

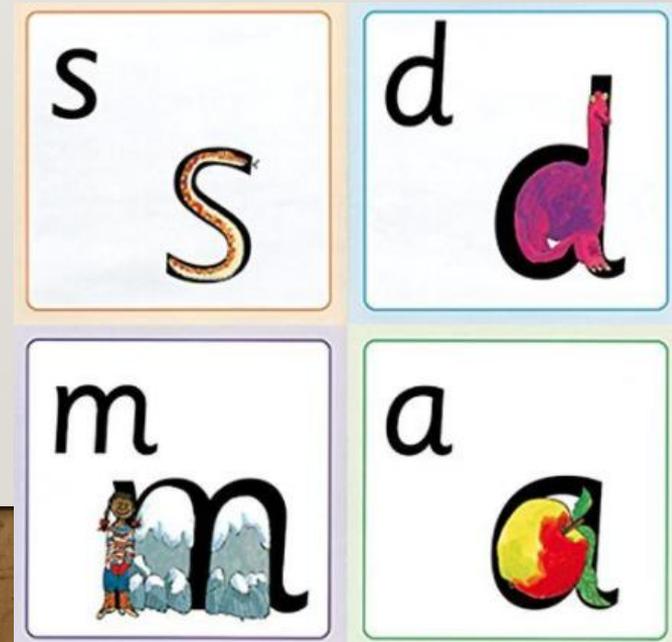
READ WRITE INC

At Poplar Farm School



What is Phonics?

- Words are made up of sounds called phonemes.
- We teach children the different ways of writing each sound.
- Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word.
- They blend the phonemes to read the word.
- They segment the phonemes to spell words.



How do we teach phonics at Poplar Farm School?

- At Poplar Farm, we teach Phonics following Read Write Inc.
- Read, Write, Inc. is a phonics program which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.
- We teach phonics daily in EYFS and Year 1. Children in EYFS have spent the last 3 weeks engaging in speed sound lessons, and are learning the single letter sounds (20 minutes). As children learn to blend sounds together, lessons will also include a 20 minute guided reading session after they have been taught the sound of the day.



Language Development

Spanish



24 speech sounds

26 letters to make up those sounds

29 graphemes

Children are taught sounds in sets.
Only when they are secure do they
move onto the next set.

Set 1 sounds are mostly single
letter sounds and set 2/3 are
special friends.

Listen for 'bouncy' and 'stretchy'
sounds.



English



44

speech sounds

26

letters to make up those
sounds

150+

graphemes (combination
of letters that make one sound)

eg. 9 different ways to write 'or' !!!

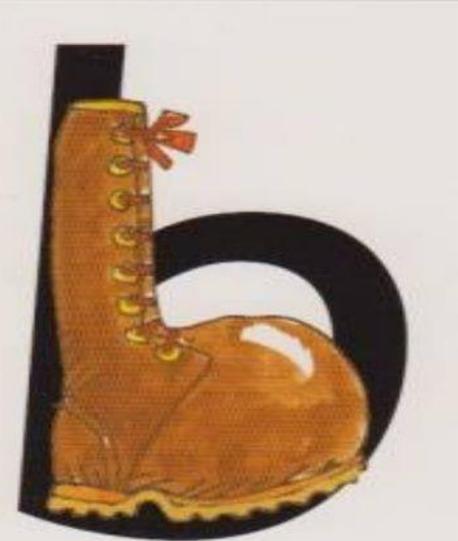
[Watch the video below:](https://www.youtube.com/watch?v=TkXcabDUg7Q&t=40s)
[https://www.youtube.com/](https://www.youtube.com/watch?v=TkXcabDUg7Q&t=40s)
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What does a phonics lesson look like?

- Children are taught a new sound each day.
- We always recap previously taught sounds, so that they can remember them.
- Each sound is linked to a picture to help them remember the sound, and a phrase to support them to write the letter correctly.



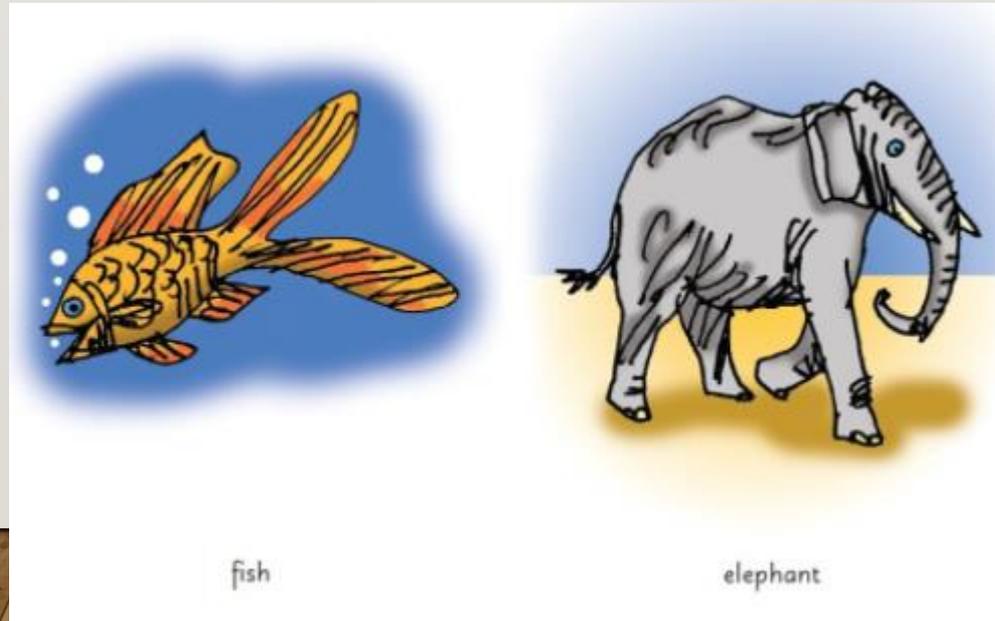
Round the apple down
the leaf.



Down the laces to the heel and
round the toe.

INITIAL SOUNDS!

In EYFS, Children spend time listening out for initial sounds in words. Children are shown picture cards, which all start with the sound of the day.



THE SPEED SOUNDS

Complex Speed Sounds

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							

Special friends...2 or more letters that make 1 sound

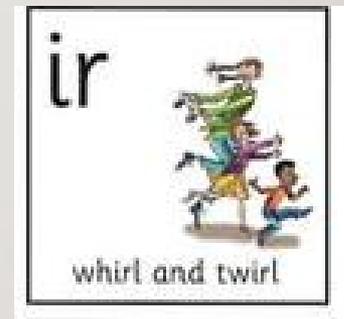
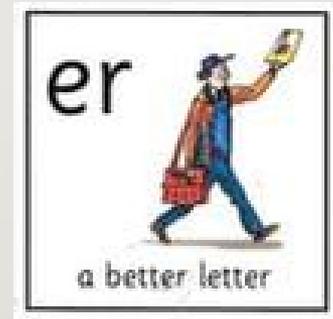
'Special Friends' Sounds

Each special friend sound is linked to a rhyme and a picture to help the children remember them, and to support them in making spelling choices.

ur – nurse with a purse

er – better letter

ir – whirl and twirl



They will begin to spot these letters in words and recognise which sound they make. When writing they may experiment with which sound best fits, telling the children the rhyme that goes with the sound helps them to spell a word correctly (sound chart).

Speed Sounds Set 1

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

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 swirl

Speed Sounds Set 3

ea cup of tea 	oi spoil the boy 	ou shout it out 	oy toy for a boy 	
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

What does a phonics lesson look like in year one?

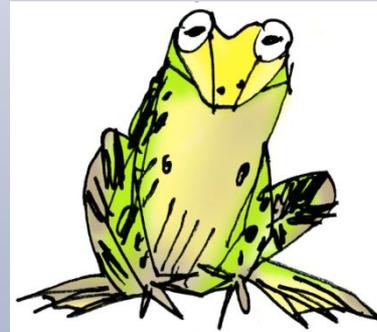
We practice blending sounds together to read words, during Fred talk time...

Meet Fred:

Fred can *only* talk in sounds...

He says "a-n-t" Not ant.

He says "p-ur-se" Not purse.



We call this *Fred Talk*. We help Fred to blend words.

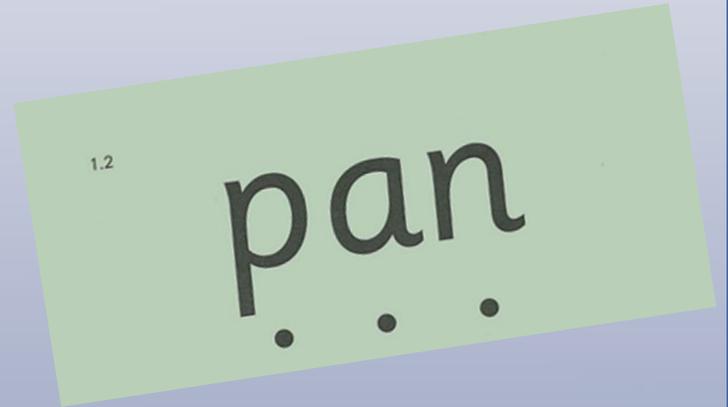
This is why we must drop the 'uh' sound!



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

- *Fred talk – sound it out and blend.
- *Fred in your head – read words in your head, when they are familiar.



Alien words! – we sound out nonsense words too!

Complex Speed Sounds chart

Consonants: stretchy

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					
					ce					

Consonants: bouncy

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											

Vowels

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

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

Only when set 1
and 2 are
effortless!

Set 3 sounds

Split
friends.. "where's
my friend, he's
on the end!"
They are just too
chatty!

Set 3 Sounds

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
------	-------	------

3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

We use sound buttons to help us to recognise 'special friend' sounds before we sound out the word and blend.

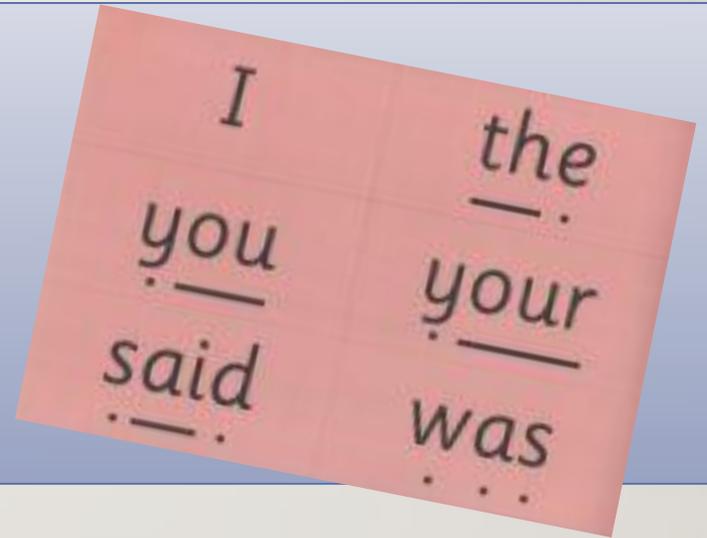


'Split special friend' sounds

Too chatty to be together!

Red words – cannot be sounded out.

'If it's red it's hard to Fred'

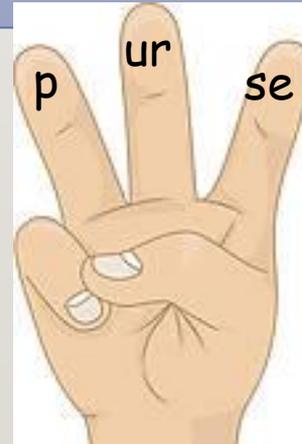
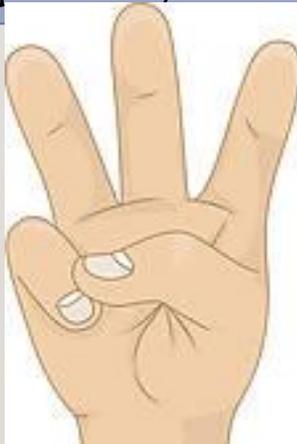


Learning to segment with the sounds we know...

Fred Fingers for spelling

We say the word, count the sounds on our fingers, and pinch the sounds.

Eyes for reading,
fingers for spelling!



HOW TO HELP YOUR CHILD READ AT HOME



READING STORIES AT HOME

READ FAVOURITE STORIES OVER AND OVER AGAIN

READ SOME STORIES TO THE CHILDREN THAT ARE AT A HIGHER LEVEL THAN THEY CAN READ THEMSELVES.

LISTEN TO THEM READING THEIR 'TAKE HOME' STORYBOOKS – CHILDREN SHOULD READ THESE STORIES, CONFIDENTLY, INDEPENDENTLY, AND FLUENTLY.

Have fun with Fred Talk!

"What a tidy r-oo-m!"

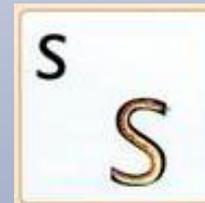
"Where's your c-oa-t?"

"Time for b-e-d!"



Practise pronouncing the sounds...

Remember no 'uh' sounds added on the end!



READING AND PHONICS IN EYFS



PARENT WORKSHOP 2021

TEACHING READING AT SCHOOL



HOW DO WE TEACH READING AT POPLAR?

- Read and discuss stories; sharing books across all areas of the curriculum.
- We read and re-read stories for rehearsal including well known and learnt stories – favourite 5!
- We look at lots of different genres including comics, information books and poetry. A selection of these books are available in our book-corners in the classroom, for the children to access independently.
- We support the children with opportunities to apply their taught phonics skills within real books including ‘red’ words.
- Play games matching pictures with both letters and words.
- Model reading with expression showing 1:1 correspondence.
- Immerse children in books and a print rich environment, develop a love of books.



READING SCHEME AND HOME READING BOOKS



- Children are given books using the book-band colour system.
- Books are sequential with additional learning support. Within each band there are a range of texts.
- We discuss the title, front cover illustrations, what can they see? What do they know about it? What do you think it will be about?
- When we hear readers at school and children are unsure we will read the book to them, then read it with them and then give them the change to read it to an adult.
- We always talk about the book afterwards. What did they like? What was it about?
- Reading books and story books are given twice a week.



Oxford Levels and Book Bands

Use the table below to find out which Oxford Level is best suited to your child.

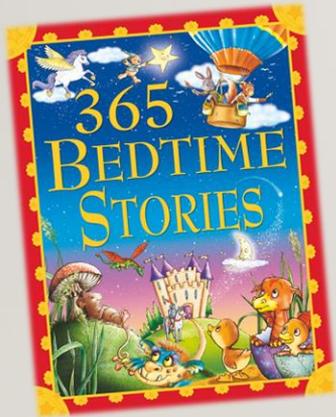
Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
14	Dark blue		
15			
Year 4 / Primary 5	8-9 years old	16	
		17	
Year 5 / Primary 6	9-10 years old	18	Dark red
		19	
Year 6 / Primary 7	10-11 years old	20	

HOW TO HELP WITH READING AT HOME.



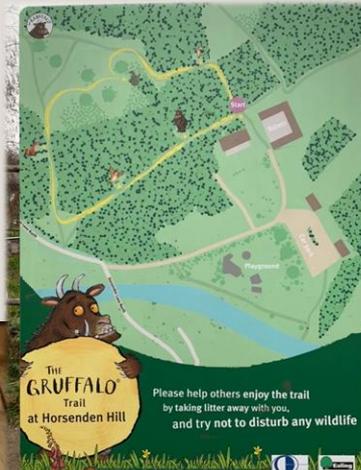
SHARING BOOKS AND SONGS AT HOME

- Reading at home: Reading a familiar book or a new poem, rhyme or story.
- It is okay to still read to them rather than the children reading to you – please do!!!
- Sing songs and rhymes, make up your own and play rhyming games.
- Giving the children time to re-read and if they make errors giving them time to self-correct.
- Re-reading to enable fluency to improve.
- Predicting what might happen, making up their own story or retelling what happened.
- Talking about the characters, events, settings.
- Being detectives, finding words / letters they have been working on in the familiar book etc.



READING IS EVERYWHERE!!

- Read cereal boxes, newspapers, recipe books, maps, envelopes, signposts...show the children that the words they are learning in school are everywhere and they can read anything!
- Celebrate things you can read and how exciting it is including birthday cards, post cards, letters, secret notes!
- It is great to read books again and again - knowing a story off by heart is a wonderful skill! You can also focus on looking at different aspect each time. Use different voices for the characters, what do you know about each character, follow a character through the book, retell the story, find words beginning with.....



HOW TO HELP WITH FINE-MOTOR SKILLS



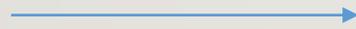
LOOKING AT PENCIL CONTROL!

One of the very first things we do at Poplar Farm is look at how is your child holding a pencil, paint brush, spoon etc. (They don't know we are secretly watching!)

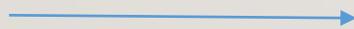
This informs us of their current stage of development for dexterity and from this we can identify the next steps in your child's learning.



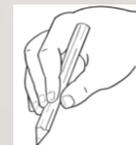
Palmer grasp – can have shoulder or elbow pivot.



Pronated pencil grasp.



Modified tripod grasp



Tripod grip



OPPORTUNITIES TO WRITE IN PLAY

It is important to note here that pencil grip is developmental and your child will need to go through these stages but... we can support them through this by offering opportunities for them to practice and strengthen their fine-motor control.



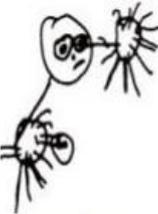
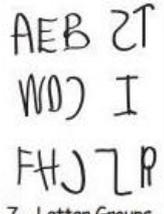
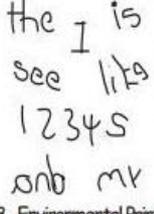
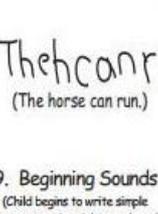
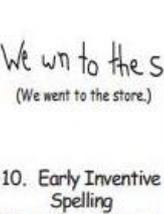
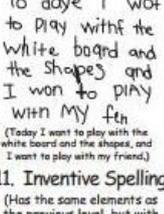
Opportunities for writing are given ALL over the classroom and outside!

Shonette Bason-Wood inspired Dough Disco



WRITING DEVELOPMENT

When your child is 'mark-making' they are starting to write. These are the stages of writing development.

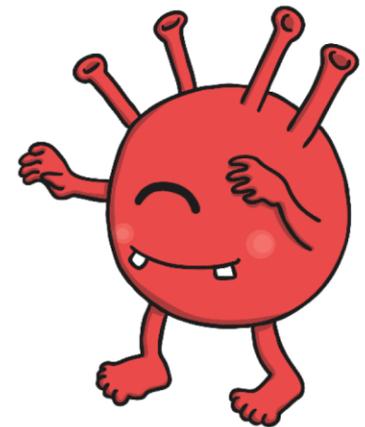
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.

Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



Example Of The Check

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

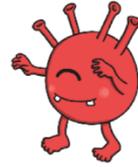
in

twinkl.co.uk

Example Of The Check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

Reporting To Parents

By the end of the Summer term all schools must report their child's results to parents.

They will also confirm if the child has met the standard threshold.

Children who do not achieve the expected level will retake the test when they are in Year 2.



How Can I Help My Child At Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.



How Can I Help My Child At Home?

- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, e.g. /c/ in cat, or the letter group, e.g. /ng/ in sing. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

The children will have books changed on a Friday to read over the weekend and throughout the week.

Please write and sign when your child has read. 4 reads per week = 1 raffle ticket.



The purpose of home reading books is for children to develop fluency and comprehension. Therefore, they should be able to decode 90-95% of the words.

When reading at home you should ask questions and discuss what you have read with them.

1a: Draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words?
- Which words and /or phrases make you think/feel...?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Where/when does the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?
- Find, it. Prove it.
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?
- Which part of the text should I use to find...?
- Why has the author organised the information like this?

1c: Identify and explain the sequence of events in texts

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- You've got 'x' words; sum up this story.
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea?
- What do you think will happen to the goodie/baddie/main character? Why do you think this?
- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? How will that effect what happens next?
- How is character X like someone you know? Do you think they will react in the same way?

Whole Class Reading

In Year One we also complete 3 lessons of whole reading.

This includes:

- Introducing key vocab
- Echo and Choral Reading
- Retrieving
- Develop comprehension skills
- Predict and Infer
- Sequencing

