

Phonics Read Write Inc

Workshop for Parents

Wednesday 4th October 2023

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

Phonics Workshop for Parents

All Year Groups

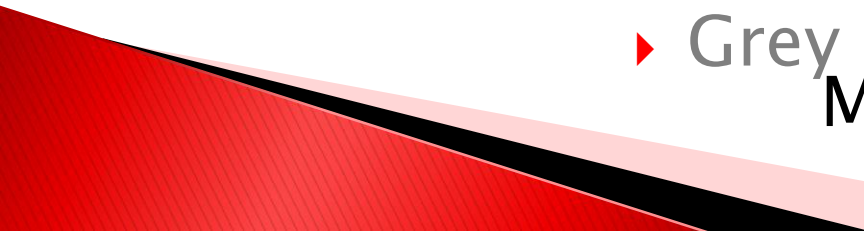
Thank you for joining us for this workshop.

Phonics is the bedrock of learning to read and spell.

Our aim is for all children to crack the phonics code and become fluent readers and spellers.



Aims:

- ▶ To explain the processes involved in learning to read
 - ▶ To explain how we teach phonics at Ewell Grove
 - ▶ To explain how the Read Write Inc books we use support children to learn to read, write and spell
 - ▶ Red Ditty Books – Set 1
 - ▶ Green Books – Set 2
 - Miss Rising
 - ▶ Grey Books – Set 7
 - Miss Barnett
- 

Book Level	Lilac		Pink	Red		Yellow		Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime
RWI	RWI Blending Book			RWI Red Ditty		RWI Green Set 1		RWI Purple Set 2	RWI Pink Set 3		RWI Orange Set 4	RWI Yellow Set 5	RWI Blue Set 6		RWI Grey Set 7
N	AUT	SPR	SUM												
Y R	Revision		AUT 1a/1b		SPR 2a/2b		SUM 3a/3b								
Y 1	Revision							AUT 1a/1b			SPR 2a/2b		SUM 3a/3b		
Y 2	Revision												All year		
	Phase 1 L & S	A	B	C	D	E	F	G	H	I	J	K	L		
Phonics - EG		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 ck	Blend Set A sounds	sh th ch qu ng nk ck	Blend Set C sounds ll ss ff sp sl zz	ay ee igh ow oo oo (Blend sounds)	ar or air ir ou oy (Blend sounds)	Blend sounds from Set E and Set F	a-e ai ea i-e ie o-e oa u-e (Blend sounds)	ew, ue oi ire ear er aw au ore ow oe ure are ur	tion cious/ tious	-tch -dge -ph -wh	All known graphemes		

green words

Book Level	Lilac	Pink	Red		Yellow		Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime
RWI	RWI Blending Book		RWI Red Ditty		RWI Green Set 1		RWI Purple Set 2	RWI Pink Set 3		RWI Orange Set 4	RWI Yellow Set 5	RWI Blue Set 6		RWI Grey Set 7
		A Book 1 0-20	B Red 21-36	C Green 1 37-52	D Green 2 53-76	E Purple 77-93	F Pink 1 94-110	G RWI Pink 2 111-130	H Orange 131-147	I Yellow 148-165	J Blue 1 166-180	K Blue 2 181-189	L Grey 190-208	
CEW EG 2021-22		come, here, said, mum, dad, the, see, a, I, and, look/ed, am, can, at, it, as, up, on, if	go, to, do, of, where, he, she, for, too, went, little, was, is, my, has, put	with, get, not, had, got, back, that, this, them, they, when, but, you, your, saw *baby	we, will, I've, oh, no, like, going, out, are, into, by, all, call, tall, fall, small, wall, me, house, with, play/ed, you're, be	school, very, have, my, now, then, be, so, down, some, after, say/s, once, every/ev erybody /everyon e	their, there, were, one, push/e d, pull, full, off, his, her, him, day, today, ask, childre n, want	climb/ed, love, friend, our, help, from, just, it's, don't, again, because, pretty, beautiful, most, only, both, even, what, who	door, floor, poor, find, kind, mind, behind, wild, child, father, mother , brothe r, sister parent, Mr, Mrs, people	would, could, should, last, fast, past, any, many, half, time I'm, anyone, other, son, daughte r, humans, called, about	old, cold, gold, hold, told, class, grass, pass, water , two, over, under , does, throu gh, asked	gre at, bre ak, stea k, mov e, prov e, imp rove , who le, pat h, bat h	plant, hour,sug ar, sure, clothes, busy, money, above, below, buy, bought, thought someone, another, walk, talk, caught, worse, wear	

*random but need to be exposed to words


red words

There are two distinct processes in learning to read:

- ▶ Word recognition
- ▶ Language comprehension

We teach the “word recognition” and mechanics of reading aspects of learning to read through **phonics**.

Fluency – must also be developed alongside word reading and comprehension skills (rereading the same text is really helpful for this).



word reading

decoding

phonics

intonation

fluency

expression

comprehension

vocabulary

retrieval

prediction

inference

sequencing

identifying/explaining

background knowledge

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

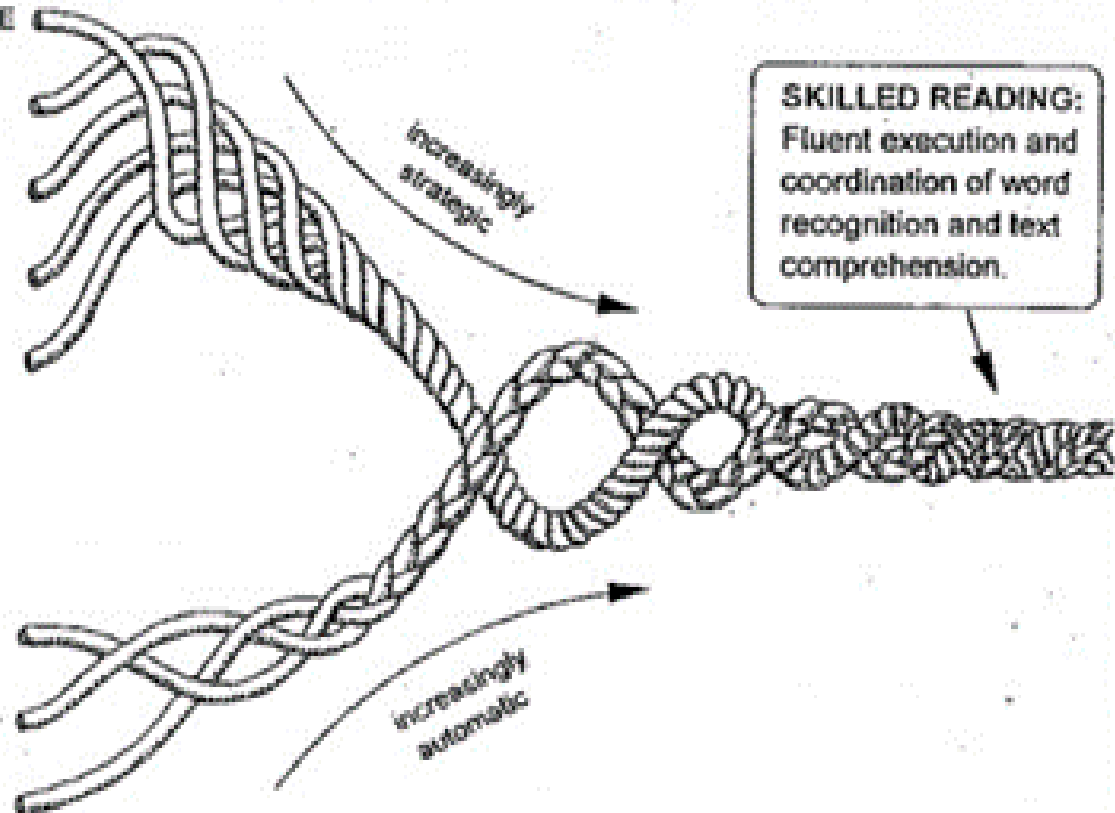
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



So...

how do we teach
“word recognition”?

Phonics



When learning to **decode words**, children learn 2 crucial skills:

- ▶ **Identifying the sounds** (phonemes) represented by **written letters** (graphemes).
- ▶ Learning how to **blend** the sounds together to make words.

Children are taught to **read letters – or groups of letters** – by saying the sound(s) they represent: e.g. the letter “/” sounds like “////” when we say it.

Children can then start to read words by **blending the sounds together** to make a word.

For **most children**, Phonics is a 2 year programme:

Reception – Year 1

However, **some children** may take longer to “crack the code” and will continue with the Phonics programme until they are secure:

Year 2 – Key Stage 2





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

At Ewell Grove, we teach phonics through Ruth Miskin's "Read Write Inc." programme which groups *phonemes* (sounds) and corresponding *graphemes* (how the sounds are represented in written form) into three stages.

The problem with English

In the English language...

- ▶ There are *44 phonemes* (sounds) (plus regional variations).
- ▶ There are, however, only *26 letters to make them from!*

a

sh

igh

z

Pure sounds

Set 1

Single letter sounds:

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

Set 1 digraphs (2 letters – 1 sound):

sh th ch qu ng nk

Set 2 digraphs and trigraphs

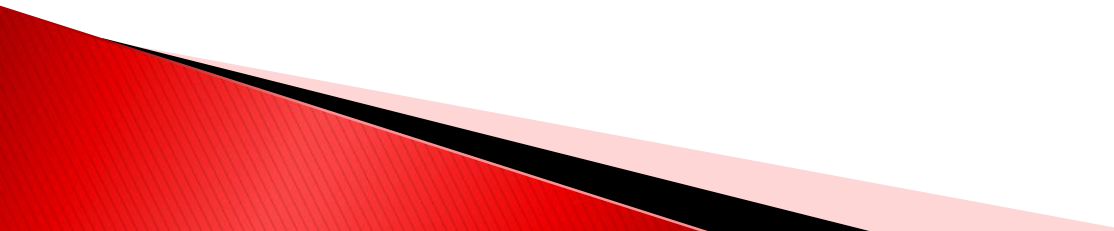
ay	ee	igh
ow	oo	oo
ar	or	air
ir	ou	oy

Set 3 digraphs and trigraphs

ea oi
a_e i_e o_e u_e
aw are ur
er ow ai
oa ew ire
ear ure tion
cious tious

**So...What is taught
first?**

EYFS

- ❖ Environmental sounds
 - ❖ Instrumental sounds
 - ❖ Body percussion (e.g. clapping and stamping)
 - ❖ Rhythm and rhyme
 - ❖ Alliteration
 - ❖ Voice sounds
 - ❖ Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')
- 

Fred Talk

blend

Oral Blending Blending to Read

'sat'

- say the individual sounds in Fred Talk: “s-a-t”
- blend the sounds together to make the word “sat”.

Fred fingers

Fred in your head

Blending to read

Building words from phonemes to read.

c a t

cat

For reading – break the word down into its sounds and **blend** these through the word.

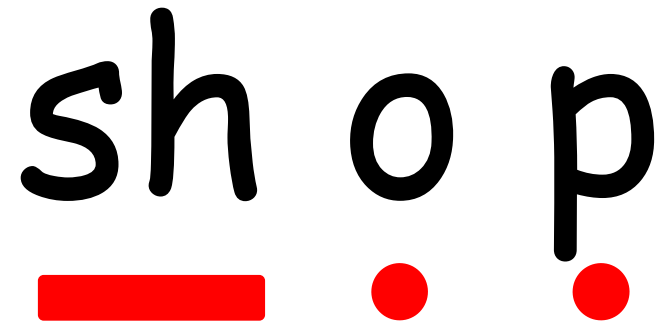
qu ee n



queen

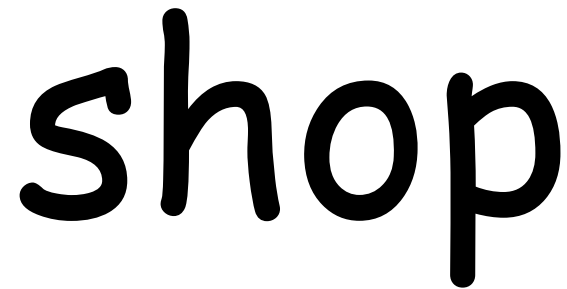


sh o p



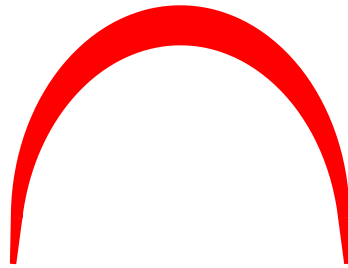
A diagram illustrating the segmentation of the word 'shop' into three parts: 'sh', 'o', and 'p'. Each part is written in a black, rounded, handwritten-style font. Below 'sh' is a thick red horizontal bar. Below 'o' and 'p' are red dots. The entire diagram is set against a white background.

shop



The word 'shop' is written in a single unit in the same black, rounded, handwritten-style font as the segmented version above. It is positioned below the segmented text. The bottom of the image features a red and black diagonal gradient.

m a k e



make

“fish” - What sounds can you hear?

Oral Segmenting

Segmenting is **the ability to break up spoken words into their separate sounds.**

We use segmenting for spelling.

For example, as we spell the word 'fish', we segment it into its three sounds (**phonemes**).

Oral segmenting is a phonemic awareness skill and a crucial building block of independent reading and writing.

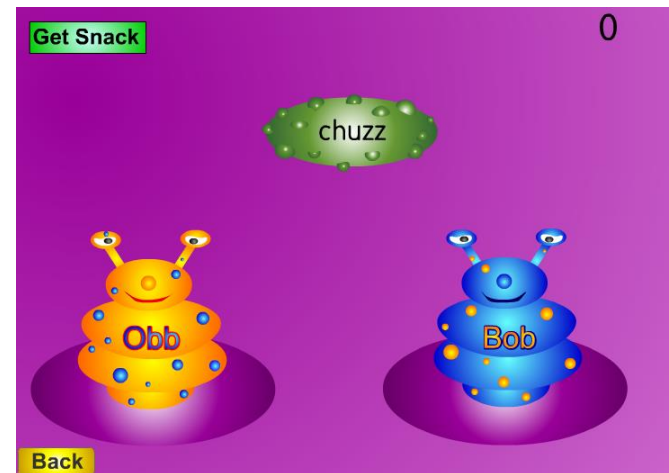
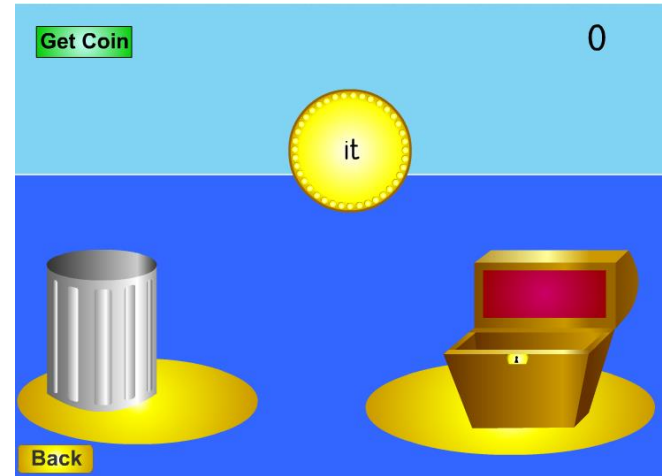
Fred fingers

“f-i-sh”

Year 1 Phonics Check



splong
slaw
clowp
jike
doke



Teaching Sounds



- ❖ Model, practise, apply
- ❖ Listening skills
- ❖ Pure sounds
- ❖ My turn, your turn
- ❖ Magic finger and letter formation ditty
- ❖ Initial sounds

ay - May I play?



Fred Talk	Repeat	What word can you hear?
d - ay	d - ay	day
p - l - ay	p - l - ay	play
m - ay	m - ay	may
w - ay	w - ay	way
l - ay	l - ay	lay
s - ay	s - ay	say
t - r - ay	t - r - ay	tray
s - p - r - ay	s - p - r - ay	spray



Blending Sounds

r	e	d
.	.	.

j	a	m
.	.	.

v	e	t
.	.	.

r	a	t
.	.	.

j	e	t
.	.	.

w	e	t
.	.	.

j	o	g
.	.	.

r	u	n
.	.	.

w	i	n
.	.	.



Blending Sounds

th	i	n
—	.	.

th	i	ck
—	.	—

th	i	s
—	.	.

sh	o	p
—	.	.

w	i	sh
.	.	—

f	i	sh
.	.	—

ch	i	p
—	.	.

ch	o	p
—	.	.

ch	a	p
—	.	.

- ❖ Pure sounds
- ❖ Sound buttons/lines
- ❖ Follow with finger
- ❖ Fred talk – blending
- ❖ Fred in your head
- ❖ Alien words – application of phonic knowledge

Alien Words



ch	e	d
—	.	.



sh	e	p
—	.	.

Sound Blending Books

When the children know the Set 1 Speed Sounds and can orally blend they are ready to read the Sound Blending Books 1-10.



Sh, ch, th, ng, nk, ck, gg, ss, ll, ff
cvcc words and ccvcc words

Model – **Fred talk** the words and press the imaginary sound button underneath each phoneme. Blend the sounds to read the word.

Practise – children to use the **Fred talk** strategy and check they have read the word correctly by looking at the picture on the next page.

Apply – Re-read books independently. Check by looking at the pages in a different order. Begin to use the strategy **Fred in your head**.

Reading into Writing...

Using the Read Write Inc books as a starting point, children read and reread a text until it becomes really familiar, orally rehearsing **red** and **green** words – at increasing speed! – and **memorising focus sentences** before writing these accurately and then building their own.

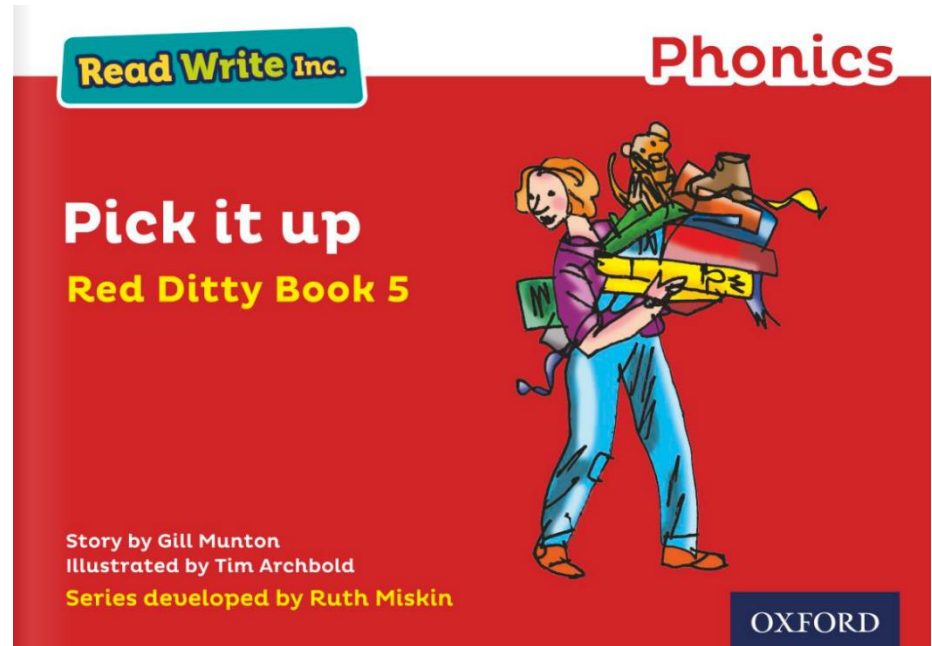
Grammar, spelling and punctuation rules are woven into the process so that children learn to write accurate sentences and short texts of their own.

Red Ditty Books

These are illustrated simple texts with 10–20 words per a Ditty and three Ditties within a book.

Children will use:

- ❖ Knowledge of speed sounds
- ❖ Sound blending
- ❖ Sight recognition of red words



Speed Sounds



Speed Sounds

Consonants *Ask children to say the sounds.*

f	l	m	n	r	s	v	z	sh	th	ng
					ss	ve				nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
	ck											

Vowels *Ask children to say the sounds in and out of order.*

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

*Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are circled.*

Children will begin the group or individual reading session by recapping the speed sounds and highlighting the specific sounds within the book.


Story Green Words and Red Words

Ditty 2 Snap snap



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

 six pink red

long snap

Ask children to read the root first and then the whole word with the suffix.


rat → rats hat → hats croc → crocs

sock → socks

- ❖ Can you see any special friends?
- ❖ Blend the sounds to read the **Story Green Words**.
- ❖ Explain the meaning of unknown words.
- ❖ Read **Red Words** using 'My Turn, Your Turn' approach.

Red Words


Ask children to practise reading the words.

 I of my

Speedy Green Words

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



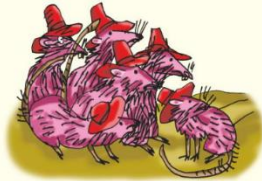
up	yes	in	big
can	up	yes	can

The **Speedy Green Words** can be found at the back of the book. Encourage the children to read the sounds silently using '**Fred in your head**'.

Snap snap

Introduction

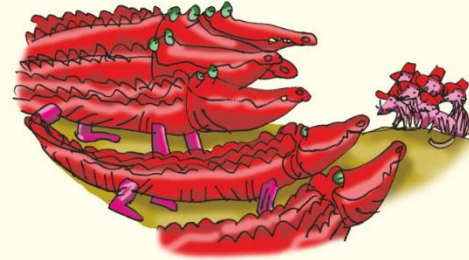
This is a story about some rats and some crocodiles.
The rats are a bit worried... can you guess why?



six pink rats in big red hats

8

six red crocs in long pink socks



9

Actions

snap snap snap



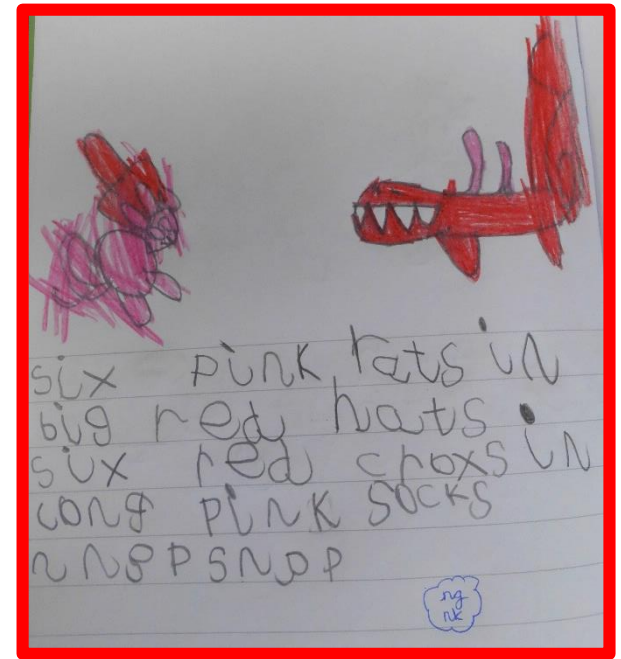
10

My turn,
your turn

Hold a
sentence

Get Writing

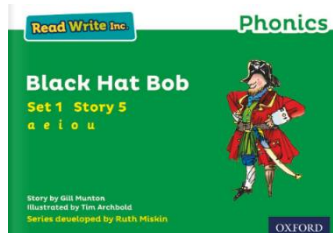
- ❖ Hold a sentence
- ❖ Model a sentence
- ❖ Handwriting
- ❖ Capital letters, finger spaces and full stops
- ❖ Check and read through the sentence



Focus Activities

- ❖ Sequencing the story using the pictures
- ❖ Retell the story in full sentences
- ❖ Story mountain – drawing and labeling pictures
- ❖ Puppets to role play the story
- ❖ Paint the characters – describe features
- ❖ Create a story setting - collage

RWI Green Books – Set 1



Day 1 – speed sounds, story green words, speedy green words, red words, introduction, spelling and grammar, partner read, adult read, hold a sentence, shared writing, independent writing

Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll									

Vowels Ask children to say the sounds in and out of order.

a	e	i	o	u
ae	ea	ie	oi	uo

ay ee igh ow oo
ing oar igh ione oar

Story Green Words Ask children to read the words first in Fred Talk and then say the word.

Black Hat Bob Red Hat Rob pet hen fix
biff gulp grab peg leg cash box

Speedy Green Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

ship	box	off
box	off	will
is	that	him
this	his	get

Red Words Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

he	said	no
my	I	you
be	of	your
the	put	said

First read with a partner.

Story Introduction

Green Storybook 5
Black Hat Bob

This is a story about two pirates. (Pirates are sailors who steal from other people's ships.) One is called **Black Hat Bob** – he's the friendly pirate; the other is **Red Hat Rob** – he's the nasty one. Red Hat Rob and Black Hat Bob are old enemies.

Black Hat Bob has only one leg – the other one was bitten off by a shark. Ever since then he has had to wear a false leg made of wood, called a **peg leg**.

He has been a pirate for many years and has saved enough money to buy his own ship. He is very proud of his ship and he keeps all his money on board in a special **cash box**.

One day Red Hat Rob climbed onto Black Hat Bob's ship wearing an eye patch and carrying a huge sword. He was a terrifying sight!

Black Hat Bob yelled at him to get off his ship, but Red Hat Rob refused and pulled out his sword. They had a terrible fight and, in the middle of it, Red Hat Rob **grabbed** Black Hat Bob's cash box.

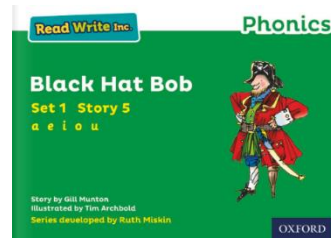
TTYP: Do you think Black Hat Bob will manage to save his cash box?

Adult read
What happened to the cash box?

Hold a sentence.
Write a sentence.
He is on his ship.

Actions for punctuation e.g. capital letters and full stops.

RWI Green Books – Set 1



Day 2 – repeat day 1 – **increase the speed**, second read, hold a sentence, shared writing, independent writing, build a sentence orally

Hold a sentence.
Write a sentence.
He has got a cash box.

Second read with a partner.



Here is Red Hat Rob.

❖ What does Red Hat Rob wear?

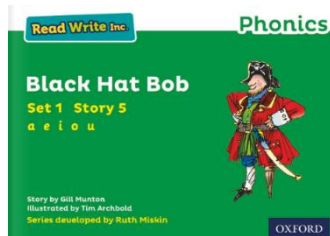
Here is Red Hat Rob in his hat.

❖ What is Red Hat Rob's hat like?

It is red. It has a white feather. It is big.

Here is Red Hat Rob in his big red hat with a white feather.

RWI Green Books – Set 1



Day 3 – think about the story – talk out loud, third read, questions, proof read, write about an aspect of the story

Talk about what Black Hat Bob might be like e.g. proud/happy

*MTYT - Black Hat Bob is on **his** ship.*

Talk about why Red Hat Rob will not get off the ship.

*MTYT – Get off **my** ship.*

Third read with a partner.

Questions to talk about

Ask children to TTYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.8 (HaT) What is a peg leg?
- p.9 (HaT) Why do you think his cash box is so important?
- p.10 (HaT) Why do you think Red Hat Rob wanted to grab the cash box?
- p.11 (FF) What did Black Hat Bob say?
- p.12 (HaT) Why does it say 'Biff biff'?
- p.13 (HaT) Do you think Black Hat Bob will ever get the cash box back?

this is his peg lig. this is
his pet hen

This is his peg leg. This is
his pet hen.

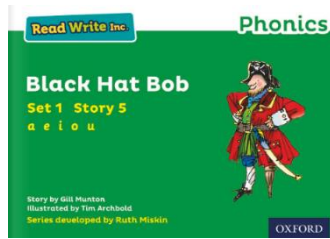
Red Hat Rob is in trouble and wanted by the police because he has stolen from so many ships.

Write a wanted poster. Character description of Red Hat Rob.

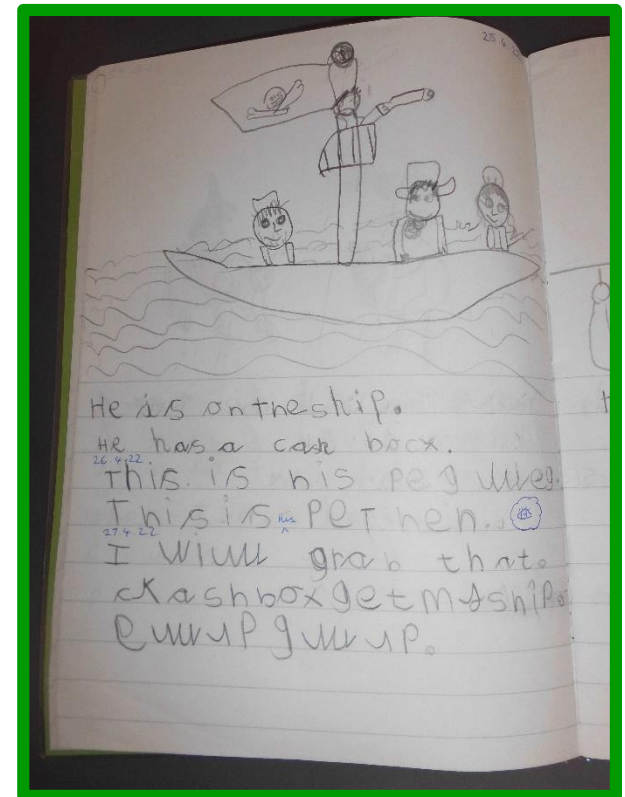
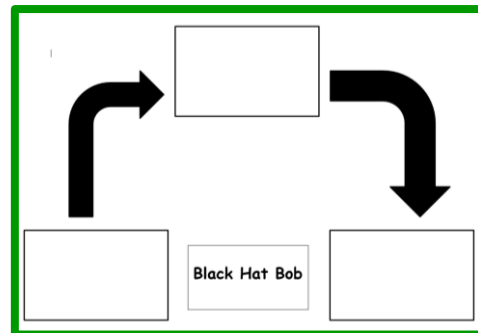
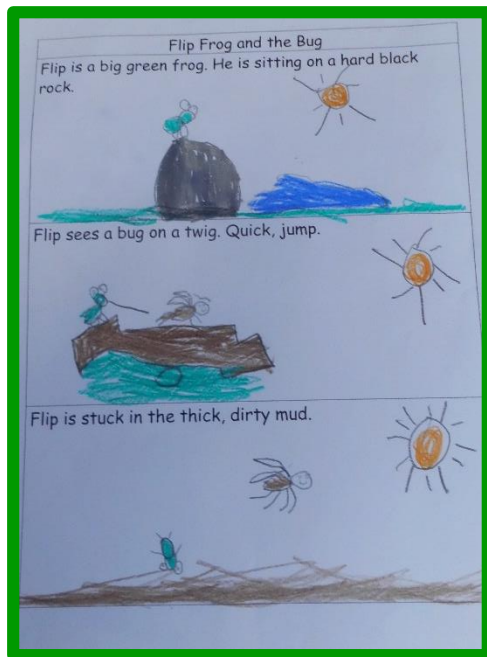


**Wanted:
Red Hat Rob**

RWI Green Books – Set 1



Day 4 – Retell the story.



Read Write Inc.

Phonics

The lion's paw

Set 7 Story 2
or oor ore aw



Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

OXFORD

Day 1

The lion's paw

RWI Grey Books – Set 1

Day 1



Day 1 – speed sounds, story green words, speedy green words, red words, introduction, spelling and grammar, partner read, adult read, hold a sentence, shared writing, independent writing



Story Green Words



Ask children to read the words first in Fred Talk and then say the word.

den paw thorn sore dawn raw straw slops jaws
sword*

Ask children to say the syllables and then read the whole word.

Ro|man cir|cus might|y loy|al And|ro|cles*

Ask children to read the root first and then the whole word with the suffix.

crawl → crawled gnash → gnashing yawn → yawned
peace → peacefully feast → feasting gnaw → gnawing
scorn → scornfully jeer → jeering

* Challenge Words



Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

many	could	one	are
were	other	through	was
call	to	there	they
said	all	does	want
what	come	any	should

single syllable words
multi-syllabic words

Root words and suffixes

Partner practice

Day 1

Story Introduction

There was once a Roman slave called Androcles, whose master treated him so badly that he ran away. Looking for shelter, Androcles crawled into a cave that had been dug out of the hillside. He didn't realise it was a lion's den!

Soon a shadow fell across the floor. Androcles began to tremble as a lion approached, but then it just stretched out on the dusty floor and held out its paw – which had a sharp thorn stuck in it.

"Poor beast," said Androcles, taking the lion's sore paw in his hands and pulling out the thorn.

After that, Androcles lived happily with the lion for many months, but he began to miss the company of other men. So one day, he shook the lion by the paw and set off back to Rome.

His wicked master spotted him in the street. "You have broken the law and you must be punished!" he shouted scornfully. Androcles was flung into prison. He soon learnt that he was to be thrown to the lions.

One morning, he was given a sword and a helmet and was pushed through a wooden door. He found himself in a huge circus-like ring, with thousands of people shouting insults and jeering from the stands. He stood there, frozen, as he looked around.

TTYP: What else do you think Androcles saw in the ring?

Vocabulary Check

den	definition:	a cave where animals live
mighty		large and powerful
thorn		sharp twig
paw		animal's foot
scornfully		nastily
slops		horrid, watery soup
jeering		shouting and teasing

Spelling Red Words

sentence:	
The cave was a lion's den!	
The lion opened his mighty jaws.	
A sharp thorn was stuck deep ...	
... in the lion's paw.	
"You have broken the law," he shouted scornfully.	
He had straw to sleep on and slops to eat.	
There were thousands of people shouting and jeering.	

The lion's paw



This is a story about a Roman slave called Androcles. His master treated him so badly that, one day, he ran away.

Androcles needed a place to sleep. So when he saw a cave, dug out of the hillside, he crawled inside.



First Read – Children - Lolly sticks/partner work

Read Aloud – Teacher - With expression!

Children...

- repeat the words
- write the words from memory
- check their spellings

Day 2

Developing Fluency

Daily Speed Sounds
Speedy **Green** Words
Red Words
Partner Practice – lolly sticks

Second Read – Children
(partners: alternate pages – lolly sticks)

Single-syllable words

saw strange teeth

Multi-syllable words

sha-dow an-gry

Repeat Spelling Red Words activity:

many could one are were
other through was

Hold a sentence

Teacher says the sentence
Children repeat the sentence

Teacher:
Model – write - the sentence on the board

Check the sentence

Hide the sentence

Children:
Write the sentence

Daily Speed Sounds
Speedy **Green** Words
Red Words
Partner Practice – lolly sticks

Third Read and Voice Choice

What is happening and how is the character feeling? Choose an appropriate voice with a partner.

Questions to Talk About - retrieval and inference

Questions to Read and Answer – alternating Q&A with a partner

Questions to talk about

Ask children to TYP each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.9 (FF) Why did Androcles run away?
- p.10 (FF) How did Androcles know the lion was back?
- p.11 (HaT) How could Androcles tell that the lion wasn't going to hurt him?
- p.12 (FF) What did Androcles eat when he was living with the lion?
- p.13 (HaT) Why had Androcles broken the law?
- p.14 (HaT) What do you think the crowds were there to see?
- p.15 (HaT) Why did the crowds shout "Set them free!"?

Questions to read and answer

(Children complete without your help.)

1. Where did Androcles go when he ran away?
2. How did Androcles help the lion?
3. Why was Androcles thrown in prison?
4. What did Androcles expect the lion to do?
5. Why did the people want to set Androcles and the lion free?

Build a Sentence

1. My Turn Your Turn
2. Talk to your partner
3. Model incorporating ideas into a basic sentence
4. Talk to your partner
5. Model how to add another sentence
6. Model how to rearrange the words to make one longer sentence
7. Partners generate own sentence
8. Say/practise own sentence
9. Write own sentence



Day 4

Daily Speed Sounds
Speedy **Green** Words
Red Words

Spelling

Spell Check - Partner
Practice – lolly sticks

Grammar

Present tense verbs –
simple/progressive

Past tense verbs –
simple/progressive

Vocabulary focus –
meaning in context

Proofreading spelling and grammar focus

7.2 The lion's paw

Quit activity 

a b c d e f g h i j k l

Inside the cave he **sor** a pile of bones. "Where
did this long, **goldun** hair come from?" he **sed** to
himself.

Inside the cave he saw a pile of bones. "Where
did this long, golden hair come from?" he said to
himself.

- Read the sentences
- Spot the errors
- Feedback – *How do I spot the errors?*
- Hide the sentences
- Children correct the sentences
- Children check their corrections

Day 4

Write about Androcles and the lion

Drama/Role play – generating ideas for story writing

- children imagine they are Androcles, now an old man, telling his grandchildren about what happened with the lion

– as one of Androcles' grandchildren, children ask questions

Suggest possible story titles


Questions and responses to plan each paragraph

7.2 The lion's paw

Quit activity

a b c d e f g h i j k l

When I was a slave,



The illustration shows Androcles, a man with a beard and a patterned tunic, standing next to a stone wall. He is holding a large lion's paw. A lion is crouching behind the wall, looking towards Androcles. The scene is set in a stone-walled enclosure.

7.2 The lion's paw

Quit activity

a b c d e f g h i j k l

I escaped by

The journey was

Day 4-5

Children begin to write their story.

Shared writing – with children's ideas, teachers model how to write the first few sentences.

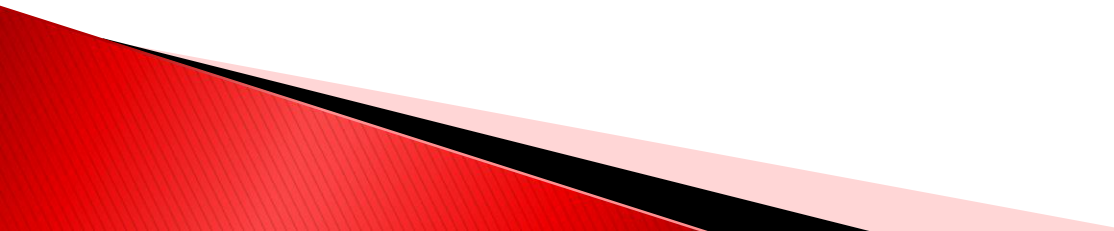
Oral rehearsal:
children practise their own sentences orally with a partner until memorised before writing.

Last line - should show the moral of the story.

Partner proofreading

Vocabulary building

Children are encouraged to write words down that they are proud of or words that they might want to use again.



Resources



Please read the RWI books on Oxford Owl as these have been specifically chosen for your child to read and will support the 'Get Writing' sessions in the classroom.

<https://www.oxfordowl.co.uk/for-home/advice-for-parents/reading-at-home/phonics-made-easy/>

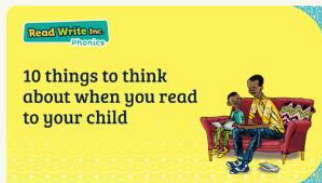
Videos

Watch our parent tutorials to learn all about how to support your child as they learn with Read Write Inc. Phonics, with detailed ideas and advice on pronouncing pure sounds, blending, and digraphs.



Why read to your child?

Find out why it's important to read to your child.



10 things to think about

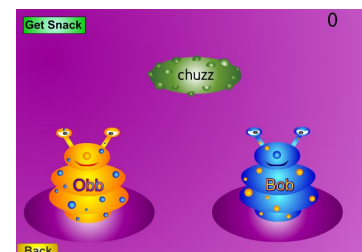
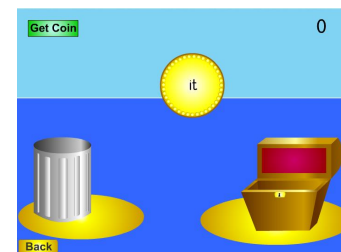
Tips to make the most of reading to your child.



Understanding phonics

Find out what phonics is and how it's used.

<http://www.phonicsplay.co.uk>



Terminology

phoneme — the smallest single identifiable sound, e.g. /c/, /a/, /t/ - the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/).
The English language contains 44 sounds but has only 26 letters to represent these!

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

digraph — two letters making one sound, e.g. sh, ch, th, ph.

trigraph — three letters making one sound, e.g. igh

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap