

**Glossary**

**Fred Talk** – sounding out the word before reading (blending)

**sound-blending** – putting sounds together to make a word,

e.g. c–a–t *cat*

**special friends** – sounds written with more than one letter,

* 1. **sh**, **ng**, **qu**, **ch**

**Speed Sounds** – the individual sounds that make up words

**Read stories to your child with feeling! The more you love the story, the more your child will love reading.**



Booklet 1 tells you how to help your child:

* read Set 1 Speed Sounds
* blend sounds into words
* read the Blending Books
* read Red, Green and Purple Storybooks.

Your child is learning to read with ***Read Write Inc. Phonics***, a very popular and successful literacy programme. This **ﬁrst booklet** shows you how you can get your child off to a quick start.

Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their ‘sounds’

### Blend these sounds into **words**

1. Read the words in a **story**.

[www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents) has many videos to help you help your child.

For more information on *Read Write Inc.*, please talk to the *Read Write Inc.* manager in your child’s school or visit [www.readwriteinc.com.](http://www.readwriteinc.com/)



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# How to listen to your child read

**How will my child learn to read?**

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.

When reading RWI storybooks or RWI Book Bag Books:

* Do not read the book aloud before your child reads it to you.
* When your child reads the story, ask him or her to sound out

the words that he or she can’t read automatically. Don’t allow your child to struggle too much. Praise your child when he or

she succeeds.

* Read back each sentence or page to keep the plot moving. (Your child’s energy is going into reading the words not the story.)
* Do not ask your child to guess the word by using the pictures.
* Do it all with patience and love!

Second, he or she 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, he or she 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.

We have a Storytime every day at school so children develop a love of stories. The children will take home a high quality picture book to share with you at home which will also support this. These books may be above your child’s reading level, if so you could read it to them asking them questions about the story as you go

Your child will be taught to say the sound for the letter and not the letter name, so ‘m’ as in ‘mat’, not ‘em’;

‘s’ as in ‘sun’ not ‘es’.

# Help your child read the Storybooks

**RWI eReader and RWI Storybooks**

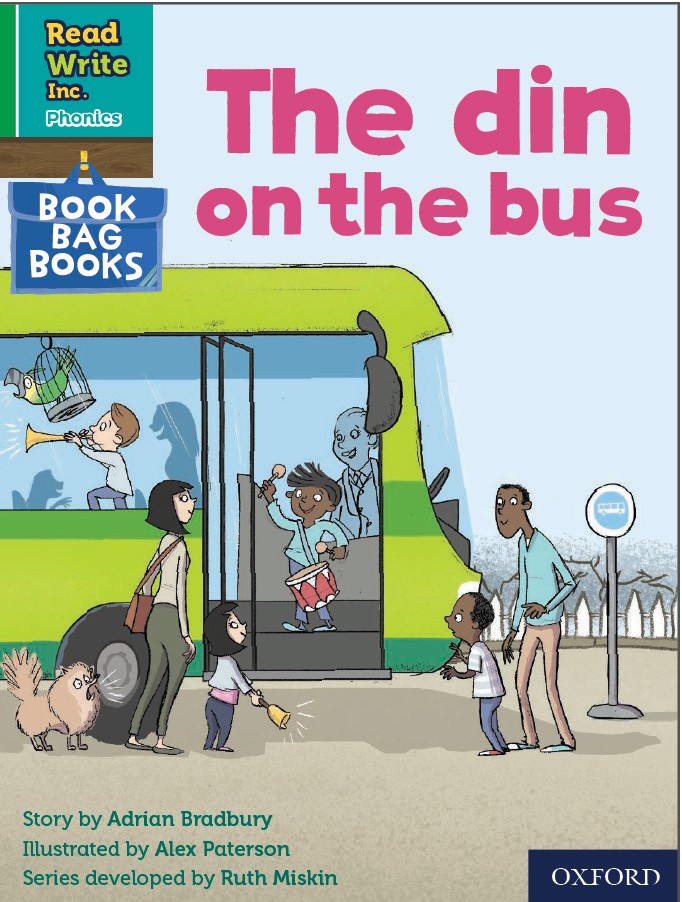
As soon as your child starts to read the *Read Write Inc. Phonics* Storybooks the book they have read in class will be available on the RWI eReader. A login for this will be given to you when they are ready to move to this stage.

Your child will have read this story three times, so should be able to read the story conﬁdently.



A brief explanation of how to follow the activities is included in the books.

## Book Bag Books

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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. Your child will need more support in reading this book.

Again, explanations of how to use the activities are included in the books.

# Ditty Sheets

# Some children will be reading Ditty sheets in class. These are designed to prepare them for the Storybooks. As well as reading the in school they will also take home a copy of a Ditty to ready at home. We will put these into a folder in their book bags also with an explanation of how work through them with your child. How your child learns to read the Set 1 Speed Sounds

We give children a hook to learn the sounds by using pictures in the same shape as the letter.

* ‘s’ is in the shape of a snake
* ‘d’ is in the shape of a dinosaur
* ‘a’ is in the shape of an apple
* ‘m’ is in the shape of two mountains.



We teach the children to name the mnemonic pictures before they learn the sound. This means that children learn to read and write the sounds really easily.

Each sound has a handwriting phrase e.g. down Maisie, and over the

Mountains. This supports letter formation.

**Using the Set 1 Speed Sounds cards**

The name of each picture is written on the back of the cards.

1. Ask your child to say the name of the picture on the back of each card, e.g. a-a-a-apple, sssssnake, getting quicker each time.
2. Help your child to say the sound hidden behind each picture,

e.g. ‘s’ is behind the snake. Repeat until your child can do this quickly.

1. Help your child to say the sounds on the letter side, getting quicker each time. If he or she forgets, turn back to the picture side.

When your child can say the sounds without turning over to check, increase the speed!

***Help your child to read words***

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

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



Fred says the sounds and children work out the word.

1. Make up a word with three cards that your child can read quickly,

e.g. c–a–t.



Sets of the set 1 sounds where put in the children’s home learning

packs, please see a member of staff if you require another set.

Point to and say the sounds, and then say the word. Ask your child to copy you.

Muddle up the cards. Ask your child to make the word again, and then point to and say the sounds.

Repeat with more 3-sound words, including some containing sounds made up of more than one letter, e.g. ch–a–t, sh–i–p, th–i–s.

1. Put out three cards. This time, ask your *child* to say the sounds.

Help him or her to blend the sounds into the words, until your child can do it without your help.

1. Repeat with some 4-sound words, e.g. b–l–i–p, f–r–o–g, g–r–i–n, s–t–o–p, j–u–m–p, h–a–n–d, b–l–a–ck.