

Reading and
Phonics Workshop
24.9.26

Being read *to* is the most powerful predictor of a child's future reading comprehension.



Teach a child to read and keep that child reading and we will change everything.

And I mean everything.

At five years old:

Never read to - 4,622 words

1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

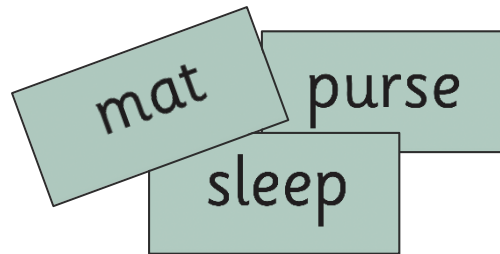
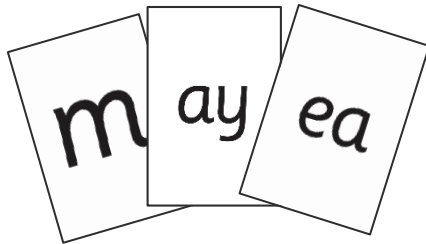
Daily - 296,600 words

Five books a day - 1,483,300 words

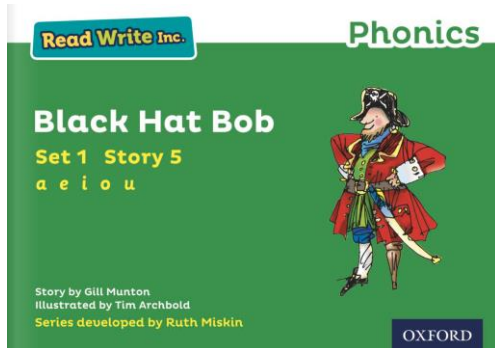
Reading at Longton Lane

- Daily phonics sessions
- Whole class guided reading sessions
- Individual reading
- Daily story time

Read Write Inc. Phonics daily lessons



Who is Read Write Inc. for?

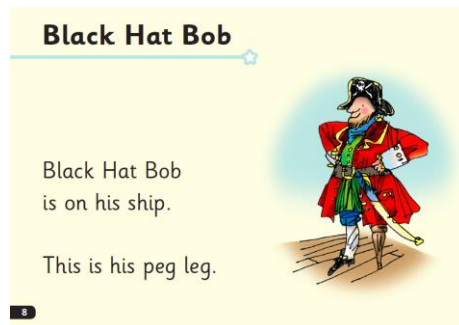


Group children by phonic stages.

Teach to the group's challenge level.

Re-assess all children every half term.

Group children by their progress in word reading and fluency.



What is phonics?

Sounds (graphemes)

m	a	t
---	---	---

mat

sh	i	p
----	---	---

ship

demonstrate, containing, roamed, trivial, injured,
whimper

Speed Sounds Set 1

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

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

Vowel sounds – stretchy

Vowel sounds – stretchy

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

Pure Sounds (ruthmiskin.com)



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

Vowel sounds – stretchy

Vowel sounds – stretchy

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

Writing with the simple code

Write a wanted poster

Wanted:
Red Hat Rob



Hee has a red hat.
Hee has a blue jacket.
Hee has a I Patch.
Hee is fool. Hee has a
fether in his hat.
Hee is vishous. Hee has
a sword. Hee has a
angry face. Hee has
a cash box and
wantd to get it.



Speed Sounds Set 3

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

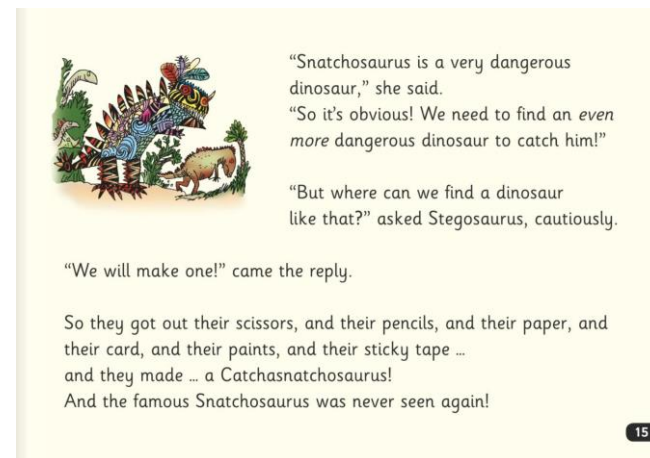
a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

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							

Three reads

1. Read every word **accurately**.
2. Read more words '**at a glance**'.
3. Read the whole story accurately, fluently and with a **storyteller's voice**.

Three reads



'Special Friends', 'Fred Talk'

1.6

ship

"Get off **my** ship!" **said** Black Hat Bob.

"**No,**" **said** Red Hat Rob.

"**I** will not."



Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

Whole Class Guided Reading

Read a range of texts and focus on comprehension skills.

Strategies beyond decoding are taught.

Individual reading and story time

Children read individually and to an adult as often as possible.

Each day we share a story as a class.

Share reading for pleasure stories.

What is the Phonics Screening Check?

A word-reading test at the end of Year 1.

Children read 40 words.

The complex code

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				<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							

‘Special Friends’, ‘Fred Talk’

1.6

ship

— . .

Nonsense words



sheb



glight



ched

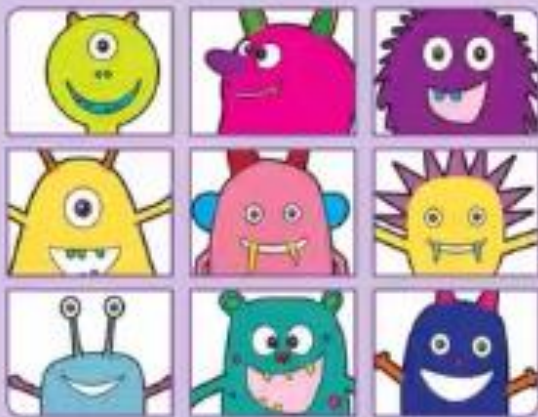


teb

Key stage 1

Phonics screening check

Pupils' materials



Section 1

bem



dax



kig



eld



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Section 1

thud

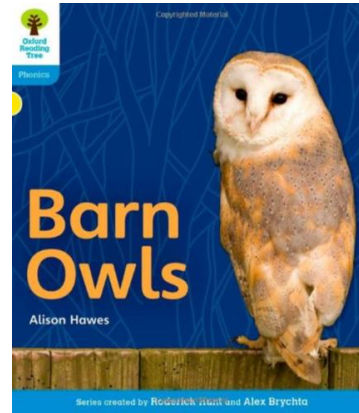
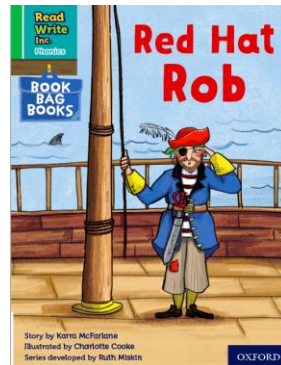
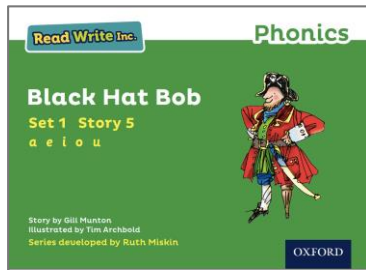
hang

coin

shell

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What books will children bring home?



What can I do?

Ask your child to read the sounds and words before they read the story.

They will enjoy teaching you to read these words too.

 **Speed Sounds**  

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn	rr	ss	ve	zz			nk
	le		kn				s			

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

Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are circled.

 **Story Green Words**  

Ask children to read the words first in Fred Talk and then say the word.

Sanjay Miss Hay ill cup tray ring

Ask children to say the syllables and then read the whole word.

animal o'clock okay Stingray

Ask children to read the root first and then the whole word with the suffix.

play → played egg → eggs

Red Words  

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

of	are	said	you
all	no	he	call
we	put	your	to
want	I've	she	go

What can I do?

Encourage them to read the word in Fred Talk if they hesitate or read it incorrectly.

Praise them when they succeed.

What can I do?

Read back each sentence or page to keep the plot moving.

Your child's energy is going into reading the words not the story.

What can I do?

1. Let them show you what they can do - avoid reading the story to them first.
2. Ask your child to use Fred Talk and other strategies.
3. Encourage your child to keep going.
4. Enjoy reading together!

blend

Phonemes

Picture

Clues

Syllables

Punctuation

Reading Strategies



Use the pictures for clues.



Use the punctuation to help it to make sense.



Look to see if the word is similar to one you know.



Sound out and blend the letters.



Go back and read it again if you don't understand.



Imagine what is happening.



Look for smaller words hiding inside bigger words.



Read on to see if you can make sense of the word.



Ask questions that will help you if you don't understand



Cut up the words into syllables.



Listen to the words as you read them.



Know your mistakes and put them right.



Reading

strategies

re read

similar

Sentence

Read on

listen

meaning

Spotting

go back

familiar

imagine

talk

questions

Bring in the experts...

Page 4 and 5 – Speed Sounds

Page 6 – Story Green Words

Page 7 – Red Words

Page 8 – Story

Page 14 – Questions to talk about

Page 15 – Speedy Green Words



Parents carers and families webpage

