

**Parents as partners**  
Phonics information evening  
September 2023



# Synthetic Phonics

## What is synthetic phonics?

- Synthetic phonics is a way of teaching reading using two important activities:
  - How letters make sounds - for example the letter m makes the sound mmmmm.
  - How sounds can be then blended together to make words. For example, the sounds of the letters 'c-a-t' blend together to make the word 'cat'.
- We follow Read, Write, Inc. as our synthetic phonics scheme.

# Learning the sounds

- The children learn the sounds in a short fast-paced whole class teaching activity.
- They learn to say the sound alongside a picture to help them remember it for example s, snake, a, apple.
- It is important that the children are taught the pure sound (without an uh at the end).

## Set 1

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

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

# Progression in sounds

In Reception children are taught the RWI Set 1 and Set 2 sounds in daily phonics lessons as follows:

## Set 1

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

## Set 2

ay ee igh ow oo oo ar or air ir ou oy

When ready the children are taught the final sounds and the alternative spellings for the sounds they have learnt so far:

## Set 3

ea oi a-e i-e o-e u-e aw air ur er ow ai oa ew ire ear  
ure

# Blending

- Once the children have learnt the first five sounds:

m, a, s, d, t,

We then teach them to put the sounds together (or blend the sounds) to read a word. We call this 'Fred Talk.'

at	mat
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# Sound buttons

The children are taught to say each sound by 'pressing' each sound button and then blending the sounds together quickly.



<https://www.youtube.com/watch?v=MNyFikwNQTg>

# Words for practising blending

The children will be sent home with a set of words to practice at home called 'word time' sheets.

As they learn more sounds and become confident at blending sounds to read the words, they will be given different word time sheets.

# Red words

- Red words are **common exception words** which means they do not follow the usual spelling pattern. For example with the word to, the children would sound this out as t o, but we know this in English as the word to.
- They are usually high frequency words which means they appear in the most simplest of sentences.
- The children cannot decode these words so RWI calls them **Red** words.
- The words need to be learnt from memory, but we do teach the children to look for a sound clue, for example with the word 'to' we say it has a t sound with the o being the irregular part of the spelling.



# Red Words

of

no

# Red words

In Reception the children are taught **Red** words in the order they appear in their reading books as follows:

Red words in ditties and red books.	Red words in green books (in addition to the red words from red books).	Red words in purple books (in addition to the red words from red and green books).	Red words in pink books (in addition to the red words from red, green and purple books).
<b>I</b>	your	to	I've
<b>the</b>	said	me	like
<b>put</b>	you		all
<b>no</b>	be		we
<b>he</b>	no		want
<b>of</b>	are		call
<b>my</b>			her
			she
			so
			some

# Reading books

Once the children have learnt all their Set 1 sounds and some red words , they will be issued with a ditty or reading book which matches the level of sounds they know.

The ditties or reading book will help them to practice their decoding skills on texts which are fully compatible with the word reading level they have reached.

The children will receive two books a week, along with a reading for pleasure book they have chosen themselves. Each book should be read at home three times a week. Please tick each day you have read at home in your child's reading diary.

The children's books will be changed once a week.



# RWI set 2 sounds

When the children are confident with the set 1 sounds we will teach RWI set 2 sounds.

ay – may I play

or - shut the door

ee – What can you see?

air – that's not fair

igh – fly high

ir - whirl and twirl

ow – blow the snow

ou – shout it out

oo - poo at the zoo

oy - toy to enjoy

oo – look at a book

ar - start the car

# Digraphs - special friends sounds

- Some sounds are represented by more than one letter.
- For sounds that have two letters representing them like qu or oy these are called **digraphs**.
- For sounds that have three letters representing them like igh or ure these are called **trigraphs**.
- The children are taught the words digraph and trigraph in Reception and know these as 2 letters or 3 letters making 1 sound.
- RWI calls these sounds '**special friends**'.
- <https://www.facebook.com/miskin.education/videos/special-friends-fred-talk-read-the-word/799439983915536/>

# Words with special friends sounds

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high



slow



# Split digraphs – chatty special friends

- When ready for set 3 sounds the children are taught the split digraphs:

i-e o-e a-e i-e u-e

- They are taught the correct grammatical name ‘split digraph’ as the 2 letters are split by another letter in the middle.
- When initially taught this in RWI the children are told that they are ‘chatty’ special friends as the 2 special friends letters have been split up with another letter sat in the middle.

<https://en-gb.facebook.com/miskin.education/videos/read-write-inc-phonics-year-1-learn-to-read-a-split-grapheme/1218302011615572/>

nice





# Reading Early Learning Goals

## **Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **Word Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

# Importance of continuing to read to your child

Reading to your child is not only a lovely way to spend special time bonding with them over the adventures contained within the pages, but can also help to develop their understanding of sounds and the rhythms of language.

By exposing them to more complex text, above their own current reading ability, they will become familiar with more advanced language and a wider range of themes and genres.

A report by the DFE shows that parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued.

# Useful websites...

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.ruthmiskin.com/parents/>

<https://www.youtube.com/watch?v=sjIPILhk7bQ>