



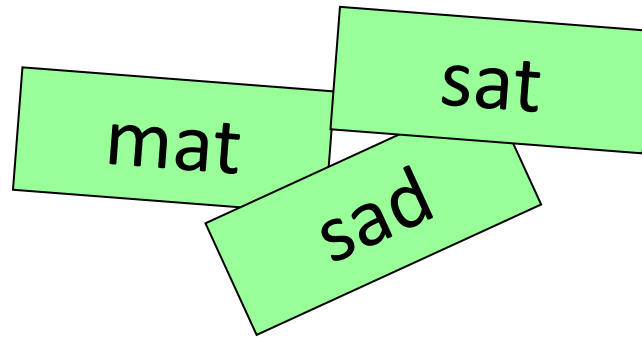
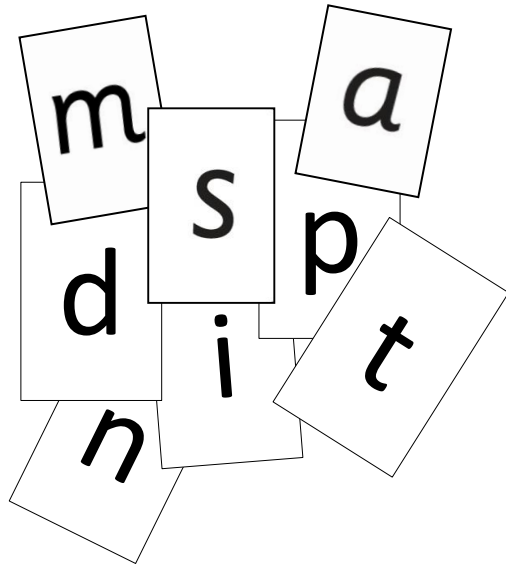
**Ruth Miskin
Training**



Read Write Inc. Phonics
Parents' Meeting

- This comedy sketch demonstrates the task our children undertake when they learn to read...
- Pronunciation of the English Language!

Systematic approach



Simple Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
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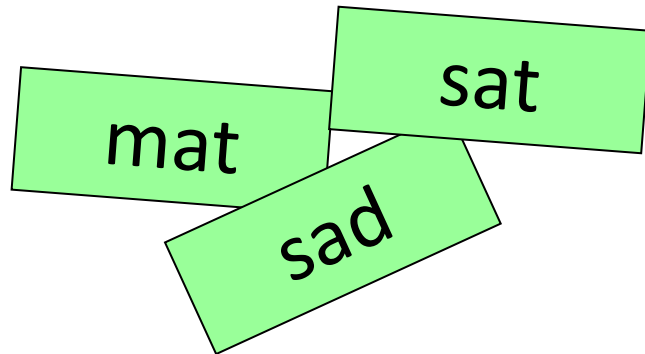
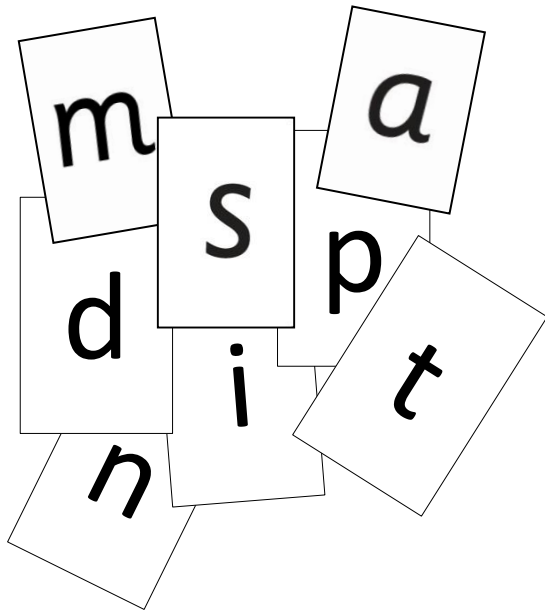
Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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Children
start off
learning
the
simple
sounds



Blending using Fred Talk



**Children then
learn to blend
sounds to read
and write
words.**



Speed Sounds Set 1

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

**In Early Years
they are not
learning to
write the
sounds in
cursive font
initially.**

Fred Talk



Oral blending – an essential precursor to reading.

Fred Fingers



**Children then
learn to spell
words by
listening to and
counting the
sounds.**

Speed Sounds chart

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				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

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

Once they
have one way
of
representing
each sound
we introduce
alternatives

Storybooks

- These form the next important stage.
- Children read stories containing words they are able to read.
- The children read each story 3 times before bringing it home.
- The next slides will illustrate the importance of this stage...



Can you work out what is happening...

They waited @)£"" @~# for what seemed a very long time, stamping in the snow to keep their feet warm. At last they heard the sound of slow >£&*'#~ footsteps approaching the door from the inside. It seemed, as the Mole _(*<<';;}} to the Rat, like some one walking in carpet slippers that were too large for him and down at heel; which was “^t!>][of Mole, because that was exactly what it was.

It is hard to enjoy a text if you are battling to decode the words.

All of the attention is on decoding rather than enjoyment and understanding.

Reading in this way can become frustrating, exhausting and a battle!

They waited **patiently** for what seemed a very long time, stamping in the snow to keep their feet warm. At last they heard the sound of slow **shuffling** footsteps approaching the door from the inside. It seemed, as the Mole **remarked** to the Rat, like some one walking in carpet slippers that were too large for him and down at heel; which was **intelligent** of Mole, because that was exactly what it was.

Once a child can
decode easily
they then face the
next challenge...

1. Introduction

2. Background

3. Methodology

4. Results

5. Discussion

6. Conclusion

7. References

8. Appendix

9. Acknowledgments

How far did they travel?

Where was the house situated?

Where did the road go?

Why were these difficult to answer?

They gradually ascended for half a mile, and then found themselves at the top of a considerable eminence, where the wood ceased, and the eye was instantly caught by Pemberley House, situated on the opposite side of a valley, into which the road, with some abruptness, wound.

Now, we are going to
look at the scenario
where you can read at
speed...

In theoretical physics, topological string theory is a simplified version of string theory.

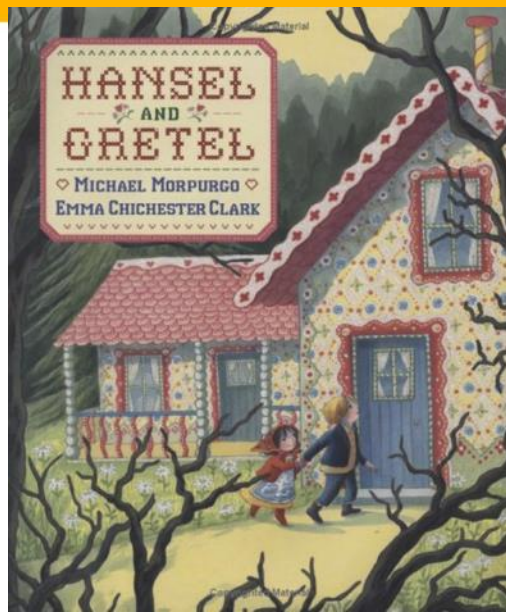
The operators in topological string theory represent the algebra of operators in the full string theory that preserve a certain amount of supersymmetry. Topological string theory is obtained by a topological twist of the worldsheet description of ordinary string theory: the operators are given different spins. The operation is fully analogous to the construction of topological field theory which is a related concept. Consequently, there are no local degrees of freedom in topological string theory.

What is the importance of supersymmetry in string theory?

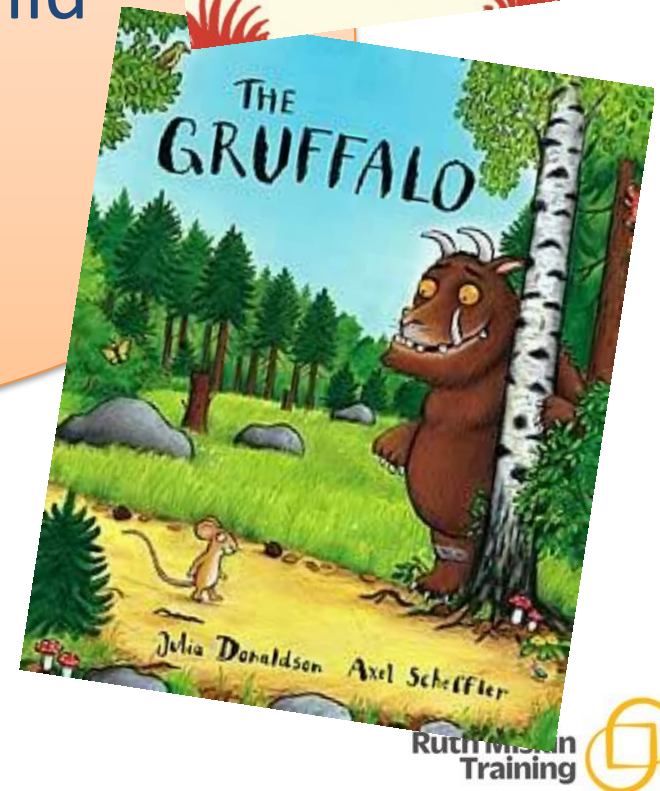
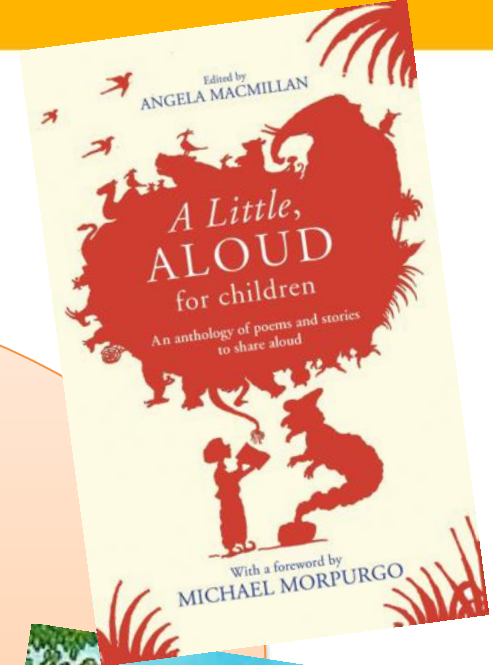
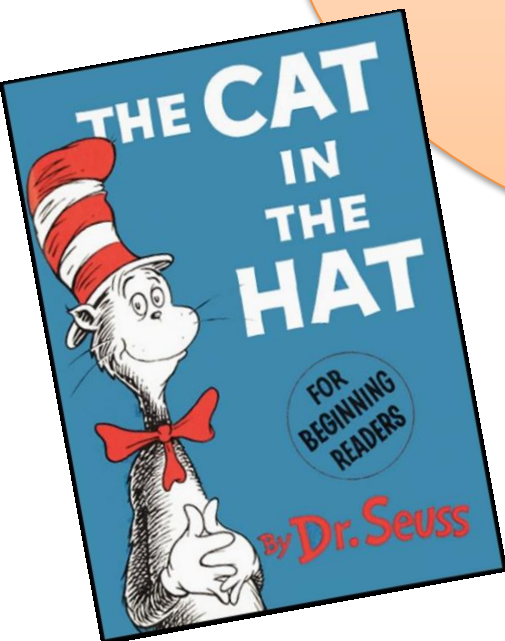
How confident are you about the content of what you have read?

Hopefully these slides have illustrated:

- The importance of teaching children all the skills of reading.
- Why we don't want to rush the process so they can read independently.
- Why we read the books so many times.
- Why the books coming home may appear too easy.



What should my child
read at home?



10 things to think about when you read to your child



- Please read family favourites, comics, recipes, television pages etc.
- Take a trip to the library – develop that LOVE of reading.
- They can still bring books home from our class libraries.

**The reading books are
progressive. We assess the
children every 6-8 weeks.
The more difficult texts are
also used to teach
comprehension skills,
skimming and scanning**



Once they are engaged in the story we build up their grammar and writing skills.

The system breeds success and an enjoyment of reading and writing.

Progress

- We are delighted by the progress we have seen in the children.
- Accuracy has improved a great deal and the fluency is also improving.

This leaflet will provide you with additional information about the system in school.

We are constantly evolving the way we teach phonics in response to the needs of the children.



Read Write Inc, Phonics & Reading

Parent Information Leaflet



Year R	Number of children	Set 1 Sounds Group A	Set 1 Sounds Group B	Set 1 Sounds Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group	Literacy and Language Group
		A				B/C	D		E	F	G	H	I	J
Speed Sound lessons		Set 1 Sounds					Set 2 Sounds			Set 3 Sounds				
Accuracy Baseline (Entry assessment)	57	100%												
Autumn half term 2016	57	*26%	35%	21%	18%									
End of autumn term 2016	57	5%	28%	14%	19%	21%	12%							
Spring half term 2017	58		4%	17%	21%	29%	17%							
End of spring term 2017	58			7%	22%	33%	19%	17%						
Summer half term 2017	59			5%	5%	42%	20%	12%	14%					
End of summer term 2017	58					28%	31%	14%	3%	21%				

Year 1	Number of children	Set 1 Sounds Group A	Set 1 Sounds Group B	Set 1 Sounds Group C	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group	Literacy and Language Group
		A				B/C	D		E	F	G	H	I	J
Speed Sound lessons		Set 1 Sounds					Set 2 Sounds			Set 3 Sounds				
Accuracy Baseline (Entry assessment)	58	19%					45%			36%				
Autumn half term 2016	57		*8%		*19%	*21%		22%	8%	11%	11%			
End of autumn term 2016	57				7%	18%		26%	21%	8%	12%	8%		
Spring half term 2017	58				3%	9%	7%	24%	19%	10%	12%	9%	5%	
End of spring term 2017	58					3%	19%		19%	10%	28%	10%	10%	
Summer half term 2017	57					4%		16%	16%	9%	28%	14%	14%	
End of summer term 2017	59						3%		15%	8%	25%	24%	15%	8%

EY

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I can do sport. ✓

or or or or or

fork fork fork fork ✓

& a pig can snort.

I can snort

Write a postcard

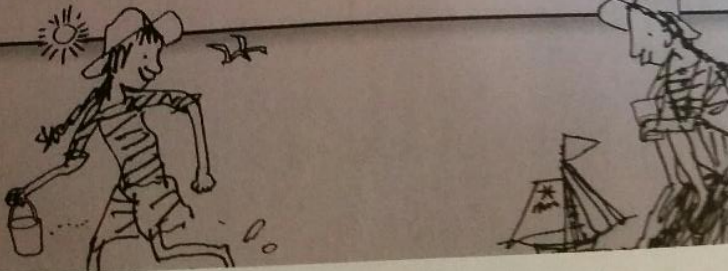
Dear Anna bee,



When you are here, we will dive in the
sea. we will dive so deep
we will see dangla
fisho ^{wow} ~~we~~ will find
sees and seaweed and
mayk nekiasis and may
skwint all of the
sun kream. I will eat

Love from,

matilda



Write a postcard

Dear Tommy,



When you are here, we will make a sand castle
when you are ^{here} we will eat fish and chips
when you are here we will ice
cream.

Early Years Reading

Year 1

I dreamt that a Seal came into my house and did a handstand on my sofa then he did some juggling but it all went wrong. Next he went outside and jumped through the window then he got some PJamas and a cowboy hat and put them on. Next he had some popcorn and he threw the box of popcorn on my head then I woke up and realised it was just a dream.

Year 1



WALT: Create our own mythical creature.

This is Little cute and she lives with the cute family. Little cute likes to jump out at other see creechies. She is cheeky and silly. Little cute is 3 year old and also enjoys playing hid and seek. She lives in the ocean with her family. Her incredible power is love eating. She loves eating ham sandwiches and jelly dips and chicken. Her sister is called Frayor and her brother is called Josh and her mum and dad are called Sam and Gem. Her home in the ocean is the coral pass. She is the girl of the mythical creechie and the rainbows because she has rainbow wings. She always feels shi.

Year 1 Reading

Wednesday 24th May

WALT: Write a Weslandia S tyle Story

"Of course he is a outcaste because he doesn't like golf, sweets and he doesn't like play time," mumbled his father ✓

Every day Tom would go to ~~the~~ school and get bullied by his mean class mates. ✓

When he got home Tom ^{shouted} said "It's the Summer holiday and we haven't got a school project." ✓

Soon, he got very bored so he went outside and Tom planted carefully some beautiful, magical seeds he had found. Because Tom had very quickly remembered that he had been learning about seeds. ✓

2 weeks later, his plants began to grow. Then his Neighbours began to shout "Get those weeds out of here!" ~~A few minutes later,~~

A few minutes later, the plants weirdly shot up. How tall the plants grew! Soon after that fruit began to grow. What stunning flowers he's grown! Tom thought the fruit tasted like yummy chocolate cake. ✓

Soon After that, he started eating out side and he started making his own ~~food~~ food. How clever he was! ✓

Year 2

FASHION SHOW

By Laurence

Why did they ^{have} bright clothes in the 60s? We are looking at 60s fashion because the school was built in the 60s.

Our homework was to design some fashion but it had to be from the 60s.

I made a tie dye top I used: soda, oil, plain tops and colourfull dye. First, I got a T-shirt and tied it up with elastic bands. Then, I covered it with dye. Finally I scrunched it together.

At the beginning of the fashion show we walked down a long platform and showed off our bright clothes.

My favourite part was doing the poses on the catwalk. What colourfull clothes they were!

I enjoyed wearing my tie dye top. It came out in random patterns, it was red yellow and blue.

Year 2

FASHION SHOW

Have you wondered what it was like in the 1960s? We had a beautiful, amazing, wonderful fashion show because that's when our school was built. What an amazing afternoon it was!

Our homework was to make a 60s costume. I made a hippy costume. Both of the classes made a lot of costumes.

I made a hippy costume with... tie-die, good coloring, flared trousers and elastic band. The clothes were colorful and sparkly.

Mr C made a catwalk. My favourite bit is when Jo Jo was on the catwalk with his sign Aaron was the first to go on the catwalk. We had a lot of fun.

I enjoyed it most when the show started and 60s music began. What an amazing fashion show it was!

by Tommy.

Year 2



RWI Reading Books

Our new phonics and reading scheme is going extremely well. We are very impressed by how quickly the children are identifying the sounds, reading the words and that they are now reading more fluently and understanding what they have read.

Following our termly assessments, your child is now reading **RED** books.

If this is the same colour as last term please do not be alarmed. Children often remain in the same group for a couple of terms to secure their accuracy and improve the fluency of their reading. This may also mean that they bring home a book they have read before.

Your child will bring home a RWI reading book once or twice a week. They will be able to read these stories to you without support. This is a super achievement, so please celebrate their successes with them.

You will notice that there are story words, red words and (at the back of the book) speedy words. The children will be able to show you how we rehearse these.

We would like to encourage you to continue to read a range of other texts to and with your child. It is important they still get to hear vocabulary beyond that which they can read for themselves.

Thank you for your continued support

Kind Regards
Mrs O'Donnell



RWI Colour Sequence:



Termly progress letter

Read Write Inc. lessons

- Support how your child is learning to read and spell in school.
- Pure sounds
- Fred Talk
- Fred Fingers

Online resources available

- Ruth Miskin Parents' Page:
- <http://www.ruthmiskin.com/en/parents/>
- Ruth Miskin Facebook:
- <https://www.facebook.com/miskin.education>
- Free e-books for home reading:
- <http://www.oxfordowl.co.uk/Reading/>