



Useful questions and answers about RWI Phonics and the home learning videos

Following on from the online parents' zoom workshop (13.10.21) please find below a summary of the questions that were submitted and their answers.

1. Can we receive a copy of the sounds and how they are broken into sets?

Attached to this email will be a copy of the set 1, set 2 and set 3 sounds. Children begin to learn set 1 sounds in Reception, once that knowledge is consolidated, children will then move onto set 2 and then set 3.

2. Are we able to know what phonics group our children are in?

We assess the children typically 6 times a year for their phonics ability. Following on from these assessments, children are then grouped to match their phonics knowledge, so they can continue to progress in a fast pace in order to learn to read. There are 13 groups that children will work through (Rec-Year2). More often than not, your child will be working within the expected range for their age and therefore we do not communicate which particular phonics group they are in. However, where we feel your child needs additional support or is working above their peers, we will have a conversation with you in how best we can support your child to achieve.

3. Can we receive more resources to support our child at home?

Of course! Resources are available to match the videos that your child's phonics teacher sends out, each week. In Reception, this is mainly letter formation sheets to match the sound they are learning. In Years 1 and 2, the practice sheets have words for your child to read, that match the focus sound on the home learning videos. If you would like a practice sheet to be sent home with your child, please may I ask that you email your child's year group email to request a practice sheet. We will then begin to send these resources out each Monday after half term (1st November 2021)

Reception – s48receptionteacher@smithswoodpri.solihull.sch.uk

Year 1 – s48year1teacher@smithswoodpri.solihull.sch.uk

Year 2 – s48year2teacher@smithswoodpri.solihull.sch.uk

4. How can we support our child who knows all the sounds and can read words?

Once children have learnt all the sounds and can blend, we then look at how children can select the correct grapheme for spelling. For example, ee, ea, e-e and y, we would then encourage them to select the correct sound for green, dream, complete and yummy for example. We also look at how we can encourage speedy reading, expression and comprehension within the texts that they read. At home, you could practise those activities with your child selecting the correct grapheme to use.

5. Can you send out a reminder about Fred talk, Fred in head etc?

Fred talk - is the word broken down into sounds. Children Fred talk before reading the word, for example, l-igh-t = light.

Fred in head - is the process of children sounding out the words in their head before verbalising the whole word.

Speedy reading – is when children do not use fred talk/fred in head and instead speedily read the word from sight.

Special friends – are two/three letters that make one sound, such as sh, ch, air, a-e

6. What does it mean when you tweak words?

These are words where the pronunciation needs to be 'tweaked' such as m-i-x-t-ure, we would explain that the word is spelt using the 'ure' sound but that when we pronounce the word its tweaked to say it correctly.