



Branfil
Primary School

Phonics & Reading Workshop Reception and KS1





What is RWI

RWI is a systematic synthetic phonics scheme that every school needs to have. Phonics is how we teach children to read and write. We teach children through learning sounds and blending these together.

In phonic lessons we focus on sounds and word reading, building on pace, fluency, comprehension and storyteller voice.

We have phonics daily and these lessons last between 30-45 minutes, depending on the child's ability.

Please remember all children learn at different rates and we make sure your child's phonic lesson is tailored to their needs. The children are assessed every 6 weeks to place them into the correct group.



Every word is made up of sounds e.g. cat, ship, light.

There are:

- 26 letters in the English alphabet
- 44 sounds in the English language
- 150 ways of recording these sounds

We teach children how to read by learning about the sounds and the ways to write them through our daily phonics lessons.

We have been using RWI phonics for about 4 years now. The lessons are split into 2 parts, a speed sound lesson and a storybook lesson.



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This is where we start.

Simple Speed Sounds

Consonant sounds - strictly

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

Consonant sounds - loosely

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

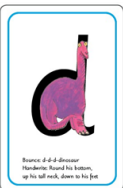
Vowel sounds - loosely

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - strictly

Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
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This is where children progress to.

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							



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Terminology

Phoneme

Grapheme

Digraph / Split Digraph/Trigraph (Special friends)

Segment (Fred Talk)

Blend (Say the word)

Fred in your Head (sounding out in your head)

CVC

Fred Fingers

Nonsense Words (alien words)

Red Words

Green Words

Dots and Dashes



Why do we practice and assess phonics by using nonsense words?

- These are words that are phonically decodable but are not actual words with associated meaning e.g brip, snorb.
- Nonsense words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.
- The nonsense words will be shown to your child with a picture of a monster. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it.



Phonics Screening Check

- The phonics screening check will be taken individually by all children in Year 1 in England in June 2024.
- There will be two sections in this 40-word check and it will assess phonics skills and knowledge learned through Foundation and Year 1.
- It is completed 1:1 with a teacher and takes approximately 10 minutes.
- The pass mark last year was 32/40 (80%).
- Children who do not meet the threshold take the Phonics Screening the following June when they are in Year 2.



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What does Reading look like at Branfil?

We follow the Read Write Inc (RWI) Phonics scheme to teach children how to read.

The RWI books are fully decodable and will allow the children to read books that are closely linked to the sounds they are learning in class.



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What does Reading look like at Branfil?

Children who are on Set 1A will be sent video links, access to Fred games and a Lilac ORT book.

Children who are on Set 1B will be sent video links, access to Fred games and a Lilac ORT book.

Children who are on Set 1C will receive a book to support their blending.

Children who are on ditties will receive an A4 sheet with sounds on

Children who are on red onwards will receive a RWI book bag book and have a library book to take home too

Children who finish the RWI phonics scheme (Grey) they will then start RWI spelling and have an Oxford Reading Tree book.



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What can you use to support your child's reading at home?

These phonics books are designed to support your child in developing word reading and comprehension skills. So we have a timetable that we follow to help build on this.



What can you use to support your child's reading at home?

Day 1	Look at the front cover and talk about the title, what the book might be about, what do the children know about this already? Look inside the front cover and practise the sounds and words that will be introduced as they read.
Day 2	Read part of the book (this may be just a few pages) and talk about what they have read, look for the sounds mentioned inside the front cover, discuss the meaning of new words. Re-read the first part to develop fluency then continue reading a few more pages.
Day 3	Re-read the new pages from yesterday then read to the end. Re-read the whole book. Complete the after reading tasks at the back of the book. These activities are really important to develop reading comprehension and skills.



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Day 3	Re-read the first part to develop fluency then continue reading
Day 4	Re-read the new pages from yesterday then read to the end.
Day 5	Re-read the whole book. Complete the after reading tasks at the back of the book. These activities are really important to develop reading comprehension and skills.



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What is fluency and storyteller voice?

You may have heard the terms fluency and storyteller voice. These are incredibly important when reading. To achieve fluency and to use our storyteller voice, the children must be able to read with accuracy first. This will come through continued practice of the sounds and reading the story green words and red words.



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What is fluency and storyteller voice?

Once a child can blending confidently, they can then work on their fluency. This is the fluidity of their reading. Do they sound like this.....? or like this.....?

The latter is someone who can read fluently.



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What is fluency and storyteller voice?

Only once we are fluent and start to read with our storyteller voice (expression) can we comprehend what we have actually read.

Imagine taking a longer pause after each word and then trying to answer questions on what you have just read? It is much trickier to remember!



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How else can we encourage a love of reading?

To encourage a love of reading, and allow children to access higher order vocabulary and content, children should still enjoy listening to other books at home. The children will therefore also bring home a second book to enjoy, one they have chosen during their weekly library visit, and an adult can read this to them.



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Oxford Reading Buddy.

Another useful way in which we can support the children with reading at home is by using their Oxford Reading Buddy logins.

Here is the link to the website:

<https://www.oxfordreadingbuddy.com/uk>

This fantastic online resource allows children to access e-books and complete quizzes to show their understanding.



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For videos and other guidance:

<https://ruthmiskin.com/en/find-out-more/parents/>

<https://en-gb.facebook.com/miskin.education/>

www.phonicsplay.com

Thank you

Mrs Robinson & Mrs Cullender



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We hope that this has been a very useful session for you.

Now, let's go put this into practice.