



Parent Workshop

# Aims

1. Understand how phonics can teach learners to read and spell
2. Explore the Read Write Inc. programme
3. Find out ways parents/carers can encourage reading at home.

**PHONICS**

**Phonics** is the ability to decode letters on a page into words. Until the ability to do this is secure, reading will be hard work and quality comprehension will not take place!

**c-a-t**      **s-n-ai-l**

Decoding is a relatively low level skill, but for many a skill that needs to be taught regularly and intensively until it is mastered.

# Read Write Inc.

- In Secondary, we recognised the need for phonic teaching to continue from Primary
- Read Write Inc. (RWI) is a well-known phonic programme used in both Primary and Secondary settings with high success rates
- RWI is a highly structured, repetitive and prescriptive programme
- RWI uses specialised books and resources to match each phonic stage the learners pass through

# How does RWI work at Kennel Lane?

- 3-4 times a week (key stage dependent) 45 minute RWI lessons
- Learners split into phonic ability groups within their key-stage = targeting learning
- Learners needs assessed every term and groups re-adjusted according to learner progress
- New sounds introduced regularly – books and writing tasks match new sounds and revise old sounds

**LETTER  
SOUNDS**

# Using 'pure sounds'



[https://www.youtube.com/watch?v=5J2Ddf\\_00m8](https://www.youtube.com/watch?v=5J2Ddf_00m8)

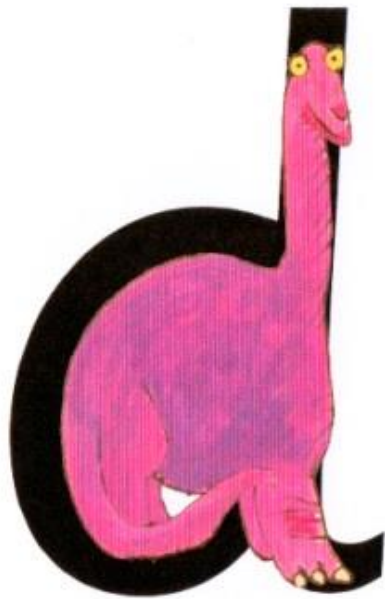




Stretch: mmmountain

Handwrite: Maisie, mountain,  
mountain

m



Bounce: d-d-d-dinosaur

Handwrite: Round his bottom,  
up his tall neck, down to his feet

A large, bold, black lowercase letter 'd' is centered on a white background. The letter is a simple, clean font with a rounded bottom and a vertical stem that curves slightly at the top.

**LETTERS**

**MAKE**

**WORDS**

# Three types of word

DECODABLE

TRICKY

ALIEN



# Decodable Words

- Can be 'sounded out.'

**l-e-tt-er-s**

**m-oo-n**

**ch-air**

**c-u-p**

# Tricky Words

- Are difficult to 'sound out' as there are letters that do not make the sound we expect.
- Some tricky words become decodable as children progress through the phases.

into

no

me

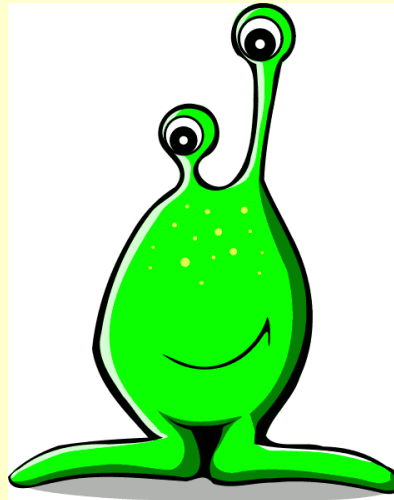
was

they

# Alien Words

- Can be 'sounded out' but make no sense. These words test if the children can decode words even if they are not real. They also often form the 'root' of many common words.

**blos**



**muh**

**airp**

**jurp**

# Decoding (for reading)

When a child is **decoding**, they are using the letters on a page to retrieve the sounds associated with them.

1. The child finds a word **hair**
2. **Segments** the word into its phonemes (sounds) **h-air**
3. Says the sounds aloud or in their head **“h air”**
4. **Blends** the sounds together to make a word **hair!!!**



# Encoding (for spelling)

This is when an individual applies their knowledge of letter sound relationships to identify the letters they will need to make a specific written word.

E.g. “Snail, umm what sounds can I hear?”

*/s/ /n/ /ai/ /l/*

“How do I write those sounds?”

*s-n-ay-l*      or      *s-n-ai-l*

Read Write Inc – Spelling homework

Joe.

Please help your young person to read and spell the circled words.

The green words can be sounded out e.g. 'long' 'spin' 'hair'

The red words contain some sounds that cannot be sounded out. These words are best to learn by sight. e.g. 'my' (/y/ is making an /f/ sound rather than /y/) 'was' (/a/ is making an /o/ sound rather than /a/)

Possible spelling and reading activities

- Write the words onto pieces of paper and play lotto/snap
- Read the words in a sentence
- Write (or order) a sentence containing the words
- Spot the words in the environment and in books

The next spelling test date is:

Thursday 11<sup>th</sup> June.

Green words

Read in Fred Talk (sounds)

spin six stuck black flat pink long thin  
them munch this

Read in syllables

can`not → cannot

Read the root word first and then with the ending

sit → sitting      bug → bugs  
spot → spots      wing → wings

Red words

said the my are

Test result from this week:

5

out of

6

Spellings to keep practising:

chop.

# Higher level phonics

- Once learners know the main sounds (phonemes) and how to read simple words, they can begin looking at different spelling patterns for the same sound
- Learners will read more difficult texts and be expected to answer high level comprehension questions
- Learners will write more varied text types as part of their writing section of the phonics lesson including more complicated sentences using a variety of grammar.

# Lots of ways to write the /ai/ phoneme



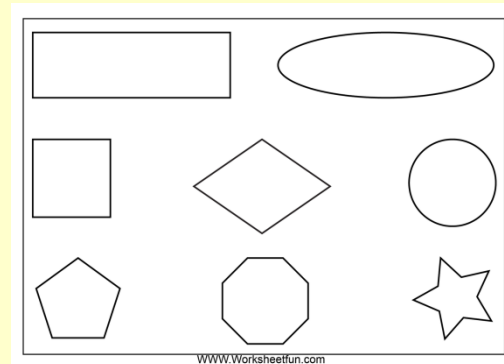
sleigh



hay



snail



shape

**Reading at  
home**

# How to engage children in reading

- ❖ Show them that you read
- ❖ Bedtime stories/anytime stories
- ❖ Pointing out signs/adverts in the environment
- ❖ Online stories – Oxford Owl
- ❖ Celebrities reading stories online
- ❖ Trips to the library/Waterstones
- ❖ Read a range of texts – comics, newspapers, magazines, picture books, adverts, menus
- ❖ Have books available and make a big deal out of buying a new book
- ❖ Read the PM books with your child & complete the spelling homework
- ❖ EXPOSURE!!!!

# Reading with your child

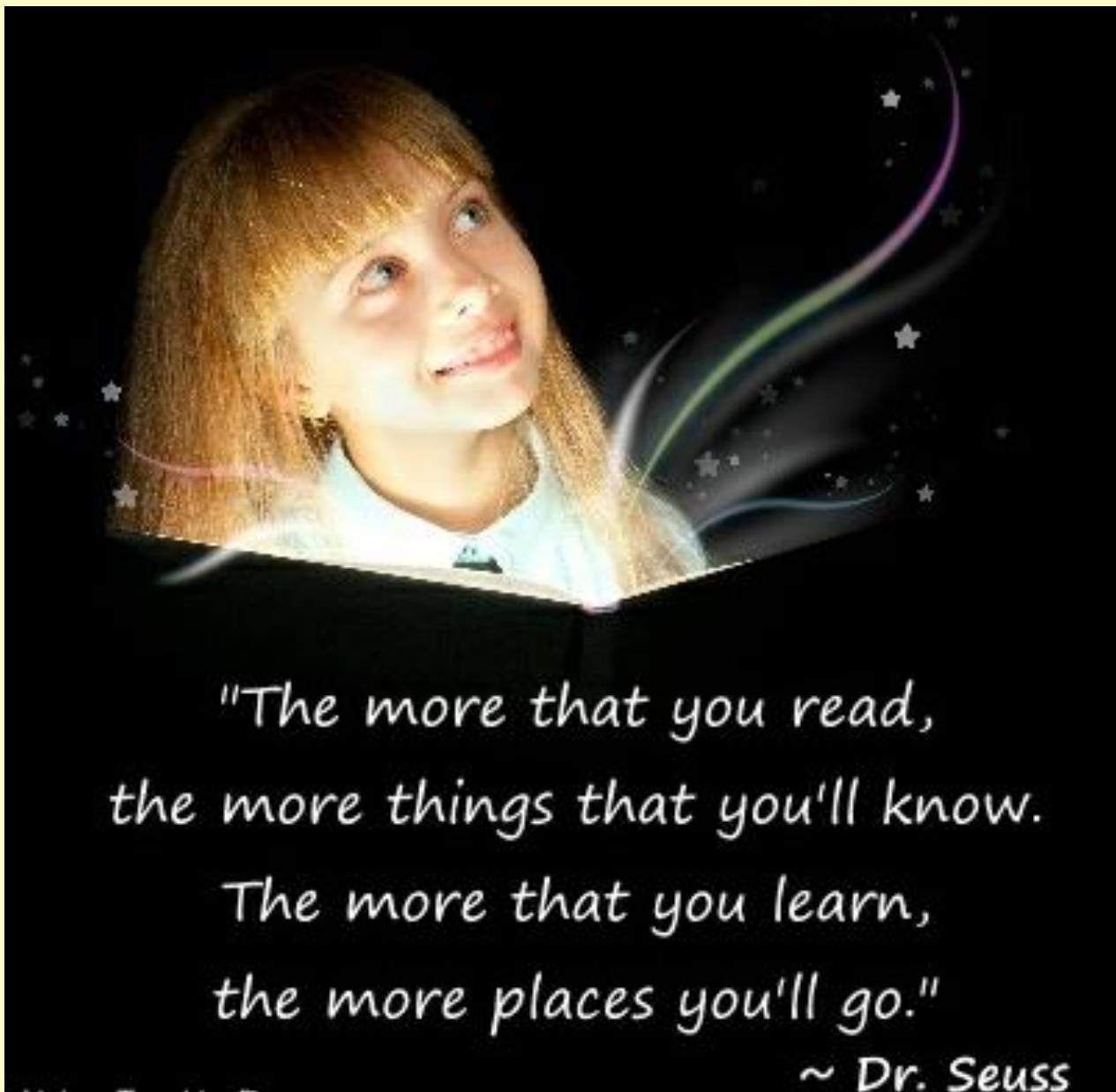
1. 'Warm the book up' - spark interest!
2. You could walk through the story first and look at the pictures
3. Read to your young person – pause at some words and ask for help
4. Take turns to read each page
5. Ask some questions

Don't forget to read for pleasure! 😊

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- ✓ Explore the Read Write Inc. programme
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"The more that you read,  
the more things that you'll know.

The more that you learn,  
the more places you'll go."

~ Dr. Seuss

**Thank you for coming – please fill out the evaluations**