

Phonics at John Harrison

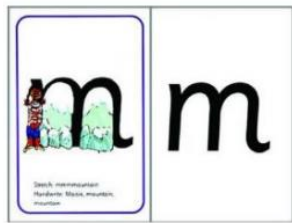
Phonics is taught to our children through the use of the Read Write Inc (RWI) programme structure.

Set 1 sounds

Children begin by being taught the pure 'Set 1' sounds so that they will be able to blend the sounds in words more easily. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words. To view the correct pronunciation of the sounds you can visit website where there are a number of videos demonstrating the correct pronunciation of sounds.

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

At this stage, the children are not only taught the sound the letter makes but also how to form the letter, using a rhyme and a picture prompt.



Children use these sounds to sound out words . e.g. 'm-a-t', we would say 'mat'. Once your child knows all their 'Set 1' sounds and is able to read real words using sounding out they will begin reading storybooks.

f	l	m	n	r	s	v	z	sh	th	ng nk
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b	c k	d	g	h	j	p	qu	t	w	x	y	ch
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It is important that children learn to decode new, unfamiliar words in this way. When your child is secure with Set 1 sounds they will then begin to learn 'Set 2' sounds.

Speed Sounds Set 2

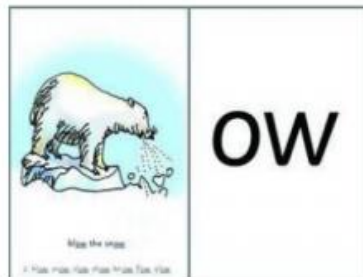
ay	ee	igh	ow
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oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Each Set 2 sound has a rhyme to accompany it when the sound is taught. For example the word play cannot be sounded out as single letter sounds. The word contains the 'ay' sounds where one sound is created by the two letters. This is known as 'special friends' which is two letters- one sound. The word containing the 'ay' sound so will be sounded out as p-l-ay. Other examples for this sounds include:

tray= t-r-ay

Sunday= S-u-n-d-ay



An example of a set 2 sound card for 'ow' as in 'blow the snow'

Speed Sounds Set 3

Your child will then move onto 'Set 3' sounds. The Set 3 sounds are shown in pink.

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ay	y ea e	i-e ie i	o-e oa o

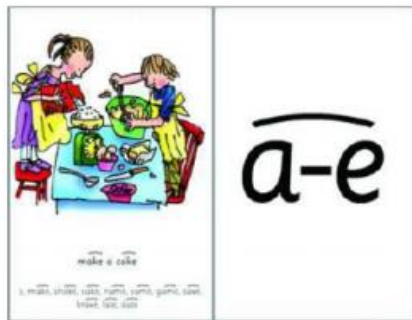
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e ue ew			oor ore aw au	are	ur er	ow	oi			

From this table you can see that for one spoken sound (phoneme) such as 'ay' there can be a number of ways of writing this sound (grapheme). For example:

play= p-l-ay

snail= s-n-ai-l

cake= c-a k e



An example of a set 3 sound card for 'a-e' as in 'make a cake'

What are Red Words?

These are words that are unable to be sounded out as they are irregular. Children simply have to learn to recognise, read and spell these words as they cannot be sounded using any sort of phonics strategy.

Examples of red words

was	what	to	I	my
the	said	one	you	who
love	all	some	your	water
she	he	we	me	be

In summary, how and what do children learn?

- Learn 44 sounds and the corresponding letters/letter groups using picture prompts.
- Learn to read words by blending letter sounds
- Read lively stories featuring words they have learnt to sound out.
- After discussion about the story they demonstrate their understanding by answering questions

Whilst children are accessing the RWI programme, every day they will bring home an appropriate phonically decodable book, which they should be able to read independently. This book will also be shared every day in class. Children will also be able to bring home a book from our other reading materials such as an Oxford Reading Tree book. This book is intended as a shared read with your child so they can develop other reading skills and a love of stories. We ask that you listen and share these books with your child throughout the week.

Should you have any questions or would like more information about phonics or any other aspect of reading, please ask.

How can you help your child at home?

- Establish a routine to include regular reading throughout the week
- Have fun with 'sounding out' at home eg Where is your c-oa-t? Time for b-e-d!
<http://www.ruthmiskin.com/en/resources/parent-tutorial-preparing-teach-reading-fred-games/>
- Encourage your child to 'sound out' any unfamiliar words.
- Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story- talk about stories with them.
- Explain the meaning of new words.
- Fill in the comments in your child's reading diary to keep us informed of how reading is going at home.

Further Information Read Write Inc Website: <http://www.ruthmiskin.com/en/parents/>
Oxford Owl with free ebooks <http://www.oxfordowl.co.uk/reading/>