

**Welcome to Phonics and  
Early Reading in  
Foundation Stage and Key  
Stage One**



# Why is reading/phonics important?

- **As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early reading skills.**
- **10 things your child learns when you read poems and stories everyday...**
- Develop a love of reading
- Build pictures in their minds from words on a page
- Understand humour and irony
- Use new words and phrases
- Think about characters feelings and use 'voices'
- Follow a plot
- Make predictions
- Link sentences
- Use punctuation
- Hear rhythm and rhyme

# How can you help?

- Provide your child with lots of different opportunities to speak and listen with others. (playdates, clubs etc)
- Join the library to make choosing stories fun
- Make story time a part of your daily routine

# What is phonics?

- Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- We use 44 sounds to make all the words in the English language but only 26 letters in the alphabet.
- Sounds work singly, in pairs and sometimes in 3's

bat

chip

light

# What is phonics?

- We spell many of the 44 sounds in multiple ways, for example..

★ 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							

sat  
dress  
horse  
circle  
piece

# What will a phonics session look like?

- At Barnsbury we follow a phonics program, called Read Write Inc (RWI) created by Ruth Miskin and owned by Oxford University Press.



# What will a phonics session look like?



- We start with flashcards and the children participate in a ‘speed sound’ lesson
- Lessons are Interactive and have lively mnemonics *‘down the insects body and a dot for the head!!’* to help with remembering the sound and letter formation.
- We use ‘my turn’ ‘your turn’ partner work when reading stories.
- We practise sentences/spellings verbally first
- Fred the frog is a puppet that teachers use to help engage children and model ‘fred-talk’
- Children receive lots of positive verbal praise and stickers

# Where do we begin?

- First we start by teaching the set 1 sounds. The accompanying rhymes help children to remember the sound but also how to write them. 'uh' sounds after consonants should be *reduced where possible* (e.g., try to avoid saying 'b-uh', 'c-uh').



Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng nk



# Where do we begin?

- First we start by teaching the set 1 sounds.

Speed Sounds

**m a s d t**

Speed Sounds

**i n p g o**

Speed Sounds

**c k u b**

Speed Sounds

**f e l h sh**

Speed Sounds

**r j v y w**

Speed Sounds

**th z ch qu x ng nk**

Learning to sound-blend can take some time to master, so don't worry if your child doesn't pick it up straight away. Carry on teaching your child the next group of Speed Sounds. When that group is learnt in and out of order and at speed, practise sound-blending with those sounds and the previous sounds learnt. Continue until all six groups of sounds have been learnt.

# Fred talk (segmenting)

- After learning the sounds your child will begin to segment words
- Eg: cat = c-a-t
- The whole word is spoken aloud and then broken up into its sounds (phonemes).
- This is called **segmenting**, and is a vital skill for spelling and writing (graphemes).



# Fred talk (blending)

- As they get faster they will be able to merge the sounds together, we call this blending e.g 'cat'

[Watch an example of blending here](#)



# What happens next?

- Next we introduce the set 2 sounds, daily practice through 'green' word cards helps children to embed what they have learnt.

high  
flight

## Speed Sounds Set 2

ay  may I play?	ee  what can you 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 fair	ir  whirl and twirl
ou  shout it out	oy  toy for a boy			

























# What happens next?

- Next we introduce the set 3 sounds

June

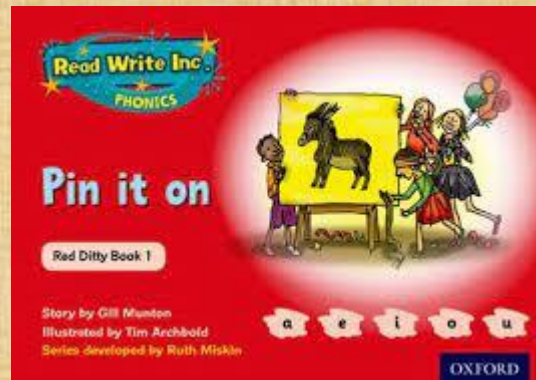
tube

## Set 3 Sounds

ea  cup of tea	oi  spoil the boy	ie  terrible ice	au  Paul the astronaut	e-e  go Hill and Soviet
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure
wh  which, which	ph  take a photo	kn  knock knock, who's there?	ue  come to the rescue!	

# During Reception You child will be:

- Introduced to the set sounds
- Learn to blend and segment within phonics lessons.
- Practise letter formation in various ways.
- Apply their phonic knowledge to reading books.



# Year 1 and 2

## Your child will be:



- Practising all set 1, 2 and 3 sounds.

<https://www.barnsbury.surrey.sch.uk/assets/Curriculum/Teaching-Reading/Set-2-and-3-flash-cards.pdf>

- Reading green words, red words and alien words

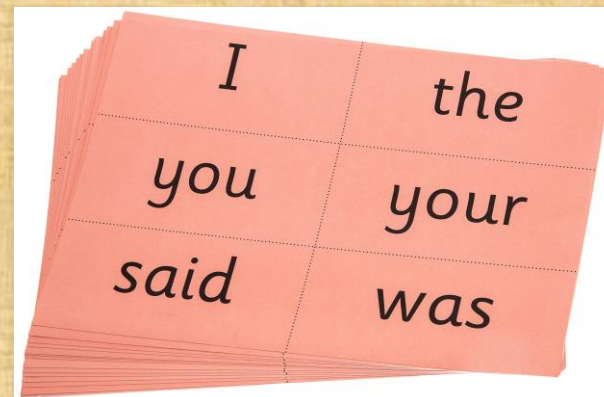
<https://www.barnsbury.surrey.sch.uk/home/curriculum/teaching-reading/>

<https://www.barnsbury.surrey.sch.uk/assets/Curriculum/Teaching-Reading/red-words-PP.pdf>

- Applying their phonic knowledge to reading books (fiction/non-fiction and poetry).
- Complete writing activities including letter formation/spelling/sentence building/writing short stories

# What are they talking about!?

- **Fred talk**- sounding out e.g c-a-t
- **Fred in your head**- blending without saying the sounds out loud.
- **Alien words** - nonsense words containing the set sounds.
- **Green words**- words that can be 'blended' e.g Chip
- **Red words** - words that cannot be blended e.g 'was'
- **Special friends (digraphs/trigraphs)**- two or more letters making one sound e.g igh, ch, sh, ck,





## Your child will learn to...



















- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and children
- Tune into sounds
- Listen and remember sounds
- Understand that spoken words are made up of different sounds

## Not all children will learn at the same rate!

- Your child will be supported *whatever* their rate of learning.
- *difficulty* with phonics could be related to hearing/sight problems, so if your child is making progress more slowly than expected, it is worth having a hearing/sight check .

# Helping your child at home

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Here are the set 1 sounds and rhymes.

# Helping your child at home

Read Write Inc Phonics



SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew

Download the full PDF here, (this is also attached to the back of your child's reading diary)

<https://www.barnsbury.surrey.sch.uk/assets/Curriculum/Teaching-Reading/RWI-SET-1-SET-2-and-SET-3-rhymes-list-for-website.pdf>

## Helping your child at home



As you look at each word, think about whether it is a red word or a word that your child could blend (green).

If it is a green word, ask your child, ‘any special friends?’ they should be able to tell you e.g ‘yes, ar’ then ask them to Fred-talk

## Helping your child at home

Your child will come home with a reading book daily, you can support them by reading at home 5x a week. Here are some tips

- **Start small**, younger children are tired when they get home, so aim for 1-2 pages then work up to more
- **Avoid calling reading 'homework'** it can feel negative, we are aiming to build a love of reading that lasts for life.
- **Make story time a part of your weekly routine**, choosing books from the library, reading together in the garden, on the sofa, by torch light at bed time, share a story after bath time to help them wind down for sleep.
- If your child is really reluctant or disinterested in books at first, try introducing them to texts they enjoy e.g a comic with superheroes or an information book about animals or Lego.

# Websites

- ▶ [www.Ruthmiskin.com](http://www.Ruthmiskin.com) (RWI parents tips video's)
- ▶ [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (alien word games)
- ▶ <https://storylineonline.net/> stories read-aloud)
- ▶ <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> (free e-book library, great for travel!)
- ▶ Please click on the link to our phonics page on the website. It includes examples of sound cards and words which will be helpful to support your children at home.
- ▶ <https://www.barnsbury.surrey.sch.uk/home/curriculum/teaching-reading/>

Don't worry if they get some wrong!

These sounds and words are hard to remember and need practice every day to become automatic and fluent.

For more information on the teaching of phonics please click on the link below.

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>



Thank you