

Teaching your child to read in Year 1

PARENT INFORMATION SESSION
Thursday 10th October 2024

Why RWI phonics?

- Phonics supports the development of 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!

| | | | | | | | | |
|-------------------|-------------------|--------------------|------------------|--------------------|--------------------|---------------------|--------------------|---------------------|
| s sat | t tap | p pan | n nose | m mat | a ant | e egg | i ink | o otter |
| g goat | d dog | ck click | r run | h hat | u up | ai rain | ee knee | igh light |
| b bus | f farm | l lolly | j jam | v van | oa boat | oo cook | oo boot | ar star |
| w wish | x axe | y yell | z zap | qu quill | or fork | ur burn | ow now | oi boil |
| ch chin | sh ship | th think | th the | ng sing | ear near | air stair | ure sure | er writer |

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 | | | | a-e | y | i-e | o-e | | | | |
| | | | | | ai | ea | ie | oa | | | | |
| | | | | | | e | i | o | | | | |
| | | | | | | | y | | | | | |
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure | | |
| u-e | | | oor | are | ur | ow | oi | | | | | |
| ue | | | ore | | er | | | | | | | |
| ew | | | aw | | | | | | | | | |
| | | | au | | | | | | | | | |

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

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 | | | | | | | | | | | |

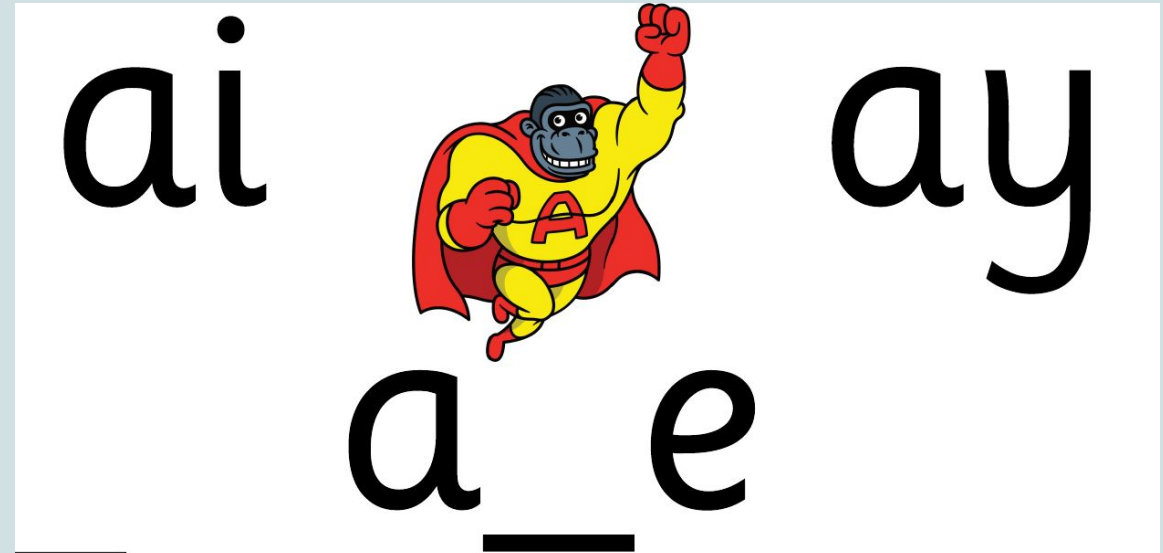
Vowels

| | | | | | | | | |
|---|----|---|---|---|-----|----|-----|-----|
| 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 need to decide if its make, maik or mayk
- Using the complex speed chart, we encourage the children to write down the word and ask, “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  | ee  | igh  | ow  | oo  |
| may I play? | what can you see? | fly high | blow the snow | poo at the zoo |
| oo  | ar  | or  | air  | ir  |
| look at a book | start the car | shut the door | that's not fair | whirl and twirl |

Speed Sounds Set 3

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

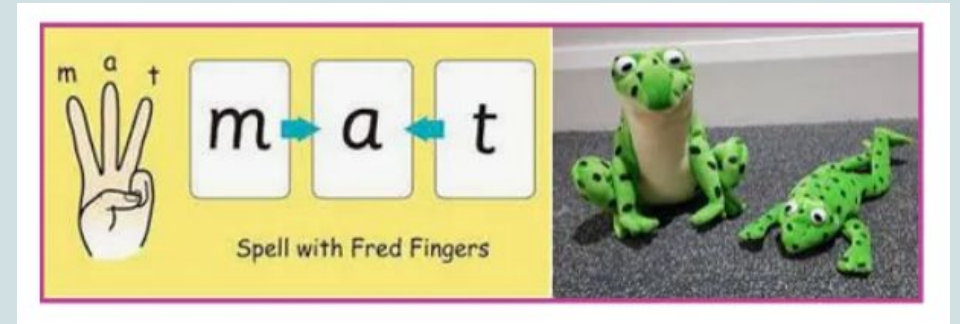
By the end of EYFS, children should be secure in **all** Set 1 single letter and digraph sounds (special friends).

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

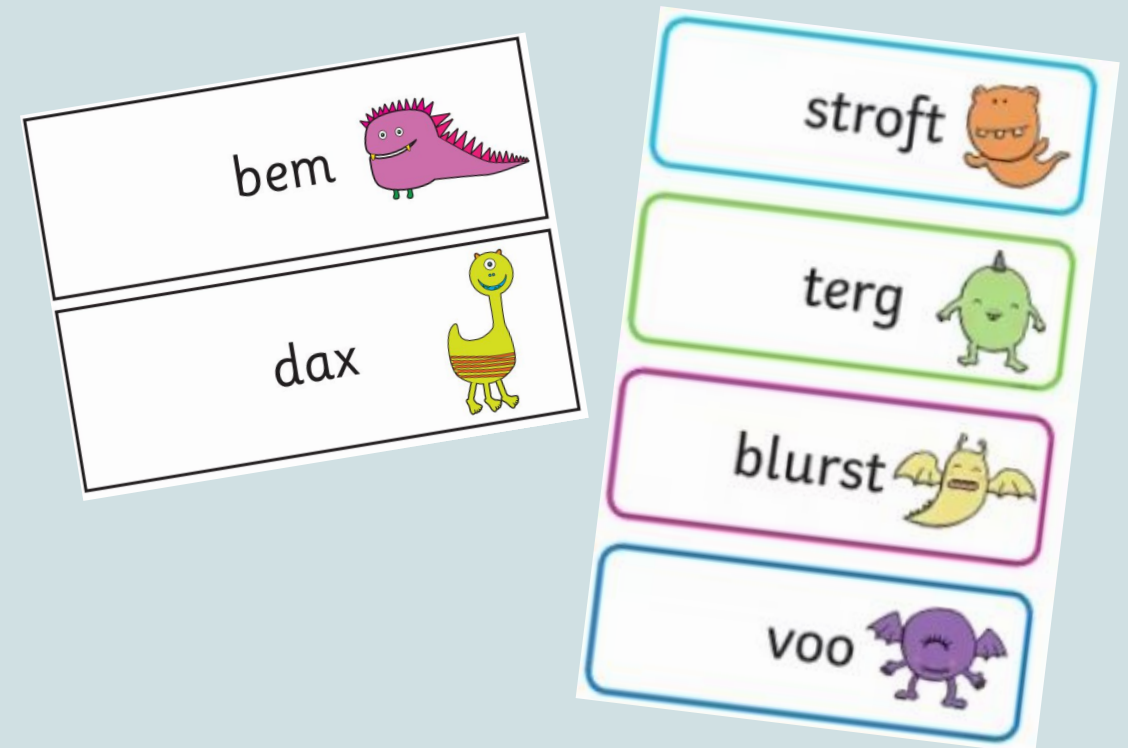
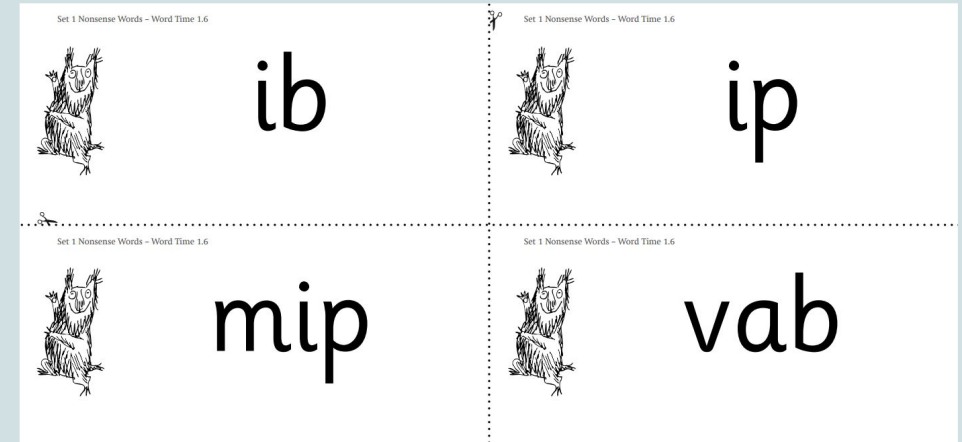
Fred games:

- 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

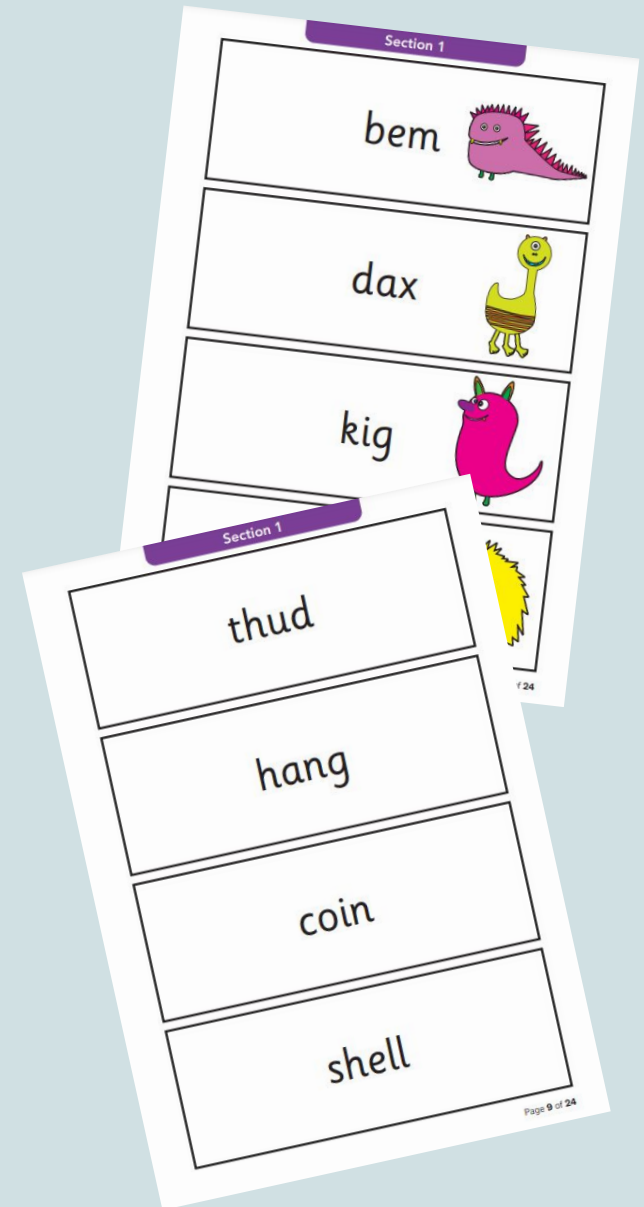
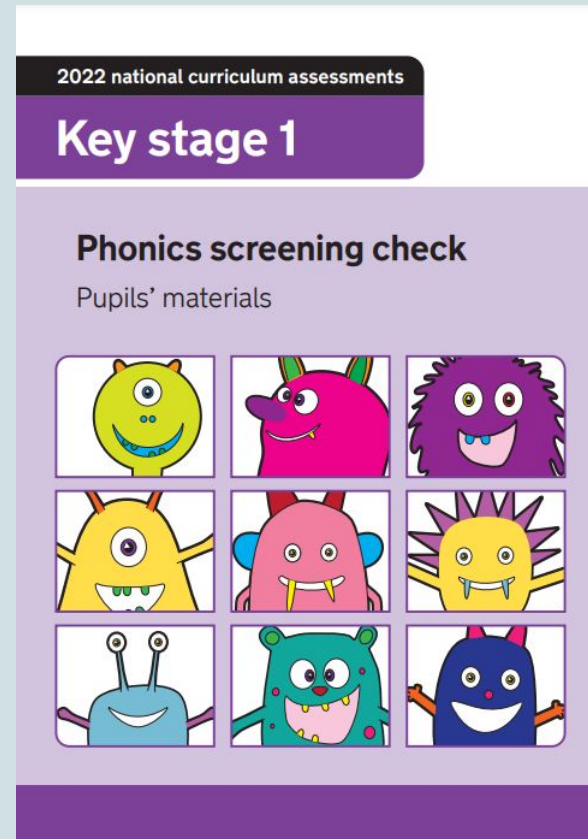
- Nonsense words or ‘alien’ words are made up words that have no meaning.
- They are used to assess children’s sound knowledge and blending.
- Children are exposed to a set of nonsense words linked to the focus sound, e.g. **ay = flayg**
- In the PSC at the end of Year 1, children are asked to read 20 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: |
|---------------------------|---|--|---|
| End of Autumn 1 | Read single-letter Set 1 sounds | Read Purple Storybooks; read some Set 2 sounds | Read Grey Storybooks |
| End of Autumn term | 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 |
| End of Spring 1 | 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 |
| End of Spring term | Read Red Storybooks | Read Yellow Storybooks | |
| End of Summer 1 | Read Green Storybooks; read some Set 2 sounds | Read Yellow Storybooks; read all of Set 3 sounds | |
| End of Summer term | Read Green or Purple Storybooks | Read Blue Storybooks | |

- To be at the **expected** standard by the end of Year 1, children should be on Blue storybooks.
- By Christmas 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.

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 the 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 |

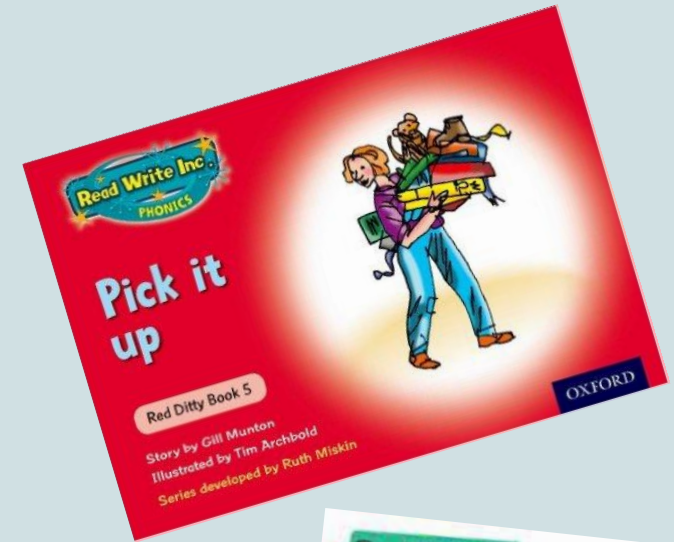
- Home School books in KS1 contain pages to support with RWI as well as a recommended reading list.
- These books need to be in school **every day** as they are used to communicate progress.
- Please read with your child **daily** even if it is just 5 minutes!
- Children can send in a birthday book to help us to celebrate their special days. We have labels to put inside the book naming the child who donated it.
- 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.
- 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](#)