



How we Teach Phonics

Information for
parents and carers

What is the purpose of this document?

- To inform parents of how reading is taught at Canonbury Primary School
- To supply parents with clear information on the Read Write Inc. programme
- To give parents tips on how to help their child to read by age 6
- To provide guidance on what resources can be used to help your child at home

How will Phonics work at Canonbury?

Reception Year

Phonics is taught for 20 minutes daily. Children are taught new sounds at an increasing pace. They immediately learn to **blend for reading** (say individual sounds in swift succession until they hear the word) and **segment words for writing** (distinguishing the sounds within words to spell them). Children learn the handwriting ditty for each letter and work on forming it correctly from the outset. They are assessed regularly by their class teachers. When they have reached an appropriate level, they will be grouped according to their needs.

Years 1 - 2

The children will complete reading and writing activities for phonics for 20 minutes a day. They will be grouped according to their reading level. Classes across the same year groups will be mixed and taught by different teachers/teaching assistants.

What does the RWI teaching process look like at Canonbury?

Children are first taught the pure 'set 1 sounds' so that they will be able to blend the sounds in words more easily. In school we call this 'Fred Talk'. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words.

To view correct pronunciation of the sounds, click on the link below:

http://www.youtube.com/watch?v=5J2Ddf_0Om8

At this stage, the children are not only taught the 'sound' the letter makes, but also how to form the letter, using a rhyme and picture prompt. This shows them the correct letter formation from an early age, increasing their chances of fluency in writing and age appropriate handwriting, in line with the National Curriculum.

Learning the terminology

Phonics is a highly effective way of teaching reading and spelling:

blending when reading and segmenting when spelling.

It is based on the link between sounds and the way we write them down (graphemes).

i-n contains 2 sounds (phonemes) and 2 graphemes.

c-a-t contains 3 sounds and 3 graphemes

ch-a-t contains 3 sounds and 3 graphemes

l-igh-t contains 3 sounds and 3 graphemes

c-r-a-sh contains 4 sounds and 4 graphemes

s-t-r-ee-t contains 5 sounds and 5 graphemes

Each word always contains the same number of sounds and graphemes.

Graphemes can have 1,2,3,4 or 5 letters.

Stretchy consonant sounds

Practise stretching each sound (avoid 'fuh' 'luh' 'muh' 'nuh')

| | | | | | | | | | | |
|------|------|------|------|------|------|------|------|--------|--------|------|
| ffff | llll | mmmm | nnnn | rrrr | ssss | vvvv | zzzz | ssshhh | ttthhh | nnng |
|------|------|------|------|------|------|------|------|--------|--------|------|

Shortest sounds without an 'ah!'

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

Bouncy consonant sounds

| | | | | |
|---------------|---------|---------|---------|-------------|
| c-c-c-c k-k-k | h-h-h-h | p-p-p-p | t-t-t-t | ch-ch-ch-ch |
|---------------|---------|---------|---------|-------------|

Say the shortest sound you can without an 'uh'

| | | | | |
|---|---|---|---|----|
| c | h | p | t | ch |
|---|---|---|---|----|

Practice bouncing each sound

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| b-b-b-b | d-d-d-d | g-g-g-g | j-j-j-j | w-w-w-w | y-y-y-y |
|---------|---------|---------|---------|---------|---------|

Double consonant sounds

These sounds are actually two sounds made closely together, but they are counted as one.

| | | |
|---------|----------|-----------|
| x (c s) | qu (c w) | nk (ng k) |
|---------|----------|-----------|

Fred's vowel sounds

There are five vowel sounds 'a' 'e' 'i' 'o' and 'u' but 20 vowel sounds.

| | | | | |
|---------|-------|----------|----------|------------|
| a apple | e egg | i insect | o orange | u umbrella |
|---------|-------|----------|----------|------------|

| | | | | | | | |
|---------------------|--------------------|-----------------|--------------------|-------------------|------------------------|--------------------|------------------|
| ay may I play? | ee what can I see? | igh Fly high | ow blow the snow | oo Poo at the zoo | oo look at a book | ar start the car | or shut the door |
| air that's not fait | ir whirl and twirl | ou shout it out | oy toy for the boy | ire fire fire! | ear hear with your ear | ure sure it's pure | |

Practice Fred Talk these words:

1. Read the words in Fred talk. Say the last sound gently.
2. Spell the words using Fred fingers. Touch each finger as you say each sound.

| | | | | | | |
|---|-------|--------|---------|---------|---------|-----------|
| a | m-a-d | s-a-d | g-r-a-n | p-r-a-m | t-r-a-p | b-l-a-ck |
| e | m-e-t | h-e-n | s-e-n-t | b-e-s-t | b-e-ll | l-e-ss |
| i | b-i-n | th-i-n | th-i-ck | h-i-n-t | s-l-i-d | th-i-n-g |
| o | g-o-t | n-o-t | b-o-ss | f-r-o-g | s-t-o-p | c-o-s-t |
| u | h-u-t | c-u-p | j-u-s-t | l-u-m-p | g-u-ll | c-r-u-s-t |

Phrase and picture to help children remember the graphemes:

- a* – Round the apple down the leaf.
- b* - Down the laces to the heel, round the toe
- c* – Curl around the caterpillar
- d* – Round his bottom, up his tall neck, down to his feet
- e* – Lift off the top and scoop out the egg
- f* – Down the stem and draw the leaves
- g* – Round her face, down her hair and give her a curl
- h* – Down the head to the hooves and over his back
- i* - Down the body, dot for the head
- j* – Down his body, curl and dot
- k* – Down the kangaroo's body, up his arm, down his tail and down the leg

l – Down the long leg
 m – Maisie, mountain, mountain
 n – Down Nobby, over his net
 o – All around the orange
 p – Down the plait and over the pirate's face
 q – Round her her head, up past her earrings and down her hair
 r – Down his back, the curl over his arm
 s – Slither down the snake
 t – Down the tower, across the tower
 u – Down and under, up to the top and draw the puddle
 v – Down a wing, up a wing
 w – Down up, down up
 x – Down the arm and leg and repeat the other side
 y – Down a horn, up a horn and under his head
 z - Zig, zag, zig

Complex stretchy

| | | | | | | | | | | |
|------------|---------------|---------------|------------|---------------|-----------------------------|------|-----------|----------------|----|----------|
| f ff ph | l ll le | m mm mb | n nn kn | r rr wr | s ss se se c ce | v ve | z zz S | sh ti ci | th | ng nk |
|------------|---------------|---------------|------------|---------------|-----------------------------|------|-----------|----------------|----|----------|

Consonants: bouncy

| | | | | | | | | | | | | |
|------|-----------------|------|------|---|-----------|------|----|------|---------|---|---|----------|
| b bb | c k ck ch | d dd | g gg | h | j g ge | p pp | qu | t tt | w wh | x | y | t tch |
|------|-----------------|------|------|---|-----------|------|----|------|---------|---|---|----------|

| | | | | | | | | |
|---|------|---|---|---|--------------|--------------|---------------------|-------------------|
| a | e ea | i | o | u | au a-e ai | ee y ea e | igh i- e ie i | ow o-e oa o |
|---|------|---|---|---|--------------|--------------|---------------------|-------------------|

Vowels

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

What are Red Words?

These are words that are unable to be sounded out and so are irregular. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy.

| | | | | |
|-------------------------------|------|------|------|-------|
| Examples of red words: was | what | to | I | my |
| the | said | one | you | who |
| love | all | some | your | water |
| she | he | we | me | be |

In summary how and what do the children learn?

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using sound blending.
- read lively stories featuring words they have learned to sound out.
- after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions.

Writing

The children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a range of texts using discussion prompts

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

How can I help my child at home?

- Establish a routine to include reading regularly throughout the day and the week
- Have fun with Fred Talk at home e.g. Where is your c_oa_t? Time for b_e_d!
- Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words
- Recognise 'red words' together – remember 'you can't Fred a red!'
- Use the 'Questions for Reading' to help deepen understanding of the books you read together
- Fill in the 'Parent Comments' in your child's reading record to keep a dialogue with the class teacher
- Read as many stories to your child as you can: traditional tales, stories from other cultures, poetry, their favourite story - talk about the stories with them.
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

What resources are available to help me support my child at home?

Set 1, 2 and 3 speed sound cards are widely available.

