

**TMPF**  
THE MOORLANDS  
PRIMARY FEDERATION



# Parents Information Workshop – Reading and Phonics Monday 2<sup>nd</sup> October 2023.

# Our Reading Aims.



**\*We aim to enable our pupils to read confidently, fluently, accurately and with understanding.**

**\*We aim to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.**

**\*We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.**

**\*We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.**

**\*We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.**

**\*We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.**

**\*We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.**



# Reading – how will it benefit pupils in EYFS/KS1?



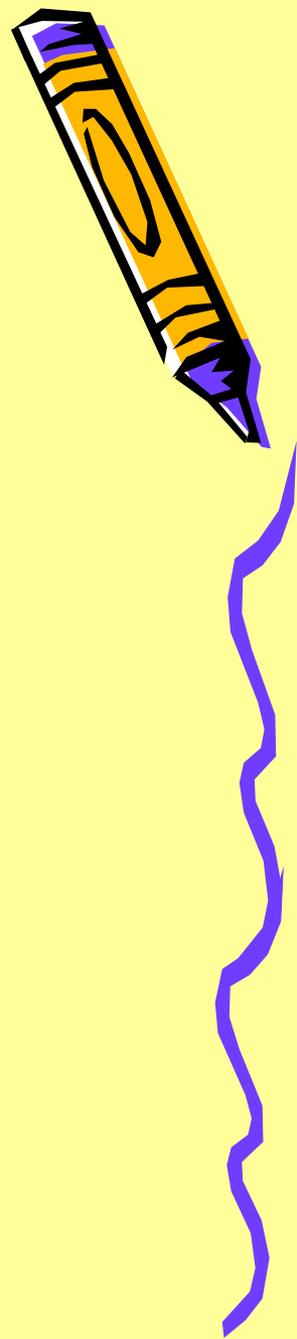
\*It will ensure **all pupils progress from decoding words to reading fluently and for pleasure.** The scheme will **support early reading development** in Reception and Year 1 through fully decodable books aligned to Read, Write, Inc.

\***There is a complete practice of the required phonemes** through fiction and non-fiction readers linked to the Read, Write, Inc.

\***It will develop a love of reading** with engaging books supported by high-quality illustrations and photographs.



# The scheme explained.



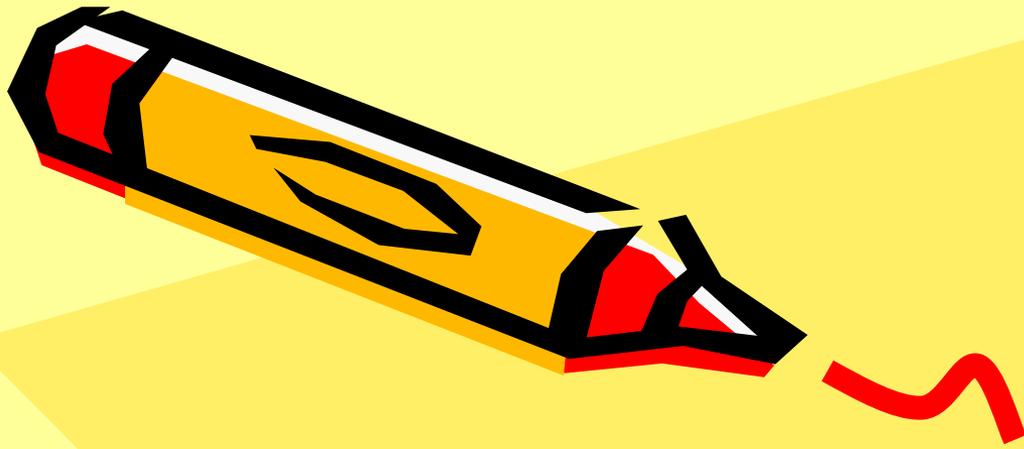
Lilac		EYFS Ages 3-5 years
Pink (Set A+B)		
Red (Set A+B)		
Yellow		Year 1 Ages 5-6 years
Blue		
Green		
Orange		Year 2 Ages 6-7 years
Purple		
Turquoise		
Gold		
White		
Lime		
Copper		Year 3 Ages 7-8 years
Topaz		
Ruby		
Emerald		Year 4 Ages 8-9 years
Sapphire		Year 5 Ages 9-10 years
Diamond		
Pearl		Year 6 Ages 10-11 years





# Read, Write, Inc Phonics

What it is? Why do we teach it?



# We aim to ...



- Explain Phonics and its purpose
- Increase your confidence when supporting your children with Phonics
- Discuss the Phonics screening check (at the end of Year 1)



# What is it?

Phonics is a systematic method of teaching reading and writing for children.

The teaching of phonics helps to create fluent readers and willing writers from an early age.

In the English language there are 26 letters in the alphabet, 44 phonemes (sounds) and 144 combinations. e.g. long /ai/ sound can be represented by; ai, a-e, ea, ay, eigh.



# Terminology



- **Segmenting** – hearing a word and splitting it up into the sounds that make the word e.g. **ch – i – p**
- **Blending** – combine the sounds together to build a word e.g **chip**
- **Grapheme** – the written representation (**What we see**)
- **Phoneme** – the spoken sounds (**What we hear**)  
Short/bouncy sounds (a,b,c,d)  
Long/stretchy sounds (m,n,r)
- **Digraph** (special friends)– two letters making one phoneme e.g **ai** in **rain**
- **Trigraph** – three letters making one phoneme e.g **igh** in **right**
- **Split digraph** (chatty friends) – a digraph that is split by another letter e.g **a-e** in **made**



# Set 1 sounds

## 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
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Using RWI, we make learning to read easy for children because we start by teaching them just one way of reading and writing every sound. Here they are on the Simple Speed Sounds chart.

We teach Set 1 sounds first - (sounds as far as a e i o u).

Children need to know sounds – not letter names – to read words.



# Set 2 sounds

Vowel sounds – bouncy

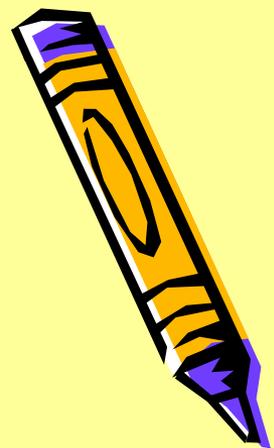
a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

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

**Set 2 sounds are shaded.**  
They are long vowel sounds with 2 or more letters. We call these 'special friends' – two letters that make one sound.



# Set 3 sounds

Set 3 sounds are alternative graphemes (spelling of a sound) for the Set 1 and Set 2 sounds the children already know.

For example, they know 'ay' and now learn a-e and ai as other spellings for the same sound.



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							
Consonant sounds												
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				a-e	e-e	i-e	o-e				
					ai	y	ie	oa				
						ea	i	o				
						e	y					
Vowel sounds												
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									

# An example of a lesson...

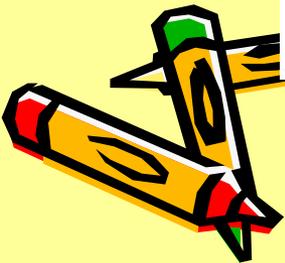


ay

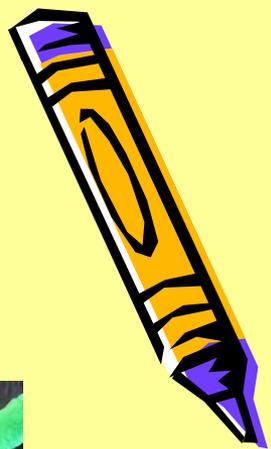


may I play?

2. day, play, may, way, lay, say, tray, spray



# Segmenting and blending



# Red Words and Green Words



I	the
you	your
said	was

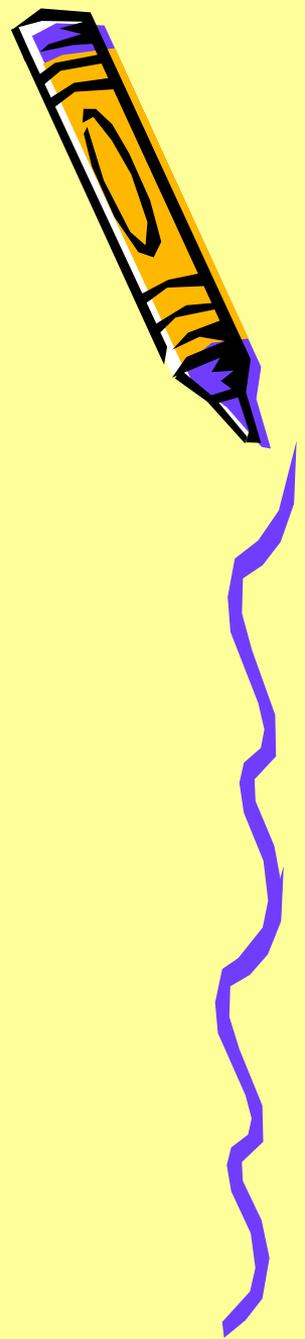
at	mad
sad	dad
sat	mat



# Yooneesighcull



# Phonics Screening Check



At the end of Year 1, children complete a Phonics Screening Check to test their reading of previously taught sounds.

Previous pass rates have been  
32/40.



**Vocabulary** - Looking at new words and understanding what they mean.

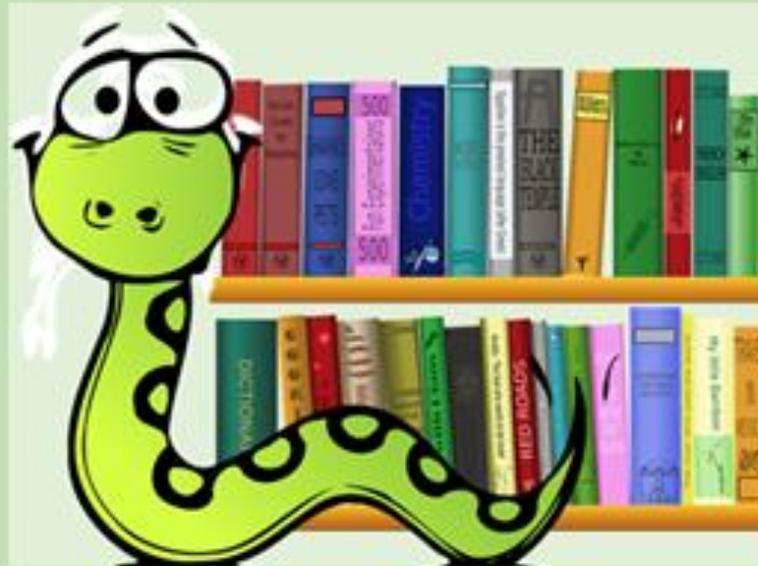
**Infer** - Inference is when you look for clues in a piece of text.

**Predict** - To say that something will or might happen in the future.

**Explain** - Making something easy to understand by telling or showing them.

**Retrieve** - To find something in the text and pick it out to help understand something.

**Summarise** - To tell in your own words what has happened.

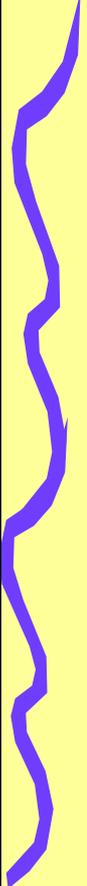
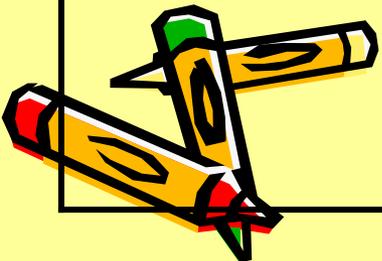


# How do we teach/promote reading at The Valley?

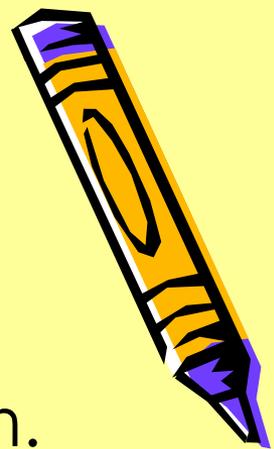


Read, Write, Inc. Phonics Programme in Reception/Year 1.

Shared Reading	Guided Reading	Personal Reading	Focused Reading Tasks
Children working with challenging text	Children working in small groups with text selected by teacher at the instructional level	Children working with self-selected material including familiar text	Children working individually, in groups or as a whole class to use and apply their reading skills to complete a range of tasks



# Pathways to Read

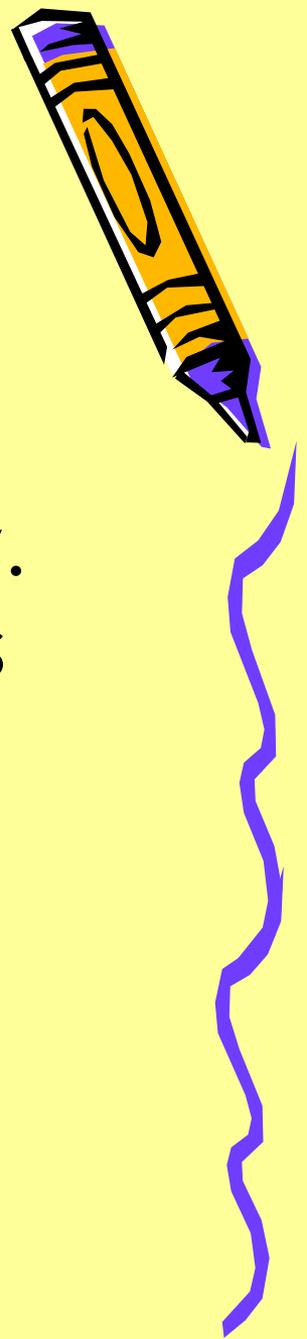


Each unit of work is expected to last a half term. There are 6 whole class reading sessions provided per unit. One whole class shared reading lesson is recommended to be taught per week with time after that lesson for a more bespoke grouped read with a smaller number of pupils. In the shared and grouped read, there is a clear teaching focus with the opportunity to master key reading skills in the session and other sessions in the half term.



# Pathways to Read.

There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently. This guide will provide further details on all the aspects of Pathways to Read to enable the teacher to manage and teach it effectively in their classes.



**We have some useful information for you to take home, aswell as ideas of different games you can play with your children when reading.**

