

Read Write Inc



- Blending for reading: 'Fred Talk'
- From blending to reading
- Segmenting for spelling: 'Fred Fingers'
- How to support blending and segmenting at home

In this session



Simple Speed Sounds

Consonant sounds - strictly

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

Consonant sounds - strictly

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

Vowel sounds - strictly

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds - strictly

Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
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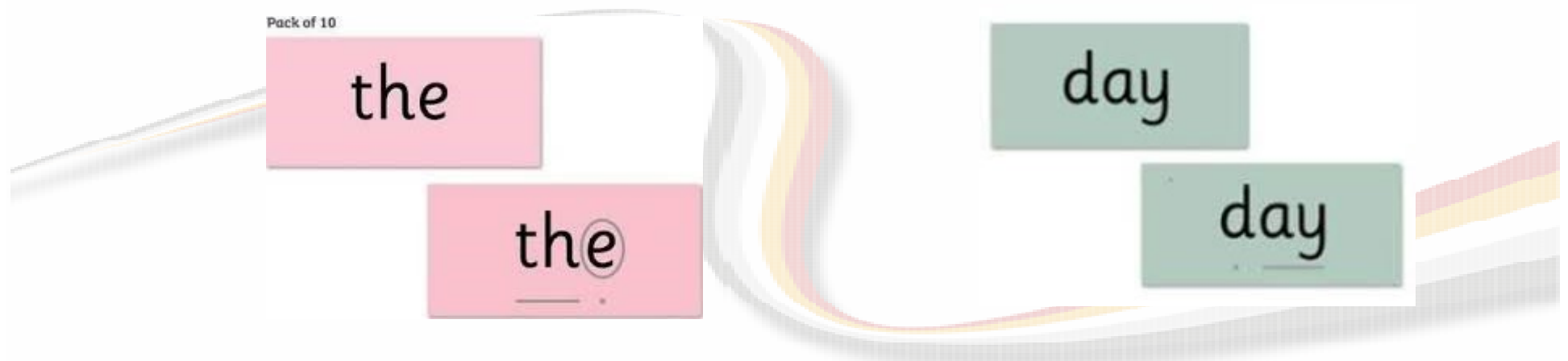
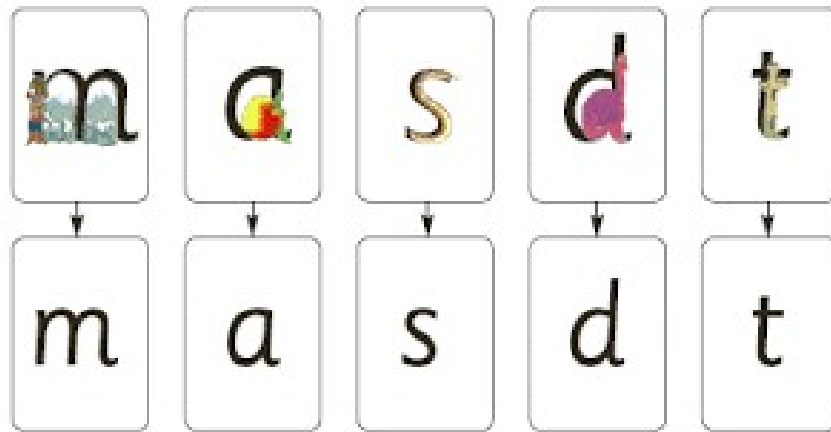
EYFS Speed Sounds

- The children are introduced to Fred Frog
- Fred can *only* talk in sounds.
- He says 'c-a-t' not '**cat**'.
- We call this *Fred Talk*.

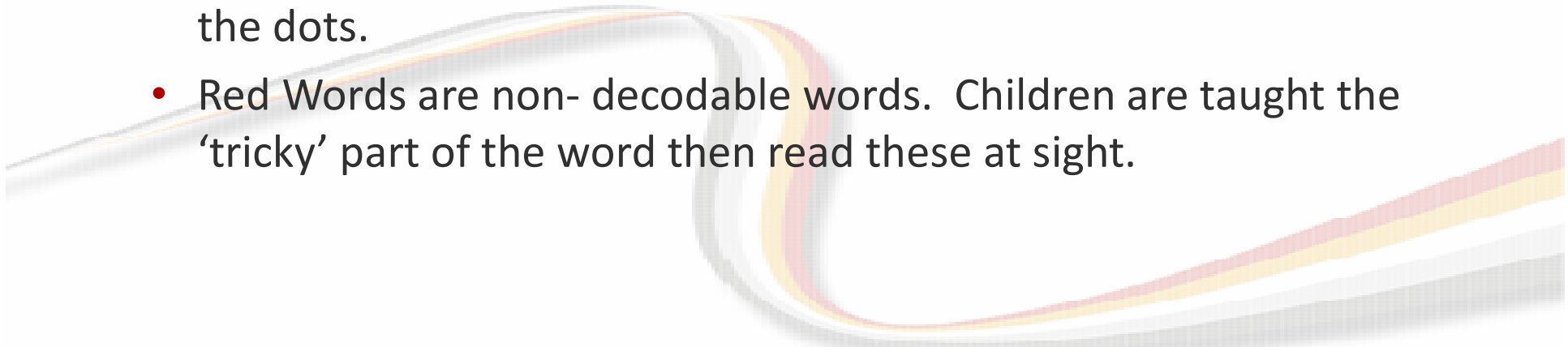


- You can use Fred Talk at home e.g. get your c-oa-t, time for b-e-d.

Fred Talk





Blending using Fred Talk

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- Children begin using the letter sounds cards
 - Teachers model reading each sound and blending them together
 - Children then move on to reading 'Green Words' card with dot for each sound. They progress from segmenting and blending each word orally (Fred Talk), to segmenting and blending in their head (Fred in Your Head), to reading the words without the dots.
 - Red Words are non-decodable words. Children are taught the 'tricky' part of the word then read these at sight.

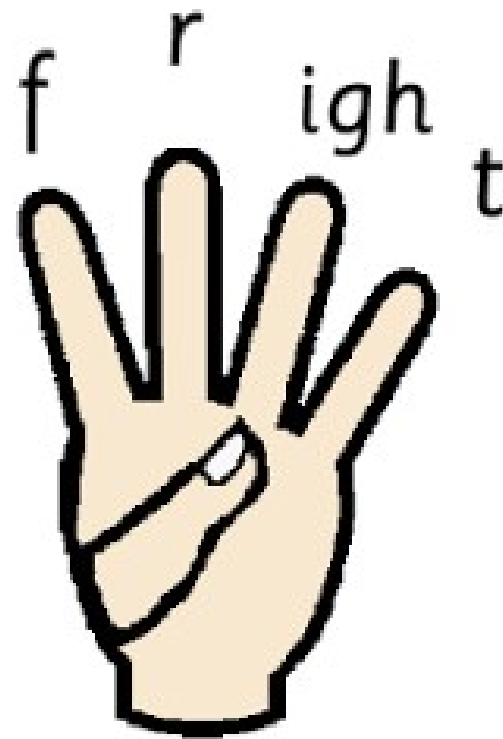
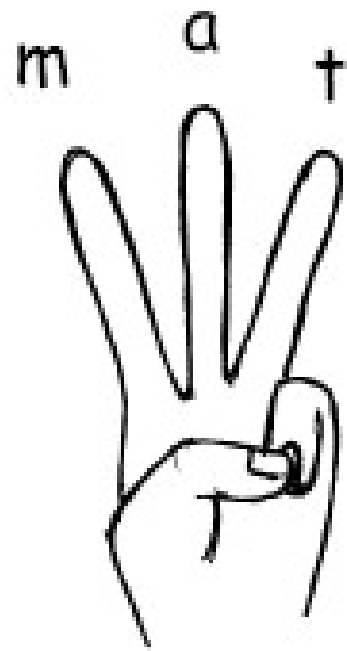
Segmenting and Blending



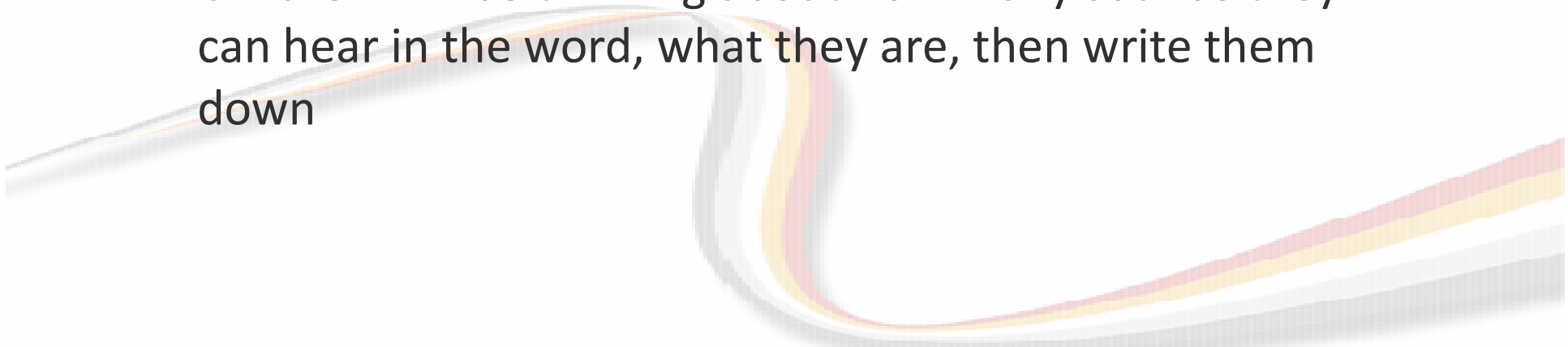
Storybooks

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- Once children are confident with blending single words, in class they will encounter some short texts known as 'Ditties' before moving onto Red Ditty Books
 - Once on Red Ditty book children will begin to bring home 'Book Bag Books'
 - Once beginning on Red Ditty, children will progress through the different levels of the scheme
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Story Books




Fred Fingers

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- At the moment we are at the early stages of teaching spelling using simple CVC words and magnetic boards
 - We will move on to learning how to use Fred Fingers
 - One finger for each sound, using opposite hand to writing hand – ensure hand is facing child and they are going in the right direction
 - Children will be thinking about how many sounds they can hear in the word, what they are, then write them down

Fred Fingers

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- Reading to your child and enjoying books
 - Rhymes / songs
 - Word games and 'Fred Talk'



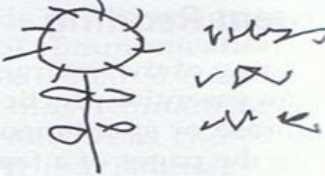
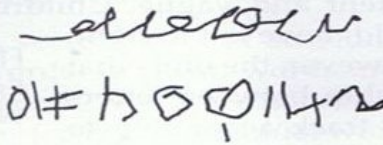
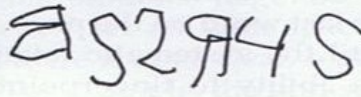
When children are ready:

- If they are interested, sound out and blend some simple words in books
 - Praise attempts at writing
 - Later on support spelling using 'Fred Fingers'
 - Magnetic letters
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At home

Evolution of Emergent Writing

FIGURE 4-3 The Evolution of Emergent Writing

<p>Random Marks</p> 	<p>Representational Drawing</p>  <p>"This is my sister."</p>	<p>Drawing Distinct from Writing</p>  <p>"A flower for my Mom."</p>
<p>Mock Linear or Letter Like</p>  <p>"A note for Daddy."</p>	<p>Symbol Salad</p>  <p>"Macaroni"</p>	<p>Partial Phonetic</p> <p>K "cat"</p> <p>BB "baby"</p> <p>ILU "I love you"</p>

- Oxford Owl Website
- *Phonics made easy* page:
Phonics help: 10 top tips

www.oxfordowl.co.uk

More Information
