# Phonics at Ladygrove

At Ladygrove, we use Read Write Inc Phonics (RWI) to give your child the best possible start. Below is a guide explaining how the RWI programme works together with some useful links.

## 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. However, at Ladygrove we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at https://ruthmiskin.com/en/find-out-more/parents/. Parental support is important to all children as they benefit from plenty of praise and encouragement whilst learning. If interest is being lost leave the teaching for a while and then come back to it later. Not all children find it easy to learn and blend sounds. Extra practice will lead to fluency in reading and help your child in school.

## Step 1:

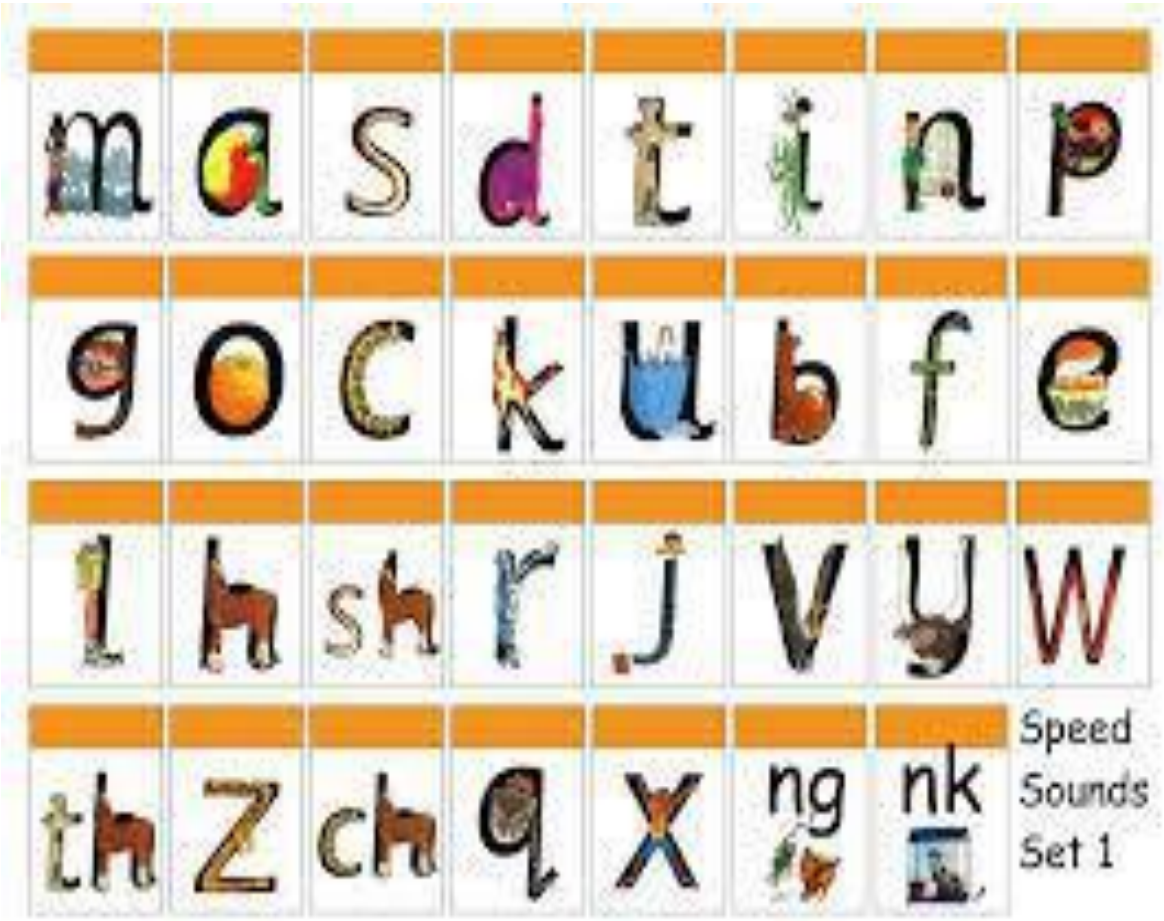
**Set 1 Sounds** are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Children should learn each letter by its sound. For example, the letter *a* should be called *a* (as in *a*pple) and not *ai* (as in *ai*m). **Please do not use letter names at this early stage.**

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.
During our Letters and Sounds sessions the 42 main sounds in English are taught, not just the alphabet. The sounds are in six groups. Some sounds are written as two letters, such as *sh* and *nk*. These are called

digraphs. “*oo”* and “*th”* can each make two different sounds, as in *book* and *moon, that* and *three*.

1. m, a, s, d, t
2. i, n, p, g, o
3. c, k, u, b
4. f, e, l, h, sh
5. ck, r, j, v, y, w
6. th, z, ch, qu, x, ng/nk

The letters are not introduced in alphabetical order. The first group (m, a, s, d, t,) has been chosen because they make simple three letter words. The letters b and d are introduced in different groups to avoid confusion.



| Set 1 | |
|---|---|
| **Sound** | **Rhyme** |
| **m** | Down Maisie then over the two mountains. Maisie, mountain, mountain. |
| **a** | Round the apple, down the leaf. |
| **s** | Slide around 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 Nobby 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, tail and leg |
| **u** | Down and under the umbrella, up to the top and down to the puddle |
| **b** | Down the laces, over the toe and touch the heel |
| **f** | Down the stem and draw the leaves |
| **e** | Slice into the egg, go over the top, then under the egg |
| **l** | Down the long leg |
| **h** | Down the horse's head to the hooves and over his back |
| **sh** | Slither down the snake, then down the horse's head 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 the yak's head. |
| **w** | Down, up, down, up the worm. |
| **th** | Down the tower, across the tower, then down the horse's head to the hooves and over his back |
| **z** | Zig-zag-zig, down the zip. |
| **ch** | Curl around the caterpillar, , then down the horse's head to the hooves and over his back |
| **qu** | Round the queen's head, up to her crown, down her hair and curl |
| **x** | Cross down the arm and leg and cross the other way |
| **ng** | A thing on a string |
| **nk** | I think I stink |

## Blending

Blending is the process of saying the individual sounds in a word and then running them together to make a word. For example, sounding out *d-o-g* and making *dog*. It is a technique every child will need to learn, and it improves with practise. To start with you could sound out words and see if a child can hear it, giving the answer if necessary. For example 'Can you get your c-oa-t?', 'Where is your l-i-p, l-e-g?'

Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder.

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 following video is an example of blending sounds with Fred:
https://www.youtube.com/watch?v=dEzfpod5w_Q

Remember that some sounds (digraphs) are represented with two letters, such as *sh*. Children should sound out the digraph (*sh*), not the individual letters (*s-h*). With practise they will be able to blend the digraph as one sound in a word. So, a word like *rain* should be sounded out *r-ai-n*, and *feet* as *f-ee-t*. This is difficult to begin with and takes practise.

You will find it helpful to be able to distinguish between a blend (such as *st*) and a digraph (such as *sh*). In a blend the two sounds *s* and *t* can each be heard. In a digraph this is not so. When sounding out a blend, encourage children to say the two sounds as one unit, so *fl-a-g* not *f-l-a-g*. Thiswill lead to greater fluency when reading.

Some words in English have an irregular spelling and cannot be read by blending, such as *said*, *was* and *one*. Unfortunately, many of these are common words. The irregular parts have to be remembered. These words are called 'tricky words'.