

## 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,  
e.g. 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.

[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 speak to your child's class teacher or visit [www.readwriteinc.com](http://www.readwriteinc.com)

**OXFORD**  
UNIVERSITY PRESS

How to get in touch:

**web** [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)  
**email** [primary.enquiries@oup.com](mailto:primary.enquiries@oup.com)  
**tel.** +44 (0) 1536 452610  
**fax** +44 (0) 1865 313472

**Read Write Inc.**

**Phonics**

# Reading at home

*A guide for parents / carers 2022/23  
Foundation Stage and into Key Stage 1*



Your child is learning to read with *Read Write Inc.* **Phonics**, a very popular and successful literacy programme. This **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'
2. Blend these sounds into **words**
3. Read the words in a **story**.



**OXFORD**

## How will my child learn to read?

First, your child will learn to identify the pictures accompanying the speed sounds cards, for example, dinosaur (d). They will also play Fred Talk games where they orally blend words. The children are then taught to read the sounds:

- 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 Book, Ditty Sheets, Red, Green and Purple Storybooks.

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.

In the early stages, 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'.

Please encourage your child to read the RWI ditty sheets/books regularly at home.

## How to listen to your child read a Read Write Inc. book

### Read Write Inc. Books

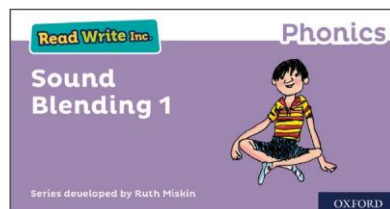
- These are your child's focused reading books linked to the sessions we deliver in school.
- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the 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!

### **Library Books - Free Choice**

- Children will be able to select a book of their choice from an appropriate selection.
- These books are often best shared together or read aloud, perhaps as a bedtime story for younger readers.

### 3. Help your child read the Sound Blending Books

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



### 4. Help your child read the Ditty Sheets and Storybooks

As soon as your child starts to read the *Read Write Inc. Phonics Ditty Sheets and Storybooks*, he or she will bring home a laminated ditty sheet, a black and white Storybook or a Coloured Book Bag Book.

#### Black and White Storybooks

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, so should be able to read the story confidently.

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

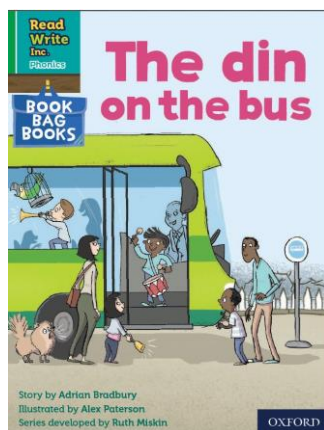


**\* Please do not write your child's name on these books and keep them in the bag provided as they are used for other groups.**

#### Book Bag Books

Your child may 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 may need a little more support in reading this book.

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



### Home Reading System at Raeburn

Books are issued at different points during the week so please send your child's reading bag into school **every day**. Please ensure that Read Write Inc. books are kept in your child's reading bag as they are collected in every few days in order for a new book to be issued. Failure to return books will have a huge impact on the successful delivery of our Read Write Inc. Programme. If a Read Write Inc. book is not in your child's reading bag when they are being swapped over, then staff will allow 7 days for it to be returned. After this, a reminder message will be sent home.

**Important:** Unfortunately, if a book doesn't get returned to school after the reminder message then a charge (£5.00) will be made to cover the cost of the book.

### Reading Record Books

Pupils are issued with individual reading record books. Please start a new page every Friday to record any reading you do with your child. We want pupils to read at least **five times** per week at home (this could be sharing a text together, reading the Read Write Inc. book/ditty sheet/blending book will help to develop your child's confidence and build fluency. They can use their story teller voice (expression) when reading aloud. Please sign and date in the book when you do any reading activities with your child (and make comments if you wish). We value the feedback you share in the record book about your child's reading. The class teacher checks the logs at least weekly.



Thank you for your ongoing support with reading.

## 1. Help your child read the Set 1 Speed Sounds

Before you get going, visit

[www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents) to rehearse saying the sounds clearly. The more clearly *you* say the sounds, the more quickly your child will learn them. Refer to the speed sounds sheet (attached)

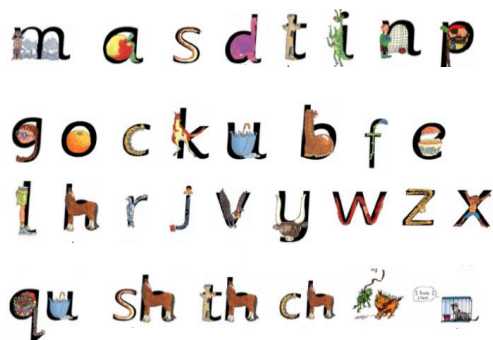


**Important:** We say 'mmm' not 'muh' and 'llll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

In class, pupils will see that each sound is drawn in the shape of a picture.

For example

- '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 the shape of two mountains



## Using the My Set 1 Speed Sounds Book

**Some** pupils may be sent a 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 revise writing the sound on the same page.

For those pupils who are more confident at recalling Set 1 sounds, continue to revise these by looking at the speed sound sheet.



## 2. Help your child to read words

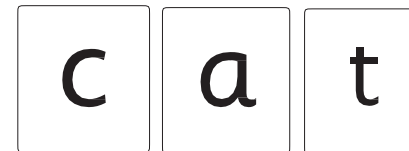
First, your child is introduced to a toy frog called Fred. Fred can *only* say the sounds in a word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word. We do lots of Fred Talk games to rehearse oral blending which you can also do at home (talking in sounds). For example, can you put on your h-a-t? Please pass me the p-e-n. Once your child can read Set 1 Speed Sounds confidently, he or she can learn to read words. We say to the children that Fred needs their help to read (blend) the word as he can only say the sounds.

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 sounds that your child can read quickly, e.g. c-a-t.



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.

Your child will learn to read words containing from different letter sets, gradually building up until they know all of Set 1 including special friends.

2. 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.
  - Include some words containing sounds made up of more than one letter, e.g. ch-a-t, sh-i-p, th-i-s (once your child has learnt these).
3. 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.