

Phonics and Early Reading at WWA

Information for Parents

In school, we follow the Read, Write Inc. programme. RWI is a phonics resource published by Oxford University Press; we follow the RWI programme but adapt to suit the needs of our pupils.

New Home Reading Books

We have recently purchased the Read Write Inc. book bag books. These books follow on directly from the RWI reading books used in school (your child may have been bringing home a paper version of these) to teach phonics and early reading skills.

Your child may also be given a Phonic Book to develop their phonic and reading skills, these will be to practise a specific phonic skill such as blending a cvc word or words with a particular grapheme.

In addition your child will bring home a library book weekly for you to read and share together. These books are often beyond their phonic reading ability and are to encourage a love of story. Story time is magical for children and they love listening to stories. They will choose this book themselves following their own interests.

We want all our pupils to develop a love of reading and want reading to be a fun and rewarding experience.



RWI books used in school to develop reading skills. They may bring a back and white version home.



RWI Book Bag Books to practise the skills taught in school.



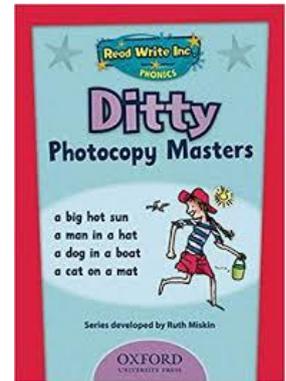
Phonic books to practise segmenting and blending skills.



Books to read, enjoy and share with parents.



Sound blending books (EYFS)



Paper Ditty's (EYFS)

Progression through the RWI reading books

Lilac - word reading

Paper Ditty's

Red

Green - expected books at the end of Early Years

Purple

Pink

Orange

Yellow

Blue - expected books at the end of Year 1

Grey

Your child will have a book for either three or five days depending on the colour they are on. This will be changed when the book used in lessons is changed. Red - orange books are used on a three day cycle and yellow - grey on a five day.

If your child makes the expected progress then in Year 2 they will move on to read other books continuing to develop their reading skills.

If you have any questions/ queries please contact your child's class teacher in the first instance.

Thank you for your support.

The Terminology

Phoneme

A phoneme is the smallest unit of sound in a word.

Graphemes

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound when it is written down.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/ and /ure/.

Split digraph

A vowel digraph in which the two letters are not adjacent - e.g. /a_e/ in make, /i_e/ in kite, /o_e/ in phone, /u_e/ in flute.

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

Stage 1 of phonics and reading

Stage 1 of language acquisition happens prior to children entering school, usually at home or in nursery settings. This stage concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work for when pupils enter school. The emphasis during stage 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

- Tuning in to sounds (auditory discrimination, e.g. dogs barking, doorbell)

- Listening and remembering sounds (auditory memory and sequencing e.g. reciting songs and nursery rhymes)
- Talking about sounds (developing vocabulary and language comprehension)

Stage 2: RWI set 1 speed sounds

In stage 2, letters and their sounds are introduced one at a time. Sounds are taught in the following order.

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 q x ng nk

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words, where children practise blending and segmenting with the sounds taught. For example when pupils have learnt the first five sounds they practise reading words with the phonemes, m a s d t

mad	sad	dad	mat	sat	Sam
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At this stage words with 'grotty graphemes' (not phonetically decodable) are introduced in RWI these are referred to as red words.

to	the	no	go	I
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At this stage the children also begin reading the Lilac, Paper Ditty's and Red RWI books.

Stage 3: RWI set 2 speed sounds

By the time children reach stage 3, they will already be able to blend and segment words containing the sounds taught in set 1. They will also be fluent readers of books which contain words with the sounds in set 1. Throughout stage 3 they will be introduced to the to new graphemes; these are introduced (one at a time).

Speed sounds set 2:

ay ee igh ow oo oo air ir ou oy

Sounds	Word example
ay	play
ee	seen
igh	flight
ow	blow
oo (short)	book
oo (long)	zoo
ar	bark
or	fork
air	air
ir	girl
ou	mouth
oy	toy

When reading learning Set 2 the children will be reading the Green and Purple books in school.

The children will continue to learn red words as they come up in their reading books.

Stage 4: RWI set 3 speed sounds

We would expect this stage of phonics to be taught in Year 1.

By this stage, children will be able to represent each of the phonemes they have learnt with a grapheme. They will blend phonemes to read CVC, CVCC and CCVC to read and segment spell. They will be confident with the set 2 digraphs and trigraphs and be able to read and write words with these graphemes. They will also be able to read two syllable words that are simple for example cobweb. They will be able to read all the red words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the

previous phases and introduces the final phonemes they need to learn, these will be taught alongside the phonemes taught in set 2 as many are alternate spellings.

New graphemes for reading:

Sound	Word example						
ea	seat	ow	brown	are	share	ire	inspire
oi	point	o-e	note	ur	fur	ear	fear
a-e	plate	u-e	cute	er	letter	ure	picture
i-e	kite	aw	saw	ai	paid	tion	attention
e-e	concrete	au	haul	oa	boat	cious	delicious
				ew	flew	tious	scrumptious

The pupils will also be taught incidental phonemes as they come up in their reading books and these will be highlighted on the RWI Speed Sound chart. These will include the other alternative spellings for sounds such **f** which are **ff** and **ph**, and **z** which are **zz**, **s** and **se**. These are in the sound boxes and pupils will make reference to them as they go through school. It is most likely that they will investigate alternate spellings for phonemes in KS1 (Years 1 and 2).

In this phase pupils will also be taught to read words with the suffixes.

-s -es -ing -ed
 -er -est -y -en
 -ful -ly -ment -ness

When ready they will move on to the next sets of RWI books; Pink, Orange, Yellow, Blue and Grey.

The children will continue to learn red words as they come up in their reading books and in other reading and spelling lessons.

Some more red words that pupils need to be able to read and spell:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her	should	could	would

Useful webpages

<http://www.ruthmiskin.com>

This is the official RWI website. There is a parent's section on this site which is very useful it has information how to pronounce the phonemes correctly, video clips and lots of guidance.

<http://www.phonicsplay.co.uk>

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

If you have any questions or queries please feel free to talk to your child's class teacher.