

Read, Write Inc - Reading at home

This booklet has been designed to help you help your child enjoy learning to read at home, using the Read, Write Inc, pure sounds and green words. We aim to provide you with clear information about how we teach children to read through a carefully planned, quality taught phonic approach and how this can be enhanced with your support at home.

We aim to help create a positive 'learning to read' experience for you and your child at home; ultimately, working together to help your child make progress and read with fluency, accuracy and most importantly, enjoyment.

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Reading at Home - Make it special!

Try to:

- Keep reading time relaxed, comfortable and pleasurable.
- Find a quiet place, with the television turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10-20 Minutes.
- Reward any reading with small treats e.g. stickers, choices.
- Talk about books, covers, stories, any written words around the house.
- Encourage use of 'Fred talk' to work out unfamiliar words.
- Join your local library together and use it regularly.
- Watch out for storytelling events, summer reads and reviews of new titles.
- Watch story time on CBeebies together.

Try not to:

- Over correct too often or too quickly.
- Make reading negative and pressured.
- Ignore requests to read any written words.
- Get worried or frustrated with slow progress.
- Let young children deface or mistreat.



Read, Write Inc. is our very successful reading programme that enables every child to become a confident and fluent reader at the first attempt.

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read and spell words using sound blending and segmenting (FRED TALK).
- read lively stories featuring words they have learned to sound out.

How can you support Read, Write Inc. at home?

1. Help your child to learn Speed Sounds.

(Please avoid using letter names with early readers).

2. Help your child learn to read green words by sound-blending (FRED TALK).

3. Help your child to recall words that cannot be sound-blended (Red words) using your child's storybook and bookmark.

4. Read their storybook with them regularly and make comments about their blending/comprehension in their reading record.

5. Praise their increasing knowledge of sounds and sound blending.

6. Attend the Parent Reading and Writing Workshops.

Simple Speed Sounds chart

The first sounds your child learns.

Consonants: *stretchy*

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

Consonants: *bouncy*

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

Vowels: *bouncy*

Vowels: *stretchy*

a	e	i	o	u	ay	ee	igh	ow (blow)
---	---	---	---	---	----	----	-----	--------------

Vowels: *stretchy*

oo	ee (look)	ar	or	air	ir	ou	oy
----	--------------	----	----	-----	----	----	----

pure sounds!...

...go to Oxford Owl at www.oxfordowl.co.uk for examples of the pure sound pronunciations.

Complex Speed Sounds chart

All the sounds taught on the RWI Programme.

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

The Complex Code:

44 sounds (phonemes)

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

The children need to learn the many variations the sounds can be written (graphemes).

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
						ea	ie	oa
						e	i	o

The English writing system has 461 graphemes which represent the 44 sounds (phonemes).

oo	oe	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

RWI concentrates on the most frequently used.

Green Words

Blending sounds to read (FRED TALK)



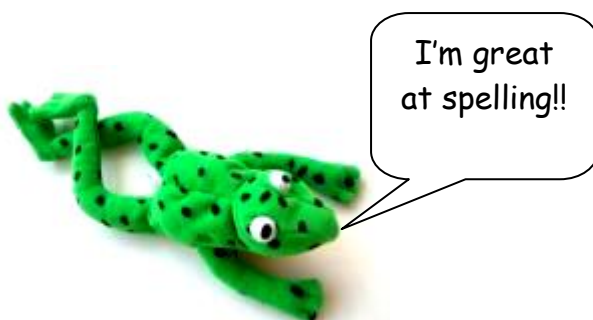
Fred the frog is excellent at saying pure sounds, but he finds it difficult to blend sounds to read words. In Foundation and KS1, children learn to recognise and say pure sounds; they then blend them to help Fred with his reading. For example:



Green words like the one above can be read by blending the sounds children learn on the programme.

Segmenting sounds to spell (FRED FINGERS)



Green words can also be spelt by using FRED TALK to identify the sounds within the word. Children use their fingers to visualise the sounds and their order in the word. For example:



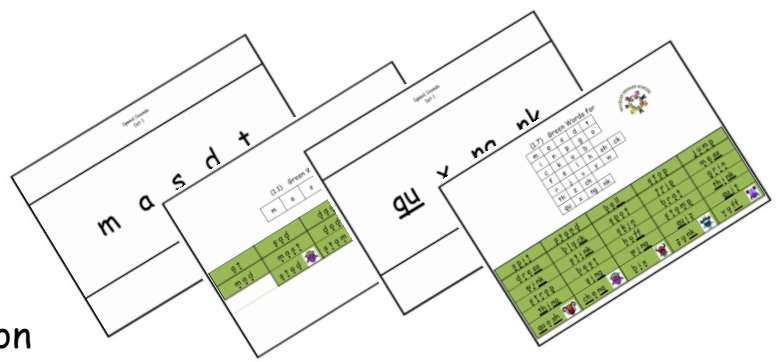
RED Words

Some words contain letters or groups of letters that don't match the sound rules taught in RWI - these are **Red** words and children must learn to read these on sight.

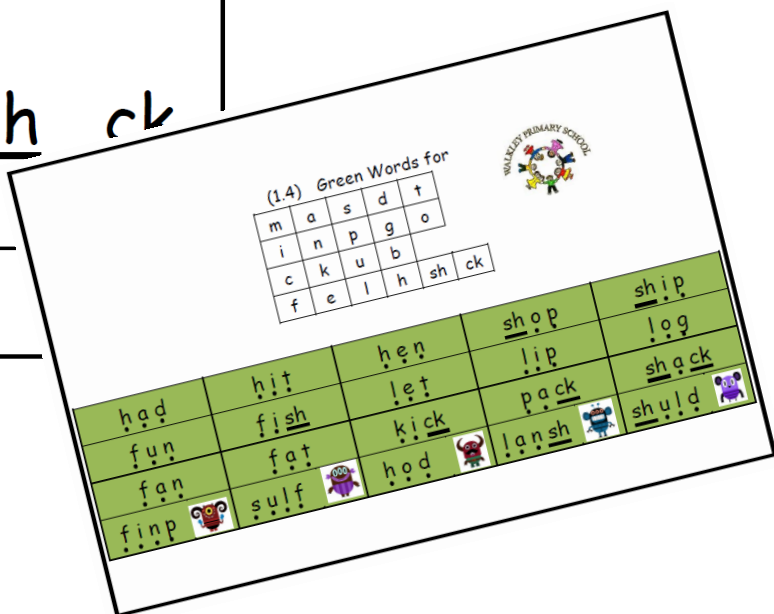
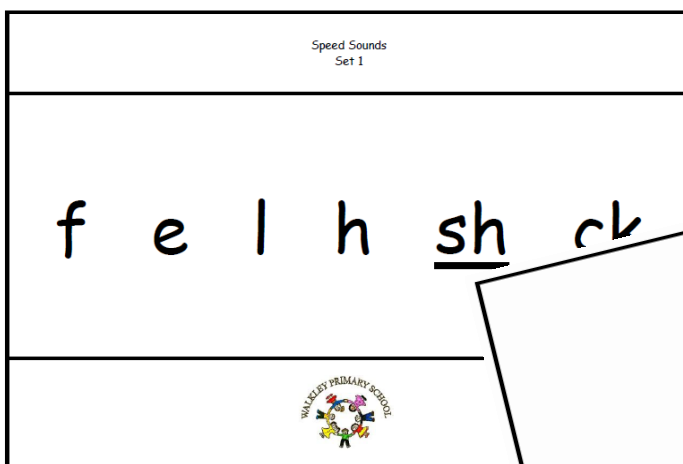
Red words are taught alongside the speed sounds through the storybooks. Children are given a bookmark with all the relevant Red words for their continued development through the programme.

<p>Ditties Red words</p>	<p>Green and Purple Books Red words</p>	<p>Pink Books Red words</p>	<p>Orange Books Red words</p>								
<p>the I no of my for he</p>	<table border="1"> <tr> <td>the your said I of my you be he no</td> <td>are to go baby me paint she into want</td> </tr> </table>	the your said I of my you be he no	are to go baby me paint she into want	<table border="1"> <tr> <td>I the said he be she no was want of you my to into</td> <td>all some they like I've me call her are washing there so we</td> </tr> </table>	I the said he be she no was want of you my to into	all some they like I've me call her are washing there so we	<table border="1"> <tr> <td>I the said me he be we she no go was want of my</td> <td>you to are all into some they what do old are so her call</td> </tr> </table>	I the said me he be we she no go was want of my	you to are all into some they what do old are so her call		
the your said I of my you be he no	are to go baby me paint she into want										
I the said he be she no was want of you my to into	all some they like I've me call her are washing there so we										
I the said me he be we she no go was want of my	you to are all into some they what do old are so her call										
											
<p>Yellow Books Red words</p> <table border="1"> <tr> <td>I one saw her to go the all was some into she be he they watch</td> <td>watches me said my want you are of school small do by what no were their</td> <td>your who tall call so brother we I'm I've there now fall any where wall</td> </tr> </table>	I one saw her to go the all was some into she be he they watch	watches me said my want you are of school small do by what no were their	your who tall call so brother we I'm I've there now fall any where wall	<p>Blue Books Red words</p> <table border="1"> <tr> <td>I the said me he be we she no go so put was were want of you your</td> <td>my to are her all small tall some they one there their does any other two could</td> <td>would watch water anyone over who school through once here some why brother where what humans whole</td> </tr> </table>	I the said me he be we she no go so put was were want of you your	my to are her all small tall some they one there their does any other two could	would watch water anyone over who school through once here some why brother where what humans whole	<p>Grey Books Red words</p> <table border="1"> <tr> <td>I the said does do me he be she why no go so put what was were want of you your my to are</td> <td>her all small by some they one there their here should call come could through any many other two who school mother</td> <td>above father son people water buy bought watch anyone whole great brother where someone another walk caught worse everyone talk through where</td> </tr> </table>	I the said does do me he be she why no go so put what was were want of you your my to are	her all small by some they one there their here should call come could through any many other two who school mother	above father son people water buy bought watch anyone whole great brother where someone another walk caught worse everyone talk through where
I one saw her to go the all was some into she be he they watch	watches me said my want you are of school small do by what no were their	your who tall call so brother we I'm I've there now fall any where wall									
I the said me he be we she no go so put was were want of you your	my to are her all small tall some they one there their does any other two could	would watch water anyone over who school through once here some why brother where what humans whole									
I the said does do me he be she why no go so put what was were want of you your my to are	her all small by some they one there their here should call come could through any many other two who school mother	above father son people water buy bought watch anyone whole great brother where someone another walk caught worse everyone talk through where									
											

The RWI home lending programme



Your child is currently learning set 1 sounds (these can be found on your child's sound card). At this stage of the programme, children are learning or reviewing a sound every day. When the children are confident at saying, reading and writing a group of sounds they practice blending them to make green words (page 6). There are 7 groups taught in set 1.



The activities

Pages 9 to 11 of this booklet explain activities that you can do at home with your child which will help them to use sounds they have learnt in school to read and write words. Children will model the pronunciation of pure sounds, however if you are unsure visit www.oxfordowl.co.uk

Reading Record

Your child will also bring home a new Reading Record that will help you to record their successes and make comments regarding all aspects of your child's reading of home lending books.

Activity 1: Sound Practice

- Practise saying, reading and writing set 1 sounds. Ensure they are pure sounds (*avoid saying letter names and/or saying uh at the end of the sound: e.g. say mmm not muh!*).

Speed Sounds Set 1	Speed Sounds Set 1
m a s d t	i n p g o
Speed Sounds Set 1	Speed Sounds Set 1
c k u b	f e l h <u>sh</u> <u>ck</u>
Speed Sounds Set 1	Speed Sounds Set 1
r j v y w	<u>th</u> z <u>ch</u>
WALSLEY PRIMARY SCHOOL	Speed Sounds Set 1
	<u>qu</u> x <u>ng</u> <u>nk</u>
	WALSLEY PRIMARY SCHOOL

- On the back of your sound card you'll find all the sounds taught to date.

(1.4) Green Words for

m	a	s	d	t	
i	n	p	g	o	
c	k	u	b		
f	e	l	h	sh	ck

Activity 2: Use the individual sound cards to make real and non-sense (monster words).

- You have 2 individual sound cards for every sound taught so far.

Real words



Non-sense (Monster) words

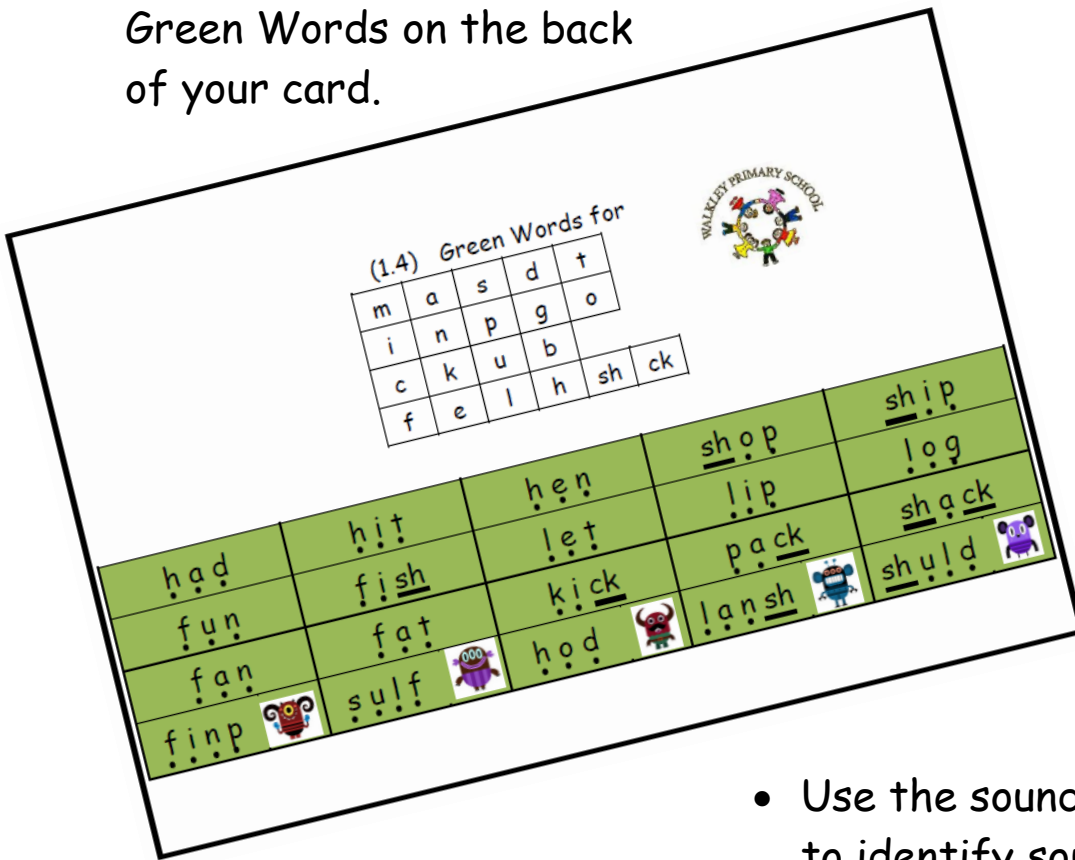
- Examples of green words to make are on the back of your home lending sound card.

(1.1) Green Words for

m	a	s	d	t
a t	s a d	d a d	s a t	m a t
m a d	m a s t	d a d s	m a t s	d a m s
s t a d	s t a m	d a s t		

Activity 3: Read and Write Green words.

- Use Fred Talk to read the Green Words on the back of your card.



- Use the sound buttons to identify sounds to blend in the green words.

- Use Fred Fingers to spell the Green Words on the back of your card (page 6).

"The word is shops, what would Fred say?"

"sh o p s."



Questions for exploring all books:

Children should be encouraged to read a book at least 3 times. It is believed that:

- During the 1st reading children concentrate solely on decoding (sounding out or Fred Talk).
- During the 2nd reading children can explore the meaning of the book (comprehension).
- When modelled, during the 3rd reading children can begin to consider reading for an audience (fluency and expression).

When reading books with your child, ask questions that will boost their understanding of what they are reading.

Style	What type of book is this? Have we read a book like this before? What other story is it like? What do you think it will be about / What is the title? Are there pictures? What can you see on the cover?
Setting Where? When?	Where is this story set? When does the story take place? / What time is the story set in? Can you describe the setting of the story?
Character Who?	Who are the characters in this story? Who is the most important character in the story? Who is telling the story? Were there any characters that you didn't like? Why does that character behave in that way?
Plot What?	What do you think might happen next? What are the main events in the story? What is the problem in the story and how is it resolved? What was your favourite / most exiting part of the story?
Theme	What is the main idea / theme/moral of the story?