



**Ruth Miskin
Training**



Read Write Inc. Phonics
Parents' Meeting
Listening to your child read



‘Special Friends’, ‘Fred Talk’, read the word

1.4

ship

Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



play

Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

How can you help your child?

By...

Saying the 44 English sounds in a pure way

Knowing the letters and groups of letters (*special friends*) used to read and write the sounds eg 'ee' 'oo'

Understanding 'Fred' and how he helps with reading and spelling

Accuracy

Fluency

Comprehension

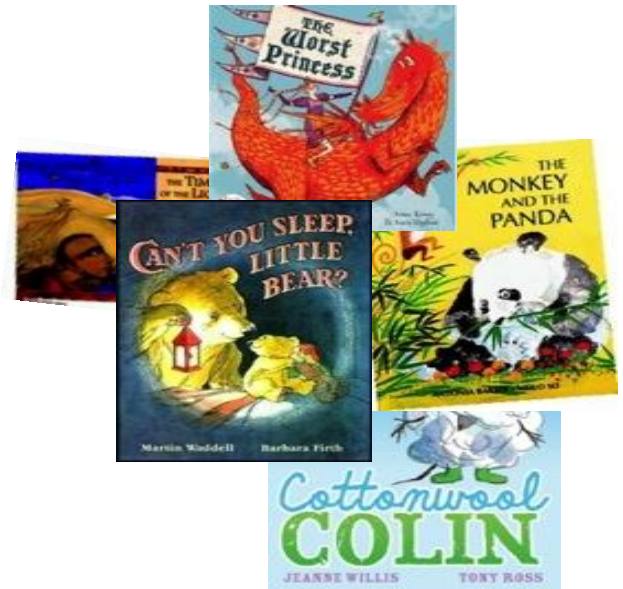
What does this look like in school?

- All the children in Reception, Y1 and Y2 are grouped in a colour according to the sounds they know, how well they can blend and then how fluent they are.
- We aim to have children off RWI towards the end of Y2.
- RWI teaches phonics and reading skills in a daily half hour session.
- They are individually assessed every 6 weeks to see if they are in the right group and even then the groups are fluid.

Which books will children bring home?

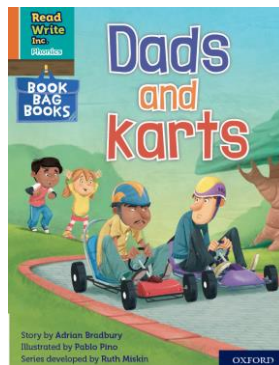


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Book Bag Books

- Extra reading practice at home
- Uniquely matched to the *Read Write Inc.* Phonics Storybooks.
- Reinforce children's learning of phonics at the appropriate level.
- Helps to make even faster progress in reading.



What can you do?

- Listen to your child read the same Storybook again and again
- Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- Discuss the story and encourage their storyteller voice.
- Use the prompt sheet as guidance on what to cover each session.
- Focus on accuracy, fluency and comprehension.
- Decoding is only one part of the reading journey.

Reading vocabulary that we use at school



Our Comprehension Strategies



(More information on our website)

Day 1

Thursday- New book comes home.

Following on from the text used in Read Write Inc sessions this week.

Day 1
(Thursday)
10-15 mins

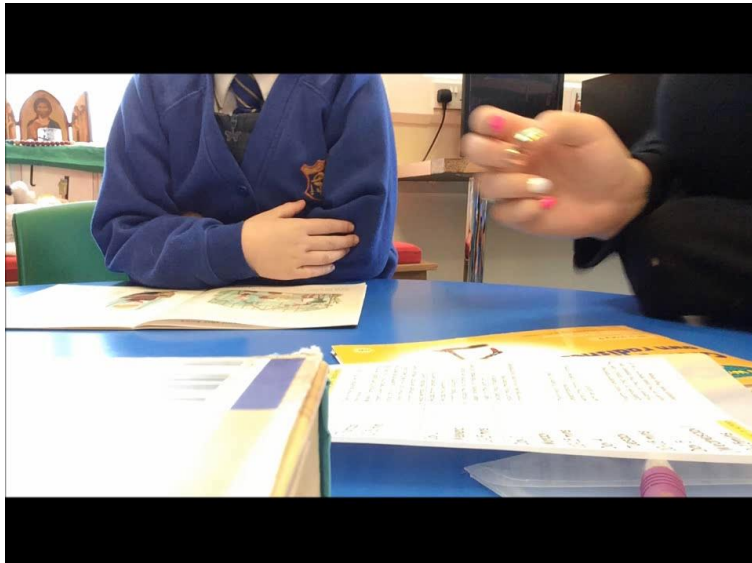
1. Check the sounds on the back of the book
2. Make a prediction based on the front cover and the title and ask your child to summarise what the book they did in RWI was about
3. Story green words (inside cover)
4. Red words (inside cover)



Day 2

Day 2
(Weekend)
10-15 mins

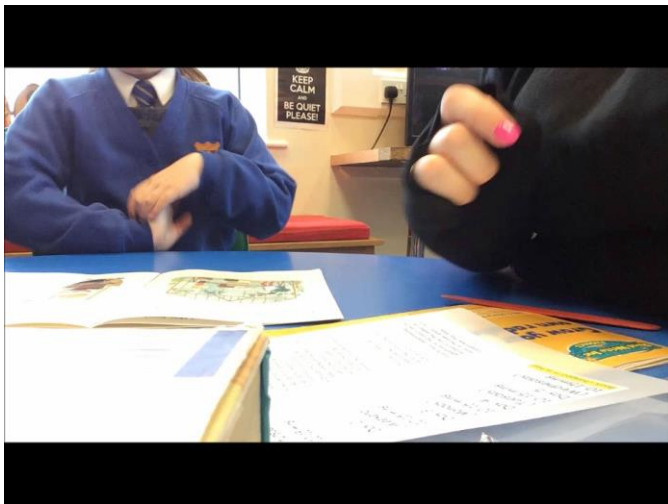
1. Recap story green words
2. Recap red words
3. First read (accuracy)
4. Discuss the pictures on each page, looking at feelings, actions, clues to the plot etc.



Day 3

Day 3
(Monday)
10-15 mins

1. Second read (fluency)
2. Adult read (modelling storytelling voice and expression)



Day 4

Day 4

(Tuesday)

10-15 mins

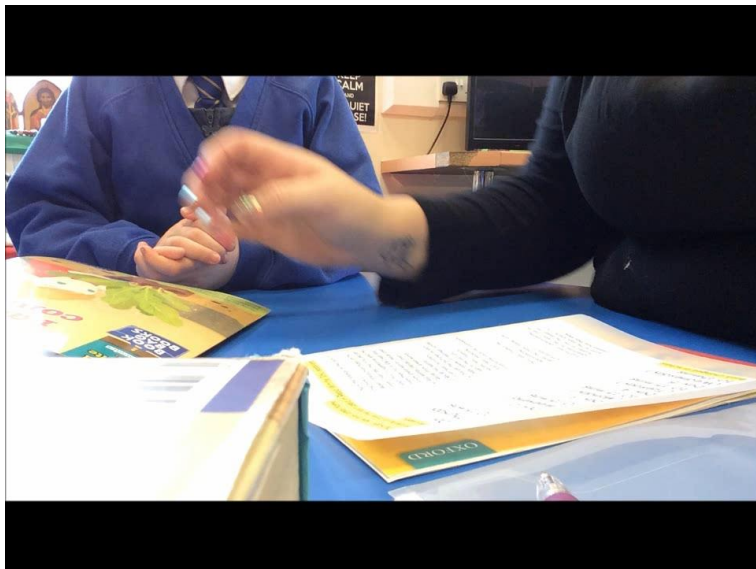
1. Third read (fluency and understanding)
2. Retell the story, taking turns with an adult

Day 5

Day 5
(Wednesday)
10-15mins

1. Fourth read (understanding)
2. Questions to chat about (ask the children to find the answer and point on the page where it is or explain how they know)

Book changed in school



House-keeping

It is very important the books are returned on Thursdays. We only have 12 copies of each text which is a full RWI group so if 1 goes missing then there will be a child missing out on the next cycle.

The books are given out by your child's RWI teacher and then given back the following week and changed for the new one.

Please continue to sign your child's diary daily but the RWI book only needs to be back to be changed on a Thursday.

Online resources available

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

Dr. Seuss

Any other questions

Q&A