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Training



Puttenham CofE Infant School

**Read, Write, Inc.
Phonics and reading workshop**



WELCOME

To Puttenham CofE Infant School

Phonics and Reading Meeting

Friday 27th September 2024

Mrs Dynan and Miss De Filippis
Reading and Writing Subject Leaders

Our aims for your child as a reader at Puttenham school

To develop a love of reading

Develop fluency and independence

Develop comprehension skills and understanding

To be introduced to different authors and genres

Have the opportunity to discuss and review books

OFSTED 2022

Reading is a high priority of the school. Children learn to read from the minute they join Reception. Staff are experts in teaching phonics. They deliver lessons in a methodical way. The books pupils read are closely matched to the sounds that they know. Staff check pupils' learning of phonics systematically. Staff make all reading activities engaging, including during assemblies, through the 'open the book' project. This is where leaders and volunteers act out stories from the Bible to help pupils understand and engage with reading.

Why is reading important?

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.

Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching (The reading framework: teaching the foundations of literacy July 2021)

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

What is Phonics?

Phonics - the sounds that our alphabet represent.

We have 26 letters, 44 sounds and 150+ ways of writing those sounds!!

It is the most difficult language to crack!

We ensure our children learn these sounds quickly and that they are embedded. The best way to do that is have fun learning, but also **repeat, practise and repeat again and again and again!**

What is phonics?

Sounds also known as phonemes

Graphemes (letters we use to write the sound)

All words are made up of individual **sounds**. These sounds are merged together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

A **grapheme** is another name for the letters we use to write the sound. The spelling of that sound on the page.

Phonics is the method of teaching reading through the identification of sounds and graphemes.

This gives your children the tools to read any word.

Speed Sounds Set 1

Consonant sounds – stretchy

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds – bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds – bouncy

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Vowel sounds – stretchy

| | | | |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Speed Sounds Set 2

Consonant sounds – stretchy

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds – bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds – bouncy

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Vowel sounds – stretchy

| | | | |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Speed Sounds Set 3

They begin to look at alternative spellings for the same 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 | | |
| | | | | | ce | | se | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| 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 | | | | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | y | ie | oa |
| | | | | | | ea | i | o |
| | | | | | | e | y | |

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

Pure Sounds

It is vital that we teach our children to pronounce the sounds correctly.

We call these *Pure Sounds*.

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



How do we teach reading in Reception?

- ▶ Story telling – picture books
- ▶ We do this through daily phonics lessons.
- ▶ The children are first taught to listen for sounds and begin to rhyme
- ▶ We teach the children to then segment and blend **real and made up words**
- ▶ RWI programme is fun and interactive and have pictures or rhymes to hook their learning onto (different learning styles/multi sensory – visual, auditory, read-write and kinaesthetic)
- ▶ Words that cannot be blended are called **Red** words
- ▶ Words that we can sound and then blend are **Green** words. We teach them that this is Fred talk.
- ▶ The children learn reading skills in small guided reading groups where they share a book together match closely to the sound they will be learning that week. They will also access reading/phonics resources in the continuous provision.
- ▶ Listening to stories, favourite 5, poetry and non fiction books, books linked to the different EYFs areas.
- ▶ 5 sounds learnt that week are sent home to practice recognition and letter formation
- ▶ Once they start blending, they may come home with a sound book or a ditty sheet to learn the sound (phoneme) and read the words/sentences.

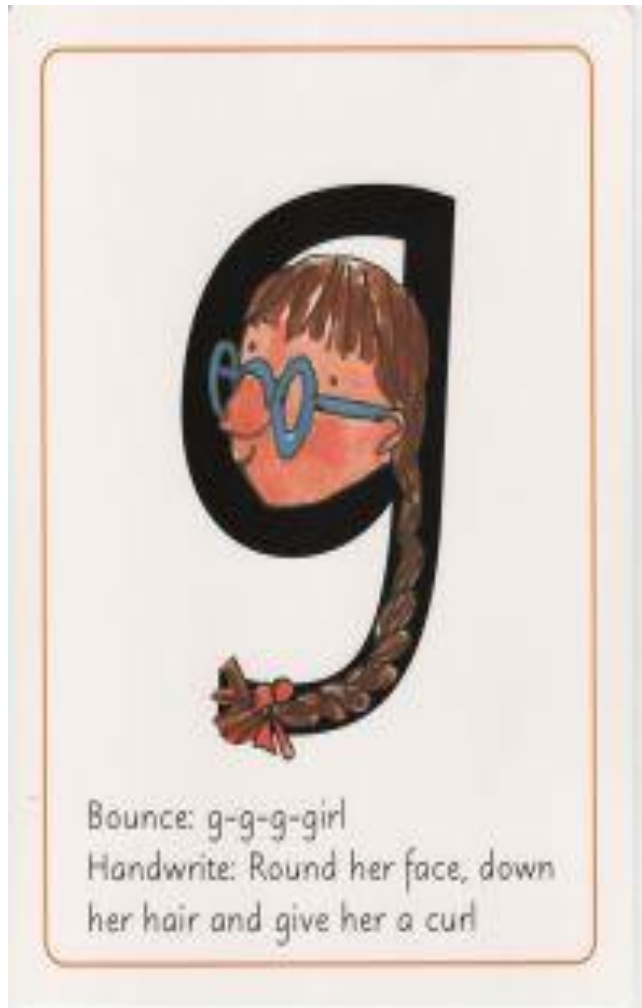


Fred

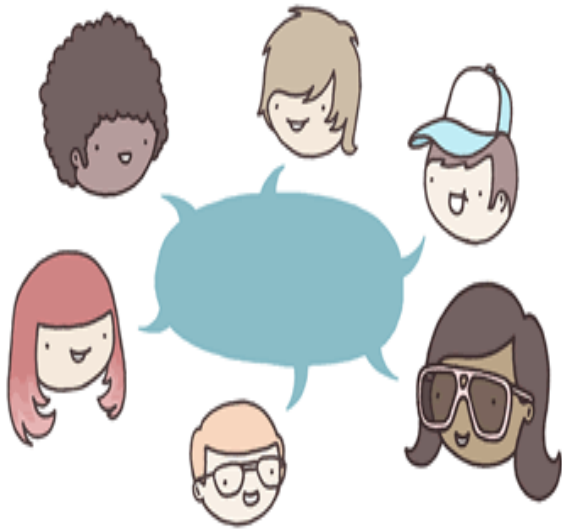
- Fred helps the children learn the sounds
- He only speaks in sounds (phonemes)
- He helps the children listen to the sounds and begin to blend the words without reading them.
- He counts the words in a sentence

WE LOVE FRED!

Today's sound is....



g



My turn

Your turn 😊

TTYP

Turn to your partner!



Sounds + blending = reading



+

sat



Picture Phrases on all sets

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



yawn at dawn

3. saw, raw, law, straw, dawn, paw,
crawl, jaw, claw, yawn



‘Special Friends’, ‘Fred Talk’, read the word

1.4

ship

Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



Red Words (tricky words)

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

Nonsense words



sheb



glight



ched



teb

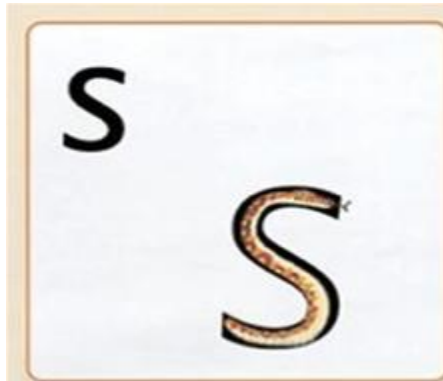
....and now write it!

Read, Write Inc phonics teaches reading and writing skills at the same time.



WRITING

Slither down
the snake



Around the
dinosaur's
bottom and up
to his neck

Maisie
mountain,
mountain



Around the
apple and
down the leaf

We use a rhyme to help the children learn the formation of the letter.
They are taught how to hold the pencil (pencil grip) and sit at their tables.

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



WRITING

Once the children are secure writing some letters, as with reading, we begin to blend the letters to write some words. Fred is back!



Key Stage 1 (Y1 and Y2)

Phonics at Puttenham

- Daily 20 minute discrete lesson each day
- Assessment at the beginning of the term and after a block of teaching
- Children are placed in the groups based on the assessments (sounds they need to learn)
- They will revise the sounds previously learnt, learn a new sound, read green and red words, read the book x3 a week, write words/sentences linked to spelling and grammar.

Reading at home

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 for writing only



Reading at home

Book sent home as eBook to be read at home (Wednesday). At this stage they should be fluent and will concentrate on expression, punctuation and comprehension including an on-line quiz.



A reading book matched to your child's phonic level will be sent home on Thursday. (Book bag books)

- Read the book fluently, talk about new vocabulary, punctuation add expression.
- Comprehension (key questions).
- Reading for pleasure/sharing book (weekly)
- Library book sent home. To share and enjoy reading together. (Friday)

What can you do?

- Listen to your child read the same storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Clap out syllables
- Discuss the story and encourage their storyteller voice (model this)
- Use the information on the inside or back covers of the books to guide you
- Access the bookmarks or videos on the website to help support developing reading skills.
- Talk to your child's teachers for strategies or more information

[https://www.oxfordowl.co.uk/?sellLanguage=en
&mode=hub](https://www.oxfordowl.co.uk/?sellLanguage=en&mode=hub)

Log in with your child's password

Go to homework at the top of the
page

Login

Please select your user type.



Students

Teachers

Parents

School code

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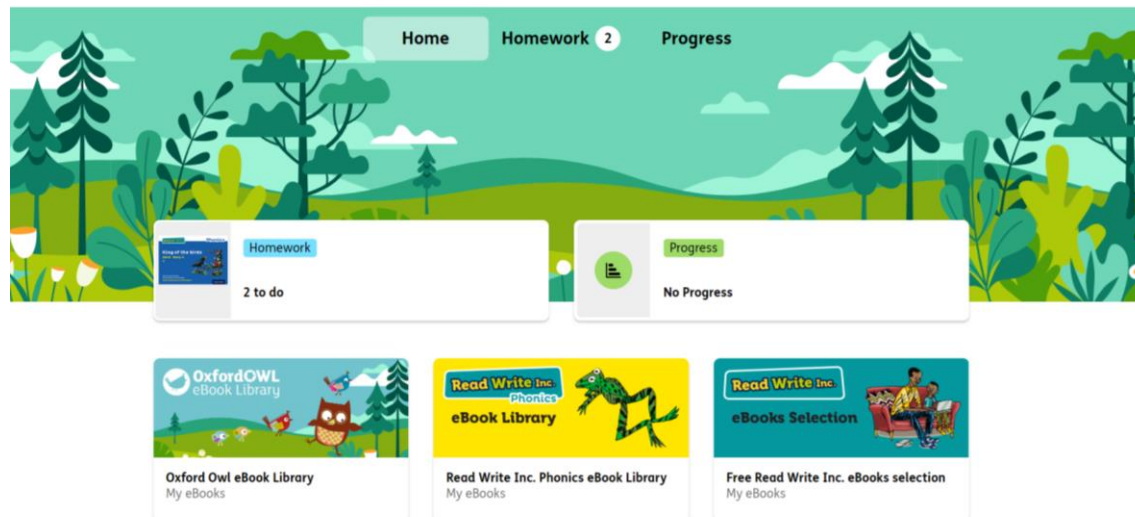
Class or student username

Password

Login

[Help](#)

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Strategies to support reading

Reading Fluency

SLOOM Teaching!

Teaching for students with literacy difficulties should be SLOOM! SLOOM teaching ensures deep learning and takes into account an individual's starting points.

Scaffolding materials 

Intervention materials for improving reading skills should match a student's "instructional level". This is the level in which they have 93-97% success.

Little & **O**ften 

Short and sweet! Keep intervention teaching sessions to under 20-minutes rather than longer, drawn out lessons.

Overlearning 

Introduce a concept/idea/strategy and then revisit. Then revisit again and again and again and... you get the point! The goal is mastery.

Multi-sensory 

Interactive and engaging multi-sensory teaching helps embed learning across the senses and

Lightning Cards

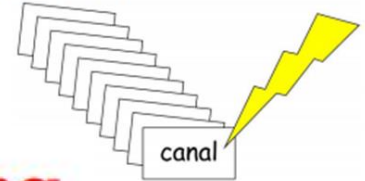
Based on Incremental Rehearsal (MacQuarrie et al. (2002))

- Fluency / accuracy intervention using KNOWN and UNKNOWN words
- Can be used for sight words, target words or maths facts.
- Ratio of 1 unknown word to 9 known words
- Meanings/ uses of unknown words

Materials: flashcards, pen, monitoring tracking

How to:

- Put 'unknown' word in the front of the card stack
- Model reading the new word and ask student to use it in a sentence
- Go through words 1. Then words 1 and 2
- Go through words 1, 2 and 3; then 1-4, 1-5... up to 1-9
- Add an unknown word, get rid of a known word and repeat up to 3-4 times
- Make sure the student reads each word within 2 seconds.
- Encourage vocabulary development throughout
- If student makes errors with new words, correct and gauge for general reading ability of that word



PingPong! Reading

PingPong! is based on the research-based strategy "supported cloze procedure". It targets reading fluency (accuracy) by modelling correct word reading through repeated readings.



Ping-Pong back and forth sharing out the reading, either a line each or a page.

Paired reading at home

<https://www.youtube.com/watch?v=l23wV6JKCpo>

Rollercoaster Reading



Expression is a key aspect of *fluent* reading. When we alter our voice to match the text, our reading naturally changes (goes up and down and up and down – like a rollercoaster!). This allows students to hear good fluency modelled, practice reading with expression, and then analyse their own reading by listening to the recording.

Materials:

- Book or passage at student's *independent or instructional* level
- Voice recorder

How to:

- 1) Make audio recording of the student reading 1-3 sentences (depending on reading ability)
- 2) *Pause* the recording
- 3) Model how to read with a great deal of expression
- 4) Ask the student to read the passage just like you did with a great deal of expression
- 5) Play both recordings out loud and back to back. Ask students which reading sounded more "exciting" to listen to

Collected by Adam Meyerstein

Race-Yourself-Reading

Race-Yourself-Reading gives students an opportunity to practice "automatic" word recognition while practicing short-term memory skills. These are key skills in literacy and language development.



Materials:

- Stopwatch
- Book or passage at student's *independent or instructional* level

How to:

- 1) Tell student they are going to read some sentences out loud and that you will time them (1-4 sentences, depending on their ability)
- 2) Say "*Ready. Set. Go!*" and the student begins reading
- 3) Stop the timer when they are finished reading
- 4) Show them their time for reading out the pages
- 5) Repeat steps 2-4 two more times



Developing A Growth Mindset

Tips- for reluctant readers

Choose a good time to read together

Encourage children using specific praise e.g. good effort, you sounded out/blended, remembered the special friends well

Encourage a growth mindset 'have a go'

Encourage children to use what they know e.g. phonics

Comments in reading record book- I would love to hear your reading, your teachers have said how well you are doing!

I read, then you read-take it in turns because sometimes reading a whole page can be overwhelming

Online resources and phonic games

Now and next - Lets do reading and then you can play with your Lego or

.....

Set expectations- we **are** going to read and then you can.....

Refer to the suggested strategies to support reading



Questions?



The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

- Dr. Seuss



BitsOfPositivity.com

Have fun!

Useful websites

<https://www.oxfordowl.co.uk/for-home/>

<https://www.booktrust.org.uk/books-and-reading/>

<https://www.phonicsplay.co.uk/> comics and interactive games

www.ictgames.com

<https://www.roythezebra.com/>

<https://www.wegettoteach.com/resources>

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Clip to show how to pronounce pure sounds

Follow fiveminutemum on Instagram or purchase her book for making phonics, reading and writing learning at home quick and fun.

Online resources available

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>