



Norton Hill
Primary School

Reception Class Phonic Information Slideshow

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- Why Read, Write, Inc and why synthetic phonics?

As a school we were wanting to continue to raise reading standards and felt we needed a programme that would bring consistency throughout the school. The programme is a specialised programme which is extremely prescriptive and encompasses all abilities. The children are reading books that are carefully matched to the sounds they know. Which means that children are successful from the very beginning! Read, Write, Inc also incorporates the writing of the graphemes.

How does it work?

Decoding



Your child will:

- Learn 44 sounds and corresponding letters and letter groups
- Learn how to read words by blending
- Read lots of specially written books featuring all the words they have learned to sound out and blend

This is known as **decoding**

- What is synthetic phonics?
Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

How does it work?

Comprehending



Your child will:

- Talk a lot about what they have read to show their own understanding
- Listen to and discuss other ideas to deepen understanding



This is known as **comprehending**

Sounds/phonemes

All words are made up of sounds. In English there are 44!

- We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.
- The children begin their phonics journey with 'set 1' sounds.

My Sound Mat

 Maisey mountain mountain	 Around the apple, down the leaf	 Slither down the snake	 Round his bottom, up his tall neck and down to his feet	 Down the tower, across the tower	 Down the body, dot for the head	 Down Nobby and over his net	 Down the plait and over the pirate's face	 Round her face, down her hair and give her a curl
 All around the orange	 Curl around the caterpillar	 Down the kangaroos body, tail and leg	 Down and under, up to the top and draw a puddle	 Down the laces, to heel, round the toe	 Down the stem and draw the leaves	 Lift off the top and scoop out the egg	 Down the long leg	 Down the head, to the hooves and over his back
 Down his back, then curl over his arm	 Down the body, curl and dot	 Down a wing, up a wing	 Down a horn, up a horn and under his head	 Down up, down up	 Zig-zag-zig	 Round her head, up past her earrings and down her hair	 Down the arm and leg, repeat the other side	

About Fred and Green Words



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- We use Fred to help the children to learn to read

Fred can *only* talk in sounds...

(Fred can only say *c/a/t*, he can't say *cat*)

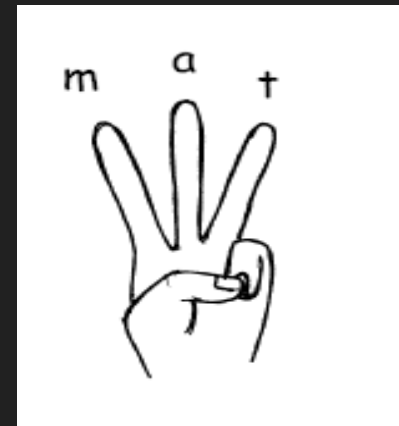
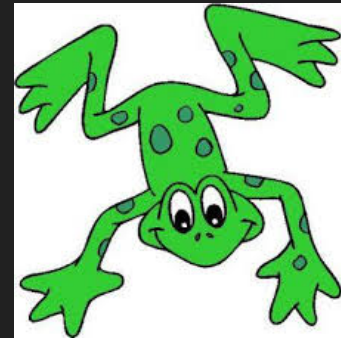
We call this *Fred Talk*

- If pupils can understand what Fred says they can blend orally
- *Blending is needed for reading*
- *Fred can only sound out green words- not red!*
- We use Fred to help the children to learn to spell as well!

Children convert a whole word they hear into sounds

- They put sounds they hear in a word on their fingers...

We call this *Fred Fingers*





Red Words

- Red words are words that cannot be sounded out phonetically.
- They are also known as *common exception words*.
- Children need to learn how to sight read these words instead of decoding them!
- A good way to remember how to spell these words is to remember the letters that are in the word.

Remember... you can't 'FRED' a red!

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Red Words Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Graphemes, Phonemes, Digraphs and Trigraphs



- A grapheme is a sound written down. In English there are more than 150 graphemes which means it is a very complex code to learn
- A phoneme is the sound a letter makes.
- A digraph describes two letters that makes one sound -ai/ee/ow.
- A trigraph describes three letters that makes one sound- igh/ear/air.

Phonics Screening Test



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- All Year 1 pupils have to complete a statutory phonics screening test. These will be completed early in the Summer term. The children will be asked to read decodable words, some of which will be nonsense 'alien' words. Therefore it is important for children to be able to segment, blend and decode words independently.

How can you help your child?



- ❑ By knowing the 44 sounds and helping your child to learn them.
- ❑ By knowing how to blend using Fred Talk for reading **m/a/t**.
- ❑ By knowing how to do Fred Fingers for spelling.
- ❑ By reading their reading books with them at *least* three times a week.

How can I help my child?




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- You can also help your child to read by reading with your child! By sharing lots of lovely stories that are at a higher level than your child can read, you expose them to new language and model reading skills.

Becoming Better Readers...
Questions you can ask your child about their book.

- ★ Who is the main character?
- ★ Where is the story set?
- ★ What was the problem in the story and how was it solved?
- ★ What do you think will happen next in your story?
- ★ Which character do you like most? Why?
- ★ Which character do you think would make a good friend? Why?
- ★ What was your favourite part of the story?
- ★ Did you like the ending? Why/why not?



How can I help my child?



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- Talking to your child as much as possible and 'feeding' them new and different words is an excellent way to support your child. The more words your child has in his/her head when they come to school each day, the quicker their understanding (comprehension) when they learn to read (decode) those words.

"Let's **eat** our lunch now."

"Let's **munch** our lunch now."

"Let's **devour** our lunch now."

"Wow that's a **big** slide!"

"Wow that's an **enormous** slide!"

"Wow that's a **massive** slide!"

- WOW walls to encourage great descriptive language with reading and writing.



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Please contact Miss Denham if you have any further questions about phonics or how you can support your child.