 'Read, Write Inc.' Storybooks



# 'Read, Write Inc.' Phonics and Storybooks work together

Speed Sounds/ Word Time Group A WT1-3	Ditties Group B/ Group C WT 1-5	Green books/ Purple Books  Group D/D WT 1-7 SS 2	Pink Books  Group E SS 2	Orange books  Group F SS 2/3	Yellow books Group G SS 2	Blue Books Group H SS 3	Grey Books  Group I SS 3	Off of the programme
Teach speed sounds set 1 (1 a day). Teach WT 1-3.	Review speed sounds 1 and focus on digraphs, sh, th, ch, qu, ng, nk. Review WT 1-3 and teach WT 4 and 5/ Review WT 1-5 and teach WT 6 and 7	Review set 1 sounds and word times. Teach set 2 sounds. Review green words in mixed sets.	Review set 2 sounds. Review green words in mixed sets.	Review set 2 sounds. Review green words in mixed sets. Start teaching set 3 sounds and words for reading.	Review set 2 sounds. Review green words in mixed sets. Teach set 3 sounds and words for reading and spelling.	Review set 3 for reading and spelling.	Review set 3 for reading and spelling.	No longer need phonics and onto spelling



## Year 1 Phonics Tracker



	Total	Set 1a	Set 1b	Set 1c	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline														
Autumn 1														
End Autumn 2														
Spring 1														
End Spring 2														
Summer 1														
End Summer 2														



## Year 2 Phonics Tracker

	Total	Set 1a	Set 1b	Set 1c	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline														
Autumn 1														
End Autumn 2														
Spring 1														
End Spring 2														
Summer 1														
End Summer 2														

# How to help your child at home...



## RWI Top Tips

1. Use pure sounds, not letter names
2. Teach the picture names
3. Practise reading sounds speedily -  
'review, review, review'
4. Use the handwriting phrases
5. Read together every day

# Comprehension

## Clarifying

I didn't understand ... so I ...

... is a tricky word so I ...

I need to reread ... because ...

I think that means ... because...

## Inferring

I think this character is ...

The word tells me ...

That part tells me ...

This makes me think that ...

## Summarising

The most important ideas are ...

The book was about ...

This chapter was about ...

This part was about ...

## Predicting

I predict that ...

I wonder if ...

I bet ...

I think ... will happen ...

## Questioning

Who ...? What ...? When ...?

Where ...? Why ...?

I wonder if ...

Why do you think that ...

## Making connections



I know about this because I ...

I've been to / seen ...

I saw a programme about ...



This reminds me of ...

This is similar to ...

I think this is a ... book ...



This links to ...

This makes me think of ...

Asking and answering questions about what they have read is key to developing comprehension skills.

By the end of KS1, children need to be able to:

-Ask and answer questions

-Infer

-Clarify the meaning of unfamiliar words in context

-Sum up what they have read in their own words

# Comprehension - Asking Questions



## Questions to talk about

Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.9 (HaT) Who is standing in the pit while Dan is in the tip-up truck?
- p.10 (FF) What noise does the mud make when it is going into the pit?
- p.11 (FF) Where does Dan think the cap could be?
- p.12 (FF) Where else does Dan think the cap could be?
- p.13 (FF) Where has Ken left his cap?

As you are reading, check for understanding. Don't move on until they can talk about what they have read.

If they are struggling to comprehend what they have read, model it to them.

*What is the tip-up truck full of?*  
*What is Dan doing?*

Dan is in his tip-up truck.  
The tip-up truck is full of mud.



# Comprehension - Asking Questions

## Questions to talk about

Ask children to TYP each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.9 (FF) How did Jade celebrate her birthday on Sunday?
- p.10 (HaT) What do you think is the most important thing on the list?
- p.11 (FF) What did they pick up first?  
(HaT) Why did Jade hide the currant bun?
- p.12 (FF) What did Dave say when he found the currant bun?
- p.13 (FF) Who put all the stuff into plastic bags?
- p.14 (HaT) Why did Dad's face turn pale when he started to unpack the shopping?
- p.15 (FF) Where did they have the party instead?

'Why did Dad's face turn pale when he started to unpack the shopping?'

'What was the main event that took place on this page?'

## Questions to read and answer

(Children complete without your help.)

1. How many packets of cheese did Dad ask them to get?
2. Who took Jade shopping?
3. Why did Jade and Dave race along the pavement to the bus stop?
4. Why was Dad cross?
5. Why was it OK at the end?

Well, it was a bit of a shame.

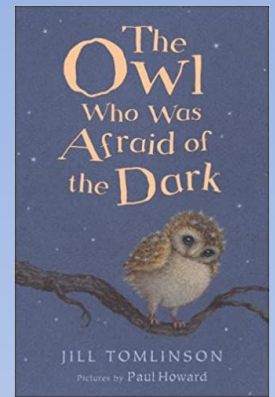
I hate grapes, and we didn't need hair spray – or nappies!  
But it was okay in the end.



We had the party at a pizza place instead.  
We had pizza, and chips, and pop.  
Then, out came a man with a birthday cake!  
A chocolate one, with seven sparklers on it. For me!



# Comprehension - Asking Questions



In fact he was exactly the same as every baby barn owl that has ever been – except for one thing.

Plop was afraid of the dark.

'You *can't* be afraid of the dark,' said his mummy. 'Owls are *never* afraid of the dark.'

'This one is,' Plop said.

'But owls are *night* birds,' she said.

Plop looked down at his toes. 'I don't want to be a night bird,' he mumbled. 'I want to be a day bird.'

'You *are* what you *are*,' said Mrs Barn Owl firmly.

'Yes, I know,' agreed Plop, 'and what I *are* is afraid of the dark.'

'Oh dear,' said Mrs Barn Owl. It was clear that she was going to need a lot of patience. She shut her eyes and tried to think

## Clarifying

I didn't understand ... so I ...

... is a tricky word so I ...

I need to reread ... because ...

I think that means ... because...



# Patience

*'Why was Mrs Barn Owl going to need a lot of patience with Plop?'*

*'Can you tell me what the main events of this chapter were?'*



# Comprehension - Vocabulary

**Vocabulary Check**

Discuss the meaning (as used in the story) after the children have read each word.

	definition:	sentence:
group	a pop group	... we got a good one by a new group.
raced	walked really quickly	We raced along to the bus stop.
stale	food that isn't fresh	Out of the bag came a packet of stale fishcakes ... (past the sell-by date).
past the sell-by date	food that is stale	I had a chocolate cake with seven sparklers on it.
sparklers	metal sticks with special material that lights up and sparkles when lit	

- Word meaning
- Word meaning in a sentence
- Word class
- Use it in another context
- Repeat and review
- Visuals if possible

Leaf leaped of the edge of the hill and flew...for a moment at least, before **tumbling** down into the lake.



To fall suddenly in a clumsy way.

Tell your partner about a time when you went tumbling over.

**tumbling**

what are other words for tumbling?



acrobatics, gymnastics, falling, plunging, topple, rolling, tip, whirl, whirl around, crumble



My friend went tumbling down the steps...

Verb.  
Action word.

# Comprehension - Inference

## Inferring

I think this character is ...

The word tells me ...

That part tells me ...

This makes me think that ...

-Finding clues that the writer has left

-'Reading between the lines'

-How is the character feeling? How do you know?

-Why did the character do that? How do you know?

# Fluency

Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read!



## What the problem looks like

### A kid's perspective: What this feels like to me

Children will usually express their frustration and difficulties in a general way, with statements like "I hate reading!" or "This is stupid!". But if they could, this is how kids might describe how fluency difficulties in particular affect their reading:

- I just seem to get stuck when I try to read a lot of the words in this chapter.
- It takes me so long to read something.
- Reading through this book takes so much of my energy, I can't even think about what it means.

### A parent's perspective: What I see at home

Here are some clues for parents that a child may have problems with fluency:

- He knows how to read words but seems to take a long time to read a short book or passage silently.
- She reads a book with no expression.
- He stumbles a lot and loses his place when reading something aloud.
- She reads aloud very slowly.
- She moves her mouth when reading silently (subvocalizing).



## What parents can do to help at home

- Support and encourage your child. Realize that he or she is likely frustrated by reading.
- Check with your child's teachers to find out their assessment of your child's word decoding skills.
- If your child can decode words well, help him or her build speed and accuracy by:
  - Reading aloud and having your child match his voice to yours
  - Having your child practice reading the same list of words, phrase, or short passages several times
  - Reminding your child to pause between sentences and phrases
- Read aloud to your child to provide an example of how fluent reading sounds.
- Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use books on tapes; have the child follow along in the print copy.





HENRY.

Horrid Henry looked up to see Miss Battle-Axe leaning over his table and glaring at him with her red eyes.

“What did I just say?”

“Henry,” said Horrid Henry.

Miss Battle-Axe scowled.

“I’m watching you, Henry,” she snapped. “Now class, please pay attention, we need to discuss—”

“Waaaaa!” wailed Weepy William.



## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate<sup>1</sup> books, the pupil can:

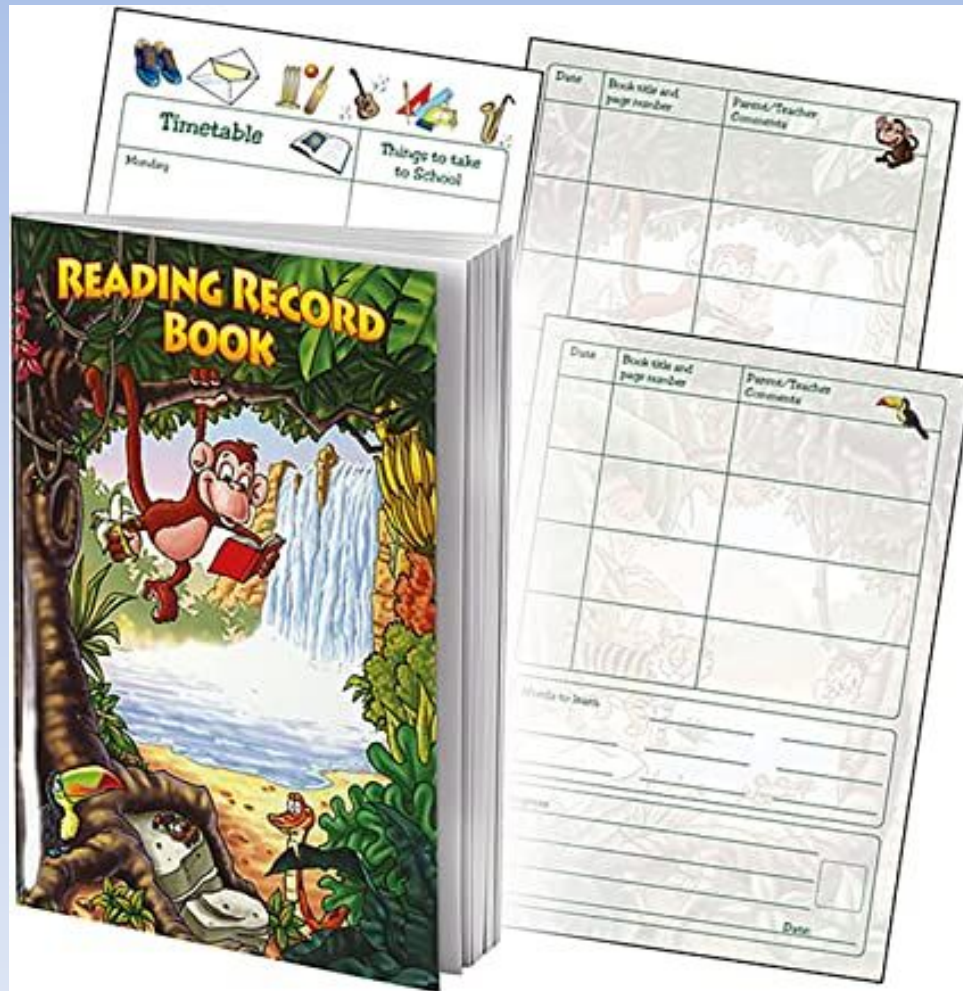
- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.



# Reading Records



# Teaching letter formation

## 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  
p down the plait and over the pirate's face  
g round her face, down her hair and give her a curl



You can read stories with your child.  
Relentlessly.

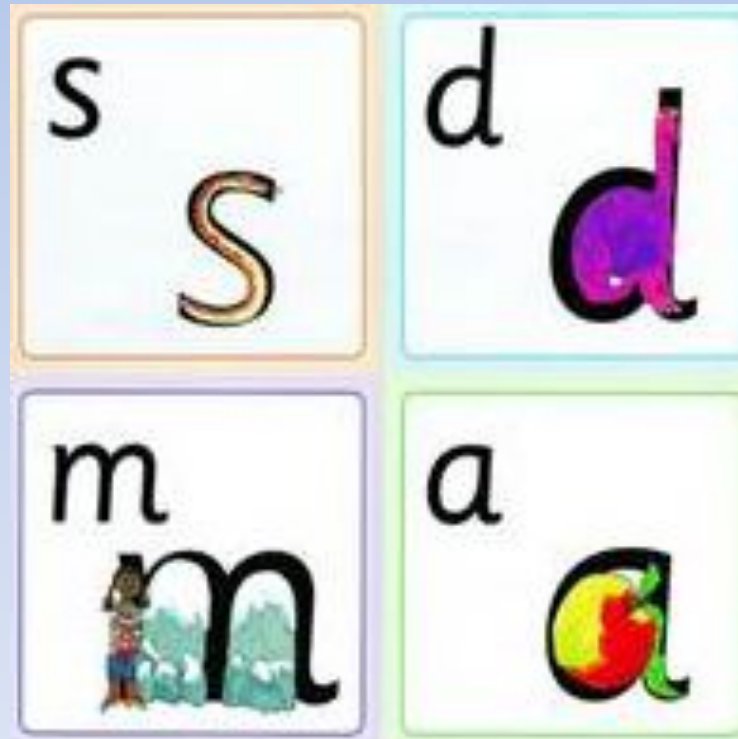
Read favourite stories over and over again

Read some stories at a higher level than they  
can read themselves.

Listen to them reading their take home Phonics  
storybooks.

You can practise pronouncing sounds.  
Use the Set 1, 2 or 3 books

Remember no 'fuh' and 'luh'!



<https://www.youtube.com/watch?v=TkXcabDUg7Q>

**You can watch video tutorials.**

For how to do all these things and more

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

# Please remember:

When reading with your child at home, it is meant to be easy! They are consolidating what they have learnt at school, not learning anything new. If they find it too difficult they will not enjoy reading at home. Reading is a pleasurable activity.



# Oxford University Press publish the resources





<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>