
READ WRITE INC...

HELPING YOUR CHILD LEARN TO READ.



THE FIRST STEP: ENSURING YOUR CHILD IS CONFIDENT WITH ALL OF THEIR SOUNDS

First, your child will learn to read:

Set 1 Speed Sounds: these are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x
and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck

Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash
Blending Books and Red, Green and Purple Storybooks.

Second, your child will learn to read:

Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy
Words containing these sounds
Pink, Orange and Yellow Storybooks.

Third, your child will learn to read:

Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
Words containing these sounds
• Blue and Grey Storybooks.

THE FIRST STEP: ENSURING YOUR CHILD IS CONFIDENT WITH ALL OF THEIR SOUNDS SET 1 SPEED SOUNDS.

1. First, your child will learn to read:

Set 1 Speed Sounds: these are sounds written with one letter. (m a s d t i n p g o c k u b f e l h r j v y w z x) Once children are confident with these sounds, they will then move onto sounds written with two letters (phonemes- your child will call these 'special friends') sh th ch qu ng nk ck

Special friends: Two letters that like to sit next to each other. Two letters that makes one sound.

Each sound is taught with a mnemonic picture and handwriting phrase to help children retain the sound and letter formation.

I.e. Sound M Mnemonic picture- Mountain Handwriting phrase-Maisie Mountain mountain...

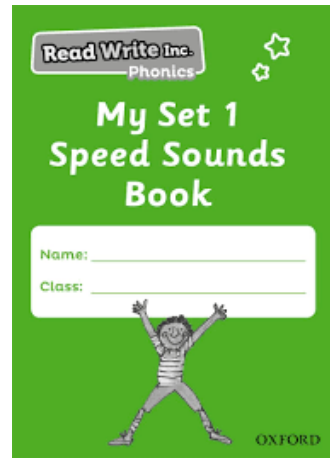


THE FIRST STEP: ENSURING YOUR CHILD IS CONFIDENT WITH ALL OF THEIR SOUNDS

How you can help at home:

Using the My Set 1 Speed Sounds Book.

Ask your child to flick through the book and read the sounds as quickly as he or she can. If your child hesitates reading a sound, the 'picture-sound' is on the back as a reminder. Your child can also practise writing the sound on the same page



THE SECOND STEP: ORAL BLENDING.



Once your child can read Set 1 Speed Sounds confidently, he or she can learn to read words.

Your child is introduced to a toy frog called Fred. Fred can only say the sounds in a word and needs your child to help him read the word. So, when you hear your child say ‘Fred Talk’, you’ll know this means sounding out the word. (orally blending).

Fred Talk: Children will be introduced to ‘Fred the frog.’ He is a mascot for Read Write, Inc that “only talks in sounds.”

Children will then be encouraged to ‘Fred talk’ (orally blend) simple words containing these sounds.

e.g. m–a–t mat, c–a–t cat, g–o–t got, f–i–sh fish

THE SECOND STEP: ORAL BLENDING

How you can help at home:

You can help your child to read words by following these steps:

When asking your child to do something/ giving an instruction, can you use 'Fred Talk?'

I.e. Can you get your c. oa. t please?

Try and use Fred talk on a daily basis with your child.

THE THIRD STEP: BLENDING WITH SPEED SOUND CARDS

Once your child can orally blend simple words containing set 1 sounds, they will then move onto blending using speed sound cards and magnetic letters.

Children will be presented with simple CVC words containing the previously taught set 1 cards. They will be encouraged to “point and sweep” in order to “Fred talk” and “read the word.”

Fred Talk- Orally segment.

Read the word: Blend the sounds together to read the word.

Point: point to each sound and say it... C a t

Sweep: Sweep their finger across all letters from left to right to blend the sounds together and read the word. “Cat”



THE FOURTH STEP: BLENDING WITH GREEN CARDS.

Once your child can read simple words containing set 1 sounds using speed sound cards and magnetic letter tiles, they will then move onto reading simple green words. (Words printed on green card).

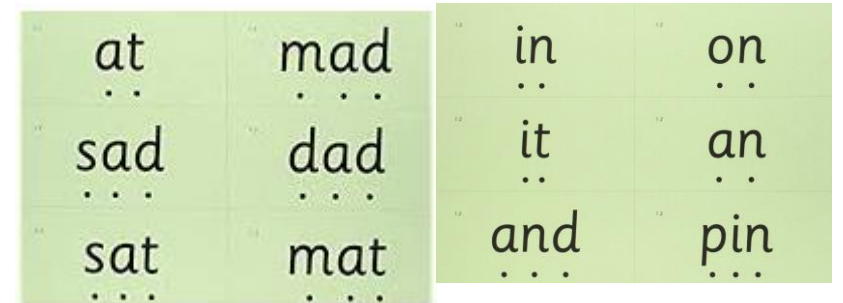
Children will be presented with simple CVC words containing the previously taught set 1 cards. They will be encouraged to “point and sweep” in order to “Fred talk” and “read the word.”

Fred Talk- Orally segment.

Read the word: Blend the sounds together to read the word.

Point: point to each sound and say it... C a t

Sweep: Sweep their finger across all letters from left to right to blend the sounds together and read the word. “Cat”



HOW CAN I HELP SUPPORT MY CHILD WITH STEP 3 AND 4?

Blending books.

Help your child read the ‘Sound Blending Books’ that contain simple words (like the green words).

Ask your child to read each word in sounds (Fred Talk) and then “read the word.” Then, he or she can turn over the page and check if they’re right.



APPLICATION OF WORDS INTO SIMPLE SENTENCES: BOOKS

As soon as your child can read simple words from the blending book, then they will progress onto a Read Write Inc story book.

Progression of books:

- Blending book
- Red ditty
- Green story book
- Purple story book
- Pink story book
- Orange story book
- Yellow story book
- Blue story book
- Grey story book



PROGRESSION OF SOUNDS:

Once children are confident with their Set 1 speed sounds, they will then move onto:

Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy- These are all “special friends”

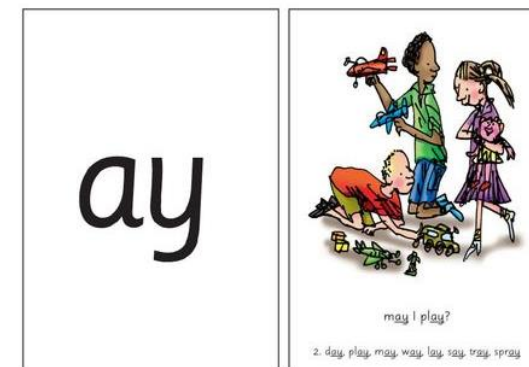
Each of these taught sounds comes with a story/ rhyme, which helps children to retain the sound.

I.e. Ay Picture of a 2 children playing. One of the children wants to join in so they say “ay...may I play?”

Children will read words with their newly taught sound in using “special friends...Fred Talk...Read the word...”

i.e. Play Special friends “ay” Fred Talk “p. l. ay” Read the word “play”

Reading books related to this set: Pink, Orange and Yellow Storybooks.



PROGRESSION OF SOUNDS.

Once children are confident with their Set 2 speed sounds, they will then move onto:

Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

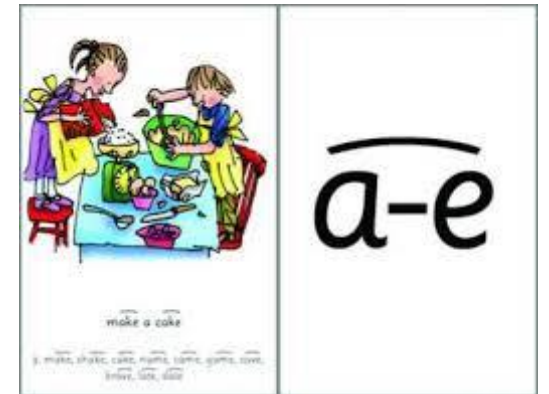
Each of these taught sounds comes with a story/ rhyme, which helps children to retain the sound.

I.e. a_e Picture of the children making a cake “a_e make a cake..”

Children will read words with their newly taught sound in using “special friends...Fred Talk...Read the word...”

i.e. bake Special friends “a_e” Fred Talk “b. a_e. ke” Read the word “bake”

Reading books related to this set: Blue and Grey Storybooks.



THE FIRST STEP: ENSURING YOUR CHILD IS CONFIDENT WITH ALL OF THEIR SOUNDS

How you can help at home:

Using the My Set 2 and Set 3 Speed Sounds Book.

Ask your child to flick through the book and read the sounds as quickly as he or she can. If your child hesitates reading a sound, the 'picture-sound' is on the back as a reminder. Your child can also practise writing the sound on the same page



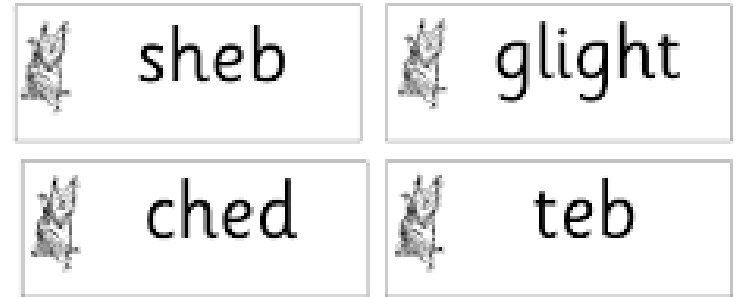
ALIEN WORDS.

As soon as children begin to learn Set 2 and Set 3 sounds, they will also be asked to read some 'Alien words.' containing previously taught sounds.

Alien words/ Nonsense words: pseudo-words

There are two reasons for this:

1. If children can read 'alien words' correctly, then they are secure and have retained learning from previously taught sounds.
2. To help prepare children for the National Phonics Screening check. Children in Y1 will be asked to carry out a statutory phonics screening check in June each year to assess children's reading. The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words of which children are expected to read correctly.



HOW DO WE SUPPORT READING AT HOME?

Book Bag Books.

Your child will bring home 3 books in their book bag.

Book 1:

Once your child is able to read the Read Write Inc Phonics Storybooks, he or she will bring home a black and white Storybook (photocopied version). This is a copy of the colour version he or she will have read at school.

Your child will have read this story three times with their reading teacher in school, so should be able to read the story confidently. A brief explanation of how to follow the activities is included in the books

Children will be able to feel confident about reading and will be able to read this book with fluency and speed. They will have a good understanding of this book and will be able to talk about it to an adult.



HOW DO WE SUPPORT READING AT HOME?

Book Bag Books.

Book 2:

Your child may also bring home a Book Bag Book.

This book builds upon the ideas and many of the words in the Storybook he or she has just read at school.

Your child will need more support in reading this book as they will not be familiar with the story. However, this book will be matched with the reading ability of the one that he/she is reading within school. Children will be able to access this book at the correct reading level. It is important that children read this book several times. The first read is for children to be able to de-code the words. The second read is for children to be able to develop accuracy and fluency and the third read is for children to be able to develop speed and understanding. The more times the children read the book; the more confident they will be.

Explanation of how to use the activities are included within the books.



HOW DO WE SUPPORT READING AT HOME?

Book Bag Books.

Book 3:



A 'free choice' book to encourage reading for pleasure to ensure that children have access to a broad and balanced reading diet.

This book will include high quality vocabulary for children to be exposed to. It is really important that children have opportunities to listen to high quality texts that are modelled by adults.

This text will create discussion around language, vocabulary and related experiences.