

Foundation Phonics

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together in Reception through:

- Read Write Inc, a program to help to your child read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school
- Giving children access to a wide range of books at school and at home

What is Read Write Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.

At Ravenscroft we put a big emphasise on developing the building blocks in our Nursery teaching our children about different sounds including environmental sounds, instrumental sounds, body procession before moving on to rhyming, alliteration, syllables and oral blending and segmenting. With these skills in place the children are ready to start the RWI programme either at the end of nursery or the start of Reception.

RWI was developed by Ruth Miskin and more information on this can be found at <http://www.ruthmiskin.com/en/parents/>.

How will RWI be taught?

All children are assessed regularly so they work with children at the same level. This allows complete participation in lessons.

Nursery

When appropriate, children will be introduced to the initial sounds in short five minutes sessions.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fictions books matched to their phonic knowledge
- work well with partners

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk

- learn to build sentences by practising sentences out loud before they write

Talking

The children

- They work in pairs so that they:
- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



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.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets.

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. (Maisie, mountain, mountain.)
a	Round the apple, down the leaf.
s	Slither down the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Norman and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, draw the pouch and kick the leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces and over the boot

f	Down the stem and draw the leaves
e	Take off the top and scoop out the egg
l	Down the long leg
h	Down the horse to the hooves and over his back
sh	Slither down the snake, then down the horse to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under his head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, then down the horse to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl and don't forget she always carries her umbrella.
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

To hear how to pronounce sounds correctly click on the following link.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	



Fred...

Fred helps pupils learn to spell as well!

Pupils convert words into sounds

They press the sounds they hear on to their fingers...

We call this Fred Fingers



So how can you help your son/daughter?

- By knowing the 44 pure sounds
- By knowing how to blend using Fred Talk for reading m_a_t
- By knowing how to use Fred Fingers for spelling
- By reading to your son/daughter e.g. stories / extracts from newspaper
- Asking lots of questions/sharing opinions!

Use these prompts to help you:

What is that character thinking?

What is the character saying?

What do you think that character is feeling now?

What is happening?

What do you think happens next?

- By talking to your son/daughter as much as possible and 'feeding' them new and different words – have fun!

"Let's eat our lunch now."

"Let's munch our lunch now."

"Let's scoff our lunch now."

"Let's devour our lunch now!"

I'm not just..(happy that England won) I'm..(ecstatic)!