

# Teaching your child to read in Year 1

PARENT INFORMATION SESSION

Thursday 5th October 2023

# Why RWI phonics?

- The ability to read and write is a vital skill for all children.
- Phonics helps children to develop good reading, writing and spelling skills.
- RWI programme meets the expectations of the National Curriculum
- Daily systematic and structured programme
- Whole class and small group work
- Storybooks align with the sounds learnt in class
- Proven to be successful in early reading

# Phonics at a glance

**Skills** of  
segmentation and  
blending



**Knowledge** of the  
alphabetic code

# Terminology

## Phoneme

- This is something you can **hear**.
- The smallest unit of sound in a word
- The sound that a letter or group of sounds make

## Grapheme

- This is something you can **see**.
- The written representation of a phoneme.
- A grapheme can contain 1, 2, 3 or more letters.
- E.g. t, ai, igh

# English Language

- 44 sounds
- Over 150+ graphemes
- One of the most complex alphabetic codes in the world!

# Learning so far

Complex Speed Sounds												
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		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				ā-e	y	i-e	ō-e				
					ai	ea	ie	oa				
						e	i	o				
							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									

- Set 1 & 2 sounds
- RWI storybooks
- Matching banded books
- Multi-sensory approach  
matching handwriting phrases  
to letter formation

# Set 3 sounds

- Once children are secure in their Set 1 & 2 sounds, they are taught Set 3.
- These are different graphemes (ways of writing) the same sound
- Appear in Yellow, Blue and Grey storybooks

## Complex Speed Sounds chart

### Consonants: stretchy

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					
					ce					

### Consonants: bouncy

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

### Vowels

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

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































# Choosing the right grapheme

- Choosing the correct grapheme for a word can be challenging
- Children will need to decide if its **make**, **maik** or **mayk**
- As adults we might sometimes write a word down to see if ‘it looks correct.’
- We need to allow children time to do this too.
- Using the complex speed chart, we encourage the children to write the word down and ask them, “does it look correct?”
- Children who are frequently and consistently exposed to written print are more likely to be able to identify if their spelling looks correct.



# Sounds and Rhymes




















Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

By the end of EYFS, children should be secure in all Set 1 single letter and digraph sounds (special friends).

Children should be able to recall and recognise Set 2 and 3 sounds by the end of Year 1.

You can learn the pronunciation of sounds [here](#).

# How does phonics help us to read?

- Phonics teaches children how to read through **segmenting** and **blending** sounds.
- **Segmenting** is breaking a word into small, manageable chunks to spell it, e.g. **c-a-t**.
- **Blending** is merging the letter sounds together, e.g. cat.
- We use Fred Frog to teach children how to read through segmenting and blending words.
- Fred can *only* talk in **pure sounds** - he says **b-r-ow-n** not *brown*.
- We call this 'Fred Talk.'



# Fred Talk at home

*Talk to your child using Fred Talk:*

- What a tidy r-oo-m!
- Where is your c-oa-t?
- Time for b-e-d

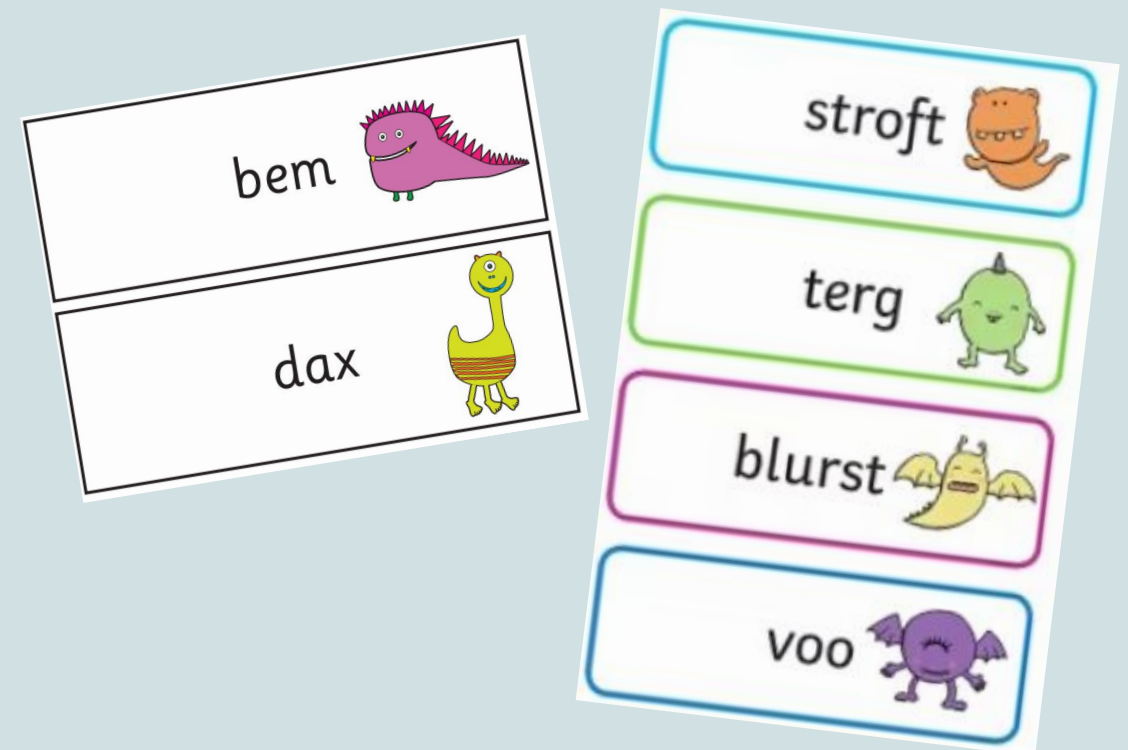
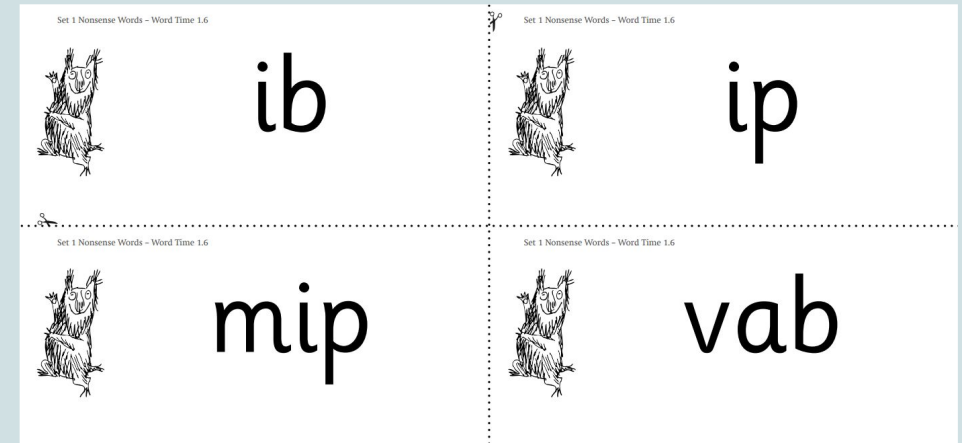
*Fred games:*

- Fred wants you to touch your **h-ea-d**
- Fred wants you to act like a **h-or-se**
- Fred wants you to **h-o-p, r-u-n, s-k-i-p**



# Alien Words

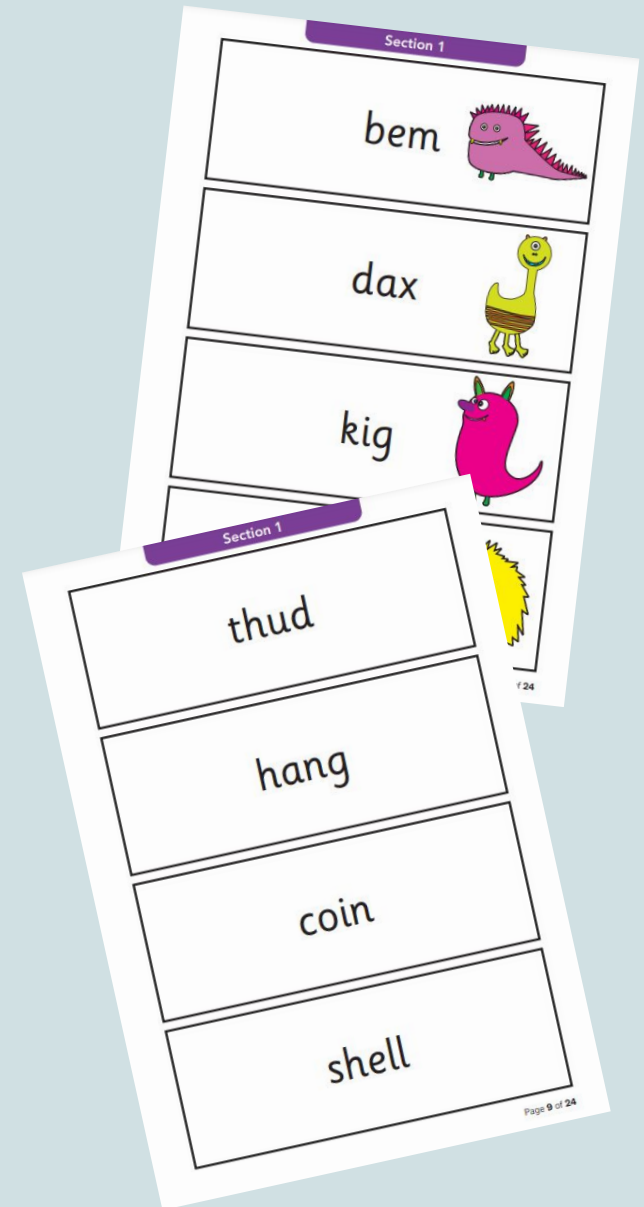
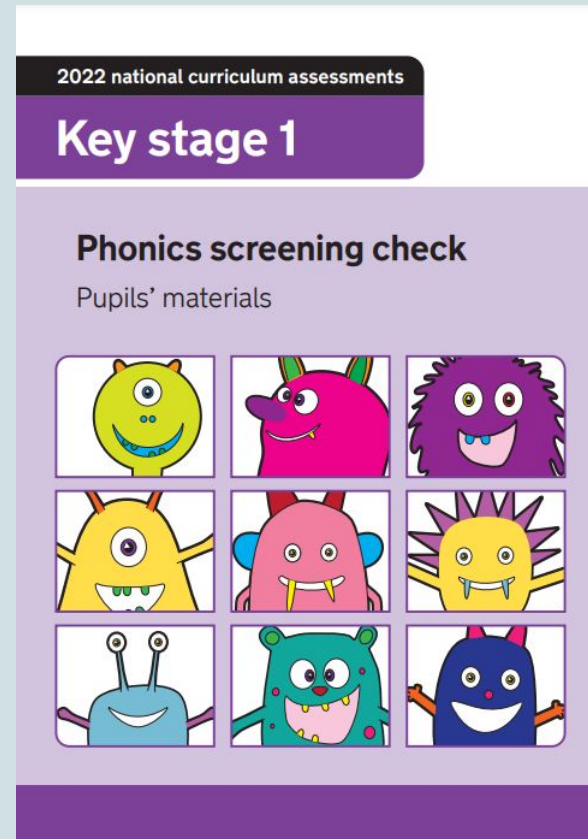
- Nonsense words or ‘alien’ words are made up of words that have no meaning.
- They are used to assess children’s sound knowledge and blending.
- During daily phonics sessions, children are given a set of nonsense words linked to the focus sound, e.g. **ay = flayg**
- In the PSC at the end of Year 1, children are asked to read 20 alien words.
- If children are able to decode alien words successfully, they will be able to easily decode new words.



# Phonics Screening Check

- The National Phonics Screening Check is a statutory assessment that was introduced to all Year 1 pupils in 2012.
- All Year 1 pupils will take the phonics screening check in the summer term.
- It comprises of a list of 40 words - 20 nonsense (alien) words and 20 real words.
- It assesses children's ability to decode and blend words accurately.
- The check consists of words containing Set 1, 2 and 3 sounds.

[Parent Video](#)



# End points

	YR children can:	Y1 children can:	Y2 children can:
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Grey Storybooks
<b>End of Autumn term</b>	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring 1</b>	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read White Reading Hub books with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks	Read Yellow Storybooks	
<b>End of Summer 1</b>	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	
<b>End of Summer term</b>	Read Green or Purple Storybooks	Read Blue Storybooks	

- To be at the **expected** standard by the end of Year 1, children should have completed the Read Write Inc programme or at least be on Blue storybooks.
- In Year 2, children should be accessing Reading Hub (chapter) books independently with fluency, expression and secure comprehension skills.

## Reminder:

All children develop at a different pace and should not be rushed off the programme. Some may be a little behind or a little further ahead in comparison to their peers. This is okay as they are still learning!

# Reading in preparation for writing

- Developing fine motor skills – thumb, finger, hand and wrist movements
- Pincer or tripod grip for handwriting
- Teaching correct posture - sitting at a table
- Handwriting practice using RWI rhymes

*How can you support development of the skill at home?*



# Read read read!

- Read favourite stories **over** and **over** again
- Read some stories at a **higher level** than they can read themselves e.g. their library book.
- Aim to listen to them reading their RWI books for **5-10 minutes a day.**
- Daily practise improves confidence and skills.
- Ask your child questions about the books they are reading to develop understanding and comprehension.





# Home School Books

## COMPLEX SPEED SOUNDS CHART

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		
ph	le	mb	kn	wr	sc		se	ci		nk
					ce					

Consonants: bouncy

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

Vowels

a	e	i	o	u	ay	ee	igh
	ea				ā-e	y	ī-e
					ai	ea	i
							y

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

## Red Word Lists

### Red Words Set 1

I	the	my	you	said
your	are	be	of	no

### Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

### Red Words Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

### Red Words Set 4

they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

- Home School books in KS1 contain pages to support with RWI as well as a recommended reading list.
- These books need to be in school **every day**.
- Please read with your child **daily** or **at least 3 times per week**.
- We will communicate child's progress
- Children can send in a birthday book to help us to celebrate their special days. We have labels to put inside the book naming the child who donated it. Please speak to us if you want some ideas about which books to buy.
- For additional information on reading at Grange Park, along with further recommended reads, please visit our [website](#).

# Groupings

- Children have been grouped according to learning needs.
- They are assessed regularly through home/school reading.
- Children are formally assessed on a half-termly basis.
- Daily RWI session will include:

*Speed Sounds Lesson*

*New words linked to sounds*

*Learning 'red' words*

*Whole class shared reading*

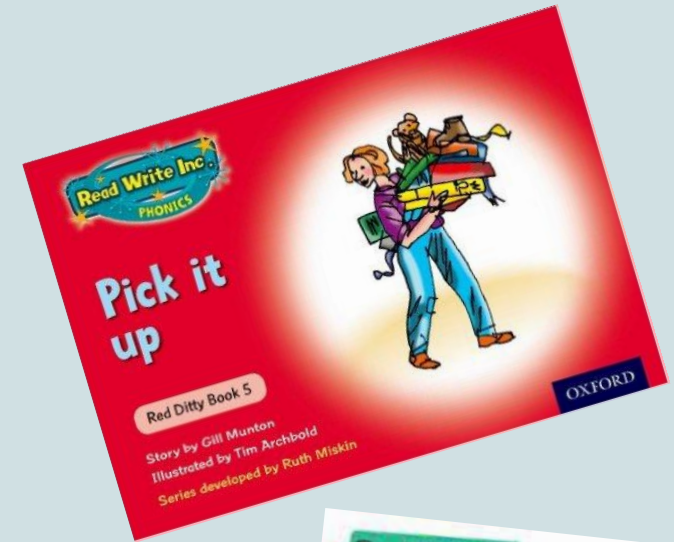
*Adult-led paired reading and comprehension*

*Adult-led writing task*

- Letter formation and daily handwriting sessions
- Fine motor activities - 'busy fingers'

# How can you support your child?

- Daily and regular reading at home OR at least 3 times a week (minimum expectation).
- Talk through the questions in the back of the RWI books - develop comprehension and understanding
- Evidence your child's reading progress in their home school diary - especially if they have read their **banded** book.
- Read to your child as frequently as possible - this promotes language development, broadens their vocabulary and creates a love for reading.
- Expose your child to a variety of books - non-fiction, age appropriate, classic tales, library books.



# Resources

[Ruth Miskin Information for Parents](#)

[RWI Parent Videos](#)

[Oxford Owl eBooks](#)

[Phonics Information on School Website](#)