

Steypning CofE Primary School Phonics Workshop Handout

- **Pronouncing sounds**

We teach children the pure sounds NOT the alphabet or names of the letters/schwaing (this is adding 'duh' at the end of pure sounds).

- **Blending**

When blending sounds together, the pure sound helps the child to hear the word e.g. c-a-t you can hear the sounds and blend them together, but if we schwa'd the sounds it would be 'c-uh a t-uh' which makes it a lot harder to hear what the word is.

- **'My Turn, Your Turn'** (we use this with the children every day) – we show a speed sound card and children repeat.

- **'Fred Talking'**

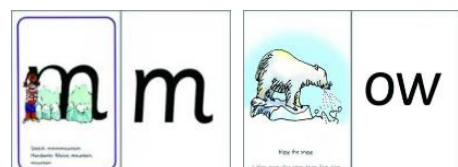
'Fred talking' is the phrase we use when segmenting a word. This gives the children the opportunity to hear what sounds the word is made up of. You can use this at home! E.g. "Put it in the b-i-n. Can you find your h-a-t?" Any word with 2 or 3 sounds can be used a first (this may not mean 3 letters), for example "put on your sh-oe-s." There is more information about this on the sheet with the 'hand' picture.

- **'Fred Talk, Read the Word'**

This is a phrase we use to help the children blend a new word together, e.g. if 'mat' is a word in front of them in a book or on a card or ditty sheet, we would say "Fred Talk, Read the Word," and encourage the child to 'Fred Talk' first (e.g. say the three sounds: m/a/t) and then blend them together as a whole word: 'mat'. Later in the year, when 'Special Friends' are introduced (two or three letters making one sound, e.g. 'or' as in 'horn' or 'igh' as in 'high') the phrase is adapted to: "Special Friends? Fred Talk, Read the Word". This means that we teach the children to spot any special friends first, say them, then Fred Talk and Read the Word, e.g. for the word 'light' you say "Special Friends? Fre Talk, Read the Word," and the child would say 'igh', then 'l/igh/t' 'light', and for the word 'short', they would say 'sh' and 'or', then 'sh/or/t' 'short'.

- **Phoneme/Grapheme correspondence**

Every sound has a rhyme that goes with it, to help the children learn how to accurately write the letter (grapheme) – these rhymes are all on the Read write Inc sound sheets that they receive every day to practise at home with you. PLEASE make sure you practise accurate formation of the letters with your children every day.



- **Resource ideas**

Flashcards can be ordered online if you would like: look on Amazon or similar for 'Read Write Inc Phonics Flashcards/More Phonics Flashcards' Using the cards regularly helps with pronunciation, recognition, word building and formation. Magnetic letters/bricks are also brilliant for practising word building.



- **Know the lingo**

When two sounds are together, they are called digraphs, and when three sounds are together, they are called trigraphs. The children will call them 'special friends' at school during 'Fred' phonics lessons. 'Fred talking', 'Fred Fingers', 'Fred in your head'- please see the attached information on the sheet with the 'hand' picture.



- **Letter sounds**

Set 1 and Set 2 will be taught in Reception. By the end of Reception, the children should know and feel confident using set 1 and 2 sounds in both reading and writing.

- **Red words', 'green words', 'alien words'**

'Green words' are phonetically decodable so they can be sounded out. 'Alien words' are also phonetically decodable words, however they are not real words.

'Red words' are words that cannot be sounded out and the children have to remember them. They come up frequently in home scheme reading books. When your child comes to a 'red word' when reading, remind them that it cannot be sounded out and just encourage them to have a think about what it could be.

Visit the parent section on the Oxford Owl and Ruth Miskin websites for video clips to develop understanding of how phonics is taught using Read Write Inc:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

<https://www.oxfordowl.co.uk/for-home/>

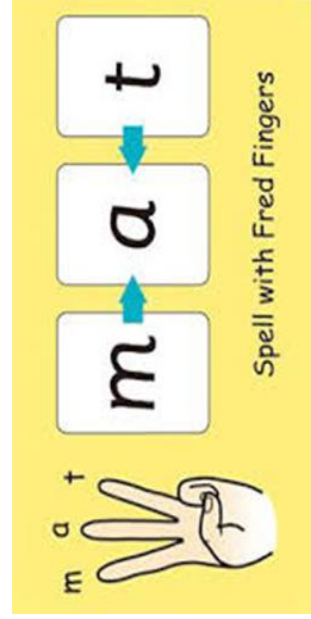
If you have any questions regarding how we teach phonics or how you can support your child with their learning at home, please speak to us and we will be happy to help.

Ms Massbery and Mrs O'Brian

Speed Sounds:

Set 1	Set 2	Set 3
m a s d t ➡ i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k	ay ee igh ow oo oo ➡ or ar air ir ou oy aw are ur er ow ew ire ear ure	ea oi a-e i-e ai o-a o-e ue aw are ur er ow ew ire ear ure

Fred Fingers – hold up a finger for each sound. Remember special friends are one sound.



Fred Talk – speaking in sounds. So ‘bug’ would be ‘b-u-g’, ‘never’ would be ‘n-e-v-er’

Fred in your head – Once children can sound out a word, we teach them to say the sounds in their heads.

The teacher holds up the word to give the children time to mime the sounds, and then pushes the word forward as a signal to say the word together, until they can say the word straight away.

