




























Speed Sounds Set 1

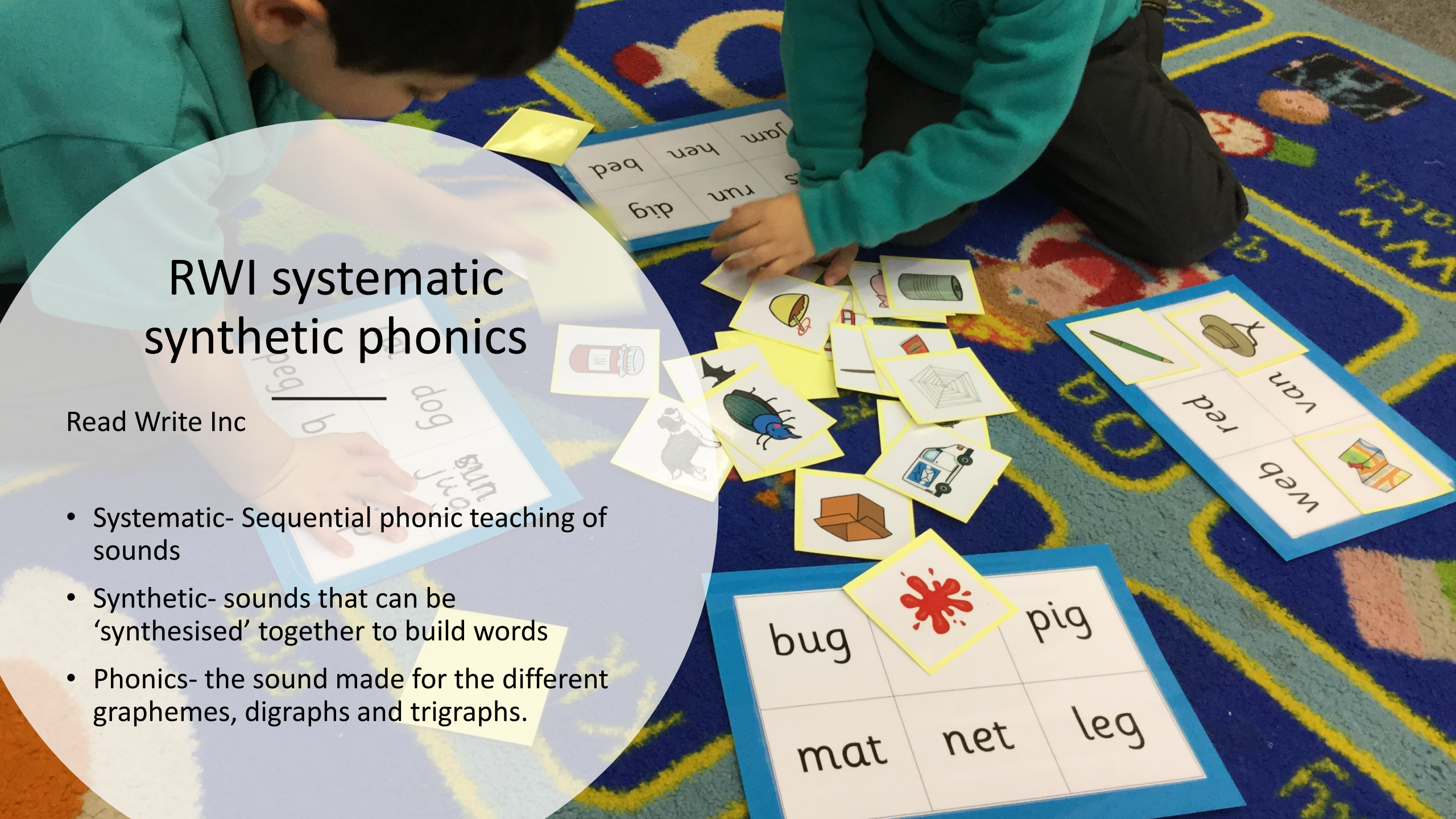
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Year R phonics workshop

RWI systematic synthetic phonics

Read Write Inc

- Systematic- Sequential phonic teaching of sounds
- Synthetic- sounds that can be 'synthesised' together to build words
- Phonics- the sound made for the different graphemes, digraphs and trigraphs.



How is this taught at school

- Introduction to sound
- Practise forming and listening for the sound
- Embed the knowledge with teacher
- Independently apply sounds in a range of activities



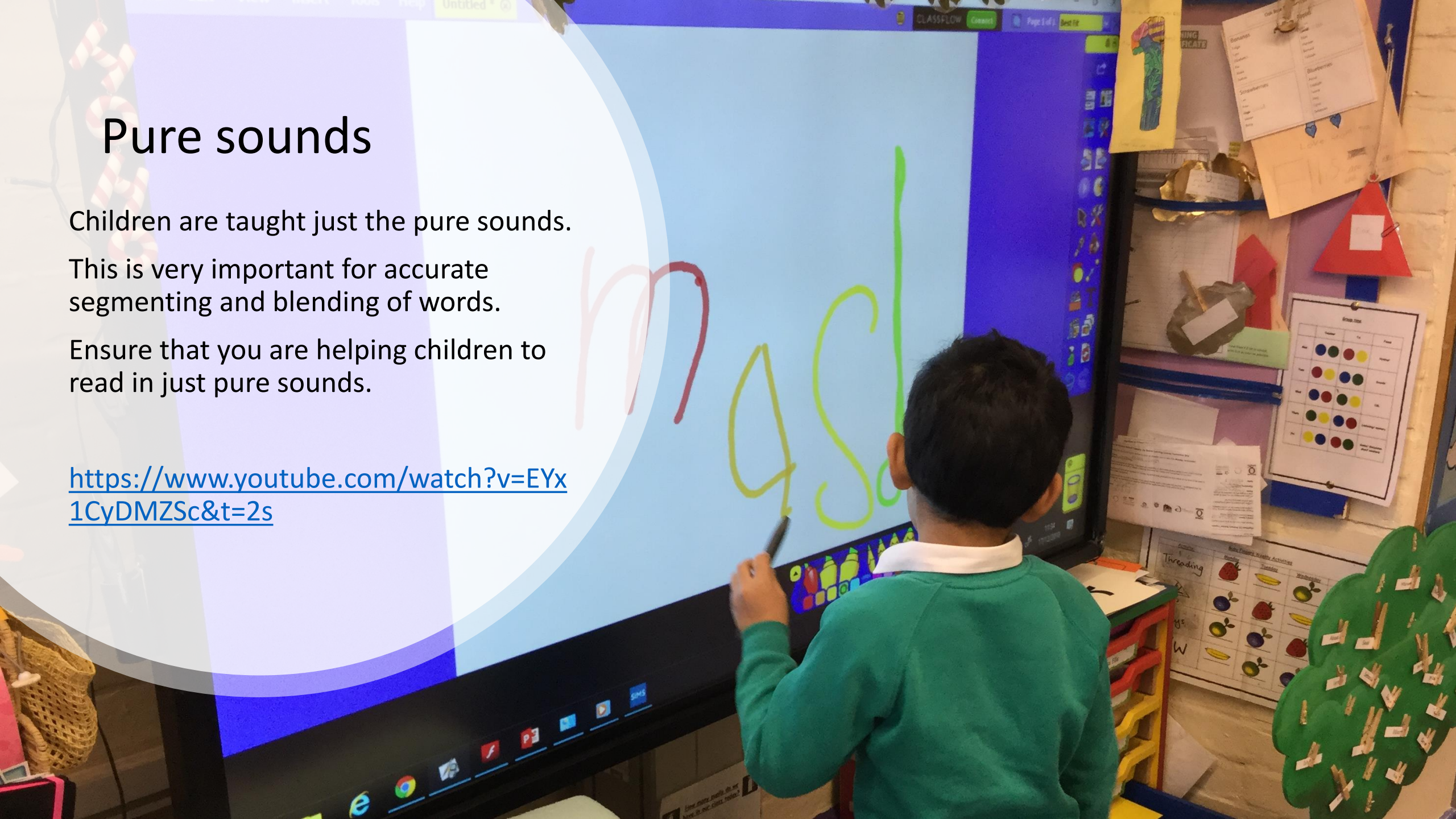
Pure sounds

Children are taught just the pure sounds.

This is very important for accurate segmenting and blending of words.

Ensure that you are helping children to read in just pure sounds.

<https://www.youtube.com/watch?v=EYx1CyDMZSc&t=2s>



Listening to pure sounds to read

- Children need to be ready to listen before they can hear sounds initially
- Lots of games to practise listening for sounds **(not just phonic sounds!)**
- Turn taking and listening games to prepare children for phonic listening



Blending pure sounds

Segmenting- breaking words into component sounds

Blending- bringing sounds together to create a full spoken words

Fred the frog is used as part of the RWI programme in order to help children blend. Fred has no fingers and cannot segment and blend words together. Children are taught to Fred talk and Fred finger the words to help them read.

https://www.youtube.com/watch?v=dEzfpod5w_Q

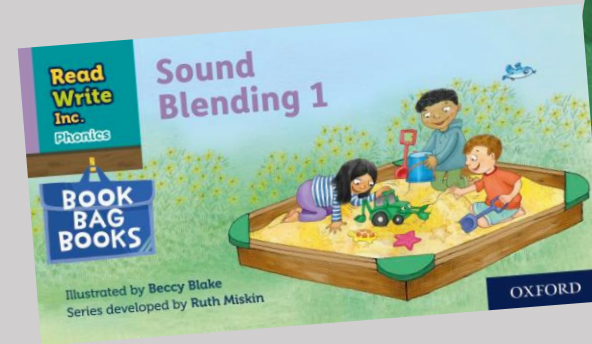


What about reading?

When the children are ready, they will be given phonically appropriate books to read.

These will be part of the RWI book bag books, and will be changed every Tuesday afternoon.

The children will also be able to access the Oxford Owl e-library, where teachers will allocate books that are linked to the sound being taught in school



The book levels are checked regularly on a 1:1 basis with children to ensure that they are reading the correct book band for them

“Reading is at the heart of the school and pupils love reading. There are plenty of opportunities for them to read. They make use of the well-stocked library and enjoy the quiet, calm space. Parents are actively involved in reading to pupils at home.

The teaching of phonics is prioritised from the very start of Reception and a systematic approach is followed. This means that phonics is taught consistently well.

The books pupils read match the sounds that they are learning, and this helps them to feel successful. Those pupils who struggle receive additional help. As a result, they catch up quickly.”

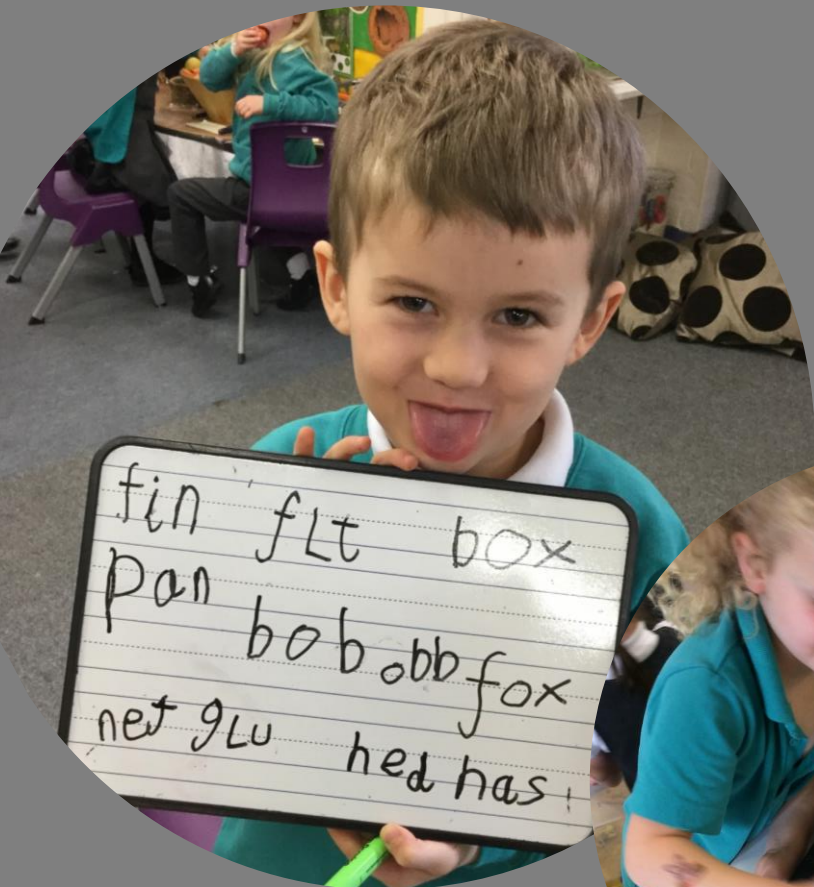
One sound per week		m a s d t l		Autumn 1		Initial sounds and listening games to ensure readiness for phonics learning	Keywords to be taught and assessed (speedy reading)	Book Bag Book
Expose to sounds up to e		Autumn 2		Focus sounds- n and p				
Expose to sounds up to w		Focus sounds- g and o		Books Sound blending 3 and 4				
Expose to all set 1		Focus sounds- c and k and ck		Books Sound blending 5 and 6				
		Focus sounds- u and b		Books Sound blending 7				
		Focus sounds- f and e		Books Sound blending 8				
		Focus sounds- l and h		Books Sound blending 9				
		Focus sounds- sh and r		Books Sound blending 10				
Expose to all set 1		Spring 1		Focus sounds- j and v		Books Pin it On	was my you her they all are	Autumn 2- sound blending books Let's get wet Get him Nip Nip Nip Fun Run The band Lot's of us A big Black Hen Dig it up
		Focus sounds- y and w		Books Got him				
		Focus sounds- th and z		Books Wuff wuff				
		Focus sounds- ch and qu		Books Let's sing and Let's swim				
		Focus sounds- x		Books Cluck!				
		Focus sounds- ng and nk		Books In the mud				
Expose to all set 1 and set 2 that have been taught so far		Spring 2		Focus sounds- ay and ee		Books On The Bus	some one said come do so were	Keywords to be taught and assessed (speedy reading) The din on the bus Pat, the vet A bad cat A witch's hat Red hat Rob Lots of fish Beth's chip shop
		Focus sounds- igh and ow		Books My Dog Ned				
		Focus sounds- oo and oo		Books Six Fish				
		Focus sounds- or and ar		Books The Spell				
		Focus sounds- air and ir		Books Black Hat Bob				
		Focus sounds- ou and oy		Books Tug, Tug and Chips				
Expose to all set 1 and set 2 that have been taught		Summer 1		Focus sounds- ay and ee		Books The web	when have there	Writing Leggy This is not my pizza! A bed for kit A lost truck
		Focus sounds- igh and ow		Books Pip's pizza				
		Focus sounds- oo and oo		Books Stich the witch				
		Focus sounds- or and ar		Books Ken's cap				

Not all words can be blended

at ..	mad . . .
sad .. .	dad . . .
sat .. .	mat . . .

I	the <u> </u> .
you <u> </u> .	your <u> </u> .
said <u> </u> .	was . . .

What does this look like?



How can you help at home?

- Read every day and try to engage children in a love of books
- Use ONLY pure sounds
- ONLY let your child speak in pure sounds
- Learn key words at home
- Look for new sounds on signs or when you are out and about
- Encourage your child to write labels, lists, notes
- Model segmenting and blending words with your child

HAVE FUN WITH PHONICS



Explore!

Please explore the activities our around the classroom and feel free to ask any questions at this time.

