



## Supporting your child at home with reading through Read Write Inc.

There are a number of useful websites to support learning in phonics, reading, writing and spelling at home. We want to help you to have a greater understanding of the teaching we do in school and ways in which you can help support your child at home with their reading journey. Look for the **house logo** for home activities.

### Fred Frog



We use the Fred the Frog puppet as he can only speak in sounds, not whole words. We call this Fred Talk. Fred may say m-a-t and we would say mat. Fred talk helps children read unfamiliar words by saying each sound in the word at a time. Children can start blending sounds as soon as they know a small group of letters. In F2, we start with blending oral sounds, and then progress in reading the letters and blending them together to make a word. Fred Talk and oral blending is important throughout the RWI journey.

The following video is an example of blending sounds with Fred

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)



Oral blending games, e.g. Can you put that in the b-i-n? Can you sing me a s-o-ng? Let's make a piece of t-oa-s-t. When learning a sound, Fred talk some words containing the new sound (r-ai-n, d-r-ai-n) before encouraging your child to read the sound in words. Encourage your child to use **Fred Talk** to help them read unfamiliar words.

### Order of Teaching Sounds

In RWI phonics the individual sounds are called 'speed sounds' because we want them to read them effortlessly. The Set 1 sounds are the initial letter sounds. They are taught in order shown on the chart below (across the rows).

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

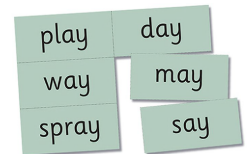
There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. These are called **special friends**. Where a sound is split (e.g. a\_e as in cake) we call these **chatty special friends**.

When children learn their Set 2 sounds they learn:

- The letters that represent a speed sound e.g. ay
- A simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example, s-p-r-ay. When pupils do this they are encouraged to spot any special friends first, then Fred talk all the sounds before blending the word to read it.

When learning their Set 3 speed sounds they are taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.



The table below shows the sound, associated phrase and example green words

Vowel Sound	Set 2 Speed Sound Rhyme	Green Words
ay	ay: may I play?	day play say may tray today
ee	ee: what can you see?	seen need sleep feel three green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at the book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork
air	air: that's not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy to enjoy	toy boy enjoy
Vowel Sound	Set 3 Speed Sound Rhyme	Green Words
a_e	a_e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i_e	i_e: nice smile	hide shine white nice wide like
o_e	o_e: phone home	hope home rose spoke note those
u_e	u_e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn crawl
are	are: care and share	bare spare scare flare square
ur	ur: nurse with a purse	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise
ai	ai: snail in the rain	paint train rain plain strain
e	e: he me she we	he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	ear: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	picture mixture adventure pure

## Nonsense Words

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word be it real or nonsense. Children say the sounds in the 'Alien words'. They are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge.



You could make your own set of Green word cards and encourage your child to read words containing the different sounds. There are a number of online games where you can select the sounds to focus on.

- Phonics Play (games like Buried Treasure or Picnic on Pluto are great for reading real and nonsense words) <https://www.phonicsplay.co.uk/InteractiveResources.htm>
- ICT games has a range of activities to support phonics, reading, writing and spelling <https://www.ictgames.com/mobilePage/literacy.html>
- BBC link to help when breaking down longer words (multi-syllabic) <https://www.bbc.co.uk/bitesize/topics/zyfkng8/articles/zt27y4j>

*On websites and other resources, the terms Phase 1 – 5 may be used when referring to stages in phonics. As a guide, Set 1 sounds are similar to those covered in Phase 2. The Set 2 and Set 3 sounds are found in Phase 3, 4 and 5. Phase 5 focuses on most of the alternative sounds including the chatty special friends (e.g. a\_e, e\_e, i\_e, o\_e, u\_e).*

## Reading Books

As soon as children have learnt a few letter sounds they begin to learn to blend sounds together to read real words and then move onto sentences in books. In RWI they usually read storybooks that closely match their developing phonic knowledge. Children also learn 'red words' (tricky words) as they encounter different texts. These are words which contain some different letter patterns/sounds that they pronounce differently, such as 'you' 'said' 'was'.

I	the	you	your	said	was	are	of	want	they
to	he	me	we	she	be	no	so	go	old
her	do	all	call	tall	small	many	any	one	anyone
some	come	watch	who	where	there	here	were	brother	other
mother	father	love	above	two	once	buy	worse	walk	talk
bought	caught	through	thought	whole	wear	could	would	should	great
saw	why	now	how	down	over	my	by	son	water
school	ball	everyone	their	people					



At home, it may be a little tricky to provide a text closely matched to your child's phonics group but sharing books with your child can still be done by using e-books or texts you have at home. You can encourage your child to read words that contain sounds or red words that they are familiar with. Remember, sharing any books and reading aloud will help to develop their skills and enthusiasm for reading.

## Oxford Owl Website

We have set up class logins for pupils in F2 to Year 4 so that the children can access some e-books that may contain sounds/subject matter appropriate to develop their reading skills. <https://www.oxfordowl.co.uk/>

Please contact your class teacher if you are unsure of your child's class login for Oxford Owl.



## Writing

Children are encouraged to 'hold a sentence' in RWI sessions. This is when they remember a whole simple sentence and write it down focussing on spelling and punctuation. 'Build a sentence' is used to give children a chance to create their own sentence to show the meaning of a word. They may also edit sentences in class. Children get the chance to complete longer independent pieces of writing which gives them a chance to show off their creativity and to practice their spelling, grammar and punctuation. A spelling quiz is held each week to check the children's knowledge of words with the newest sound they have been learning and also some red words.

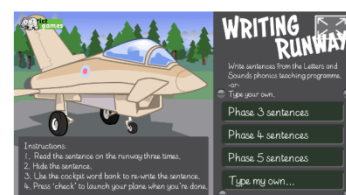


Give your child a picture prompt and ask them to write a simple sentence about the picture. You could also show them a simple sentence, ask your child to repeat it and then see if they can write it from memory. Think about using sounds and red words they are familiar with to help build confidence with writing.

## Writing Runway on ICT games website

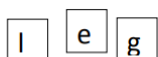
<https://www.ictgames.com/mobilePage/writingRunway/index.html>

This game is set out in *phases* and gives you the option of reading and hiding different sentences so that they can be written from memory on paper/whiteboard. You can also type in your own simple sentences. Children can help to re-order the sentences by clicking on the different words too.



## Spelling with Fred fingers

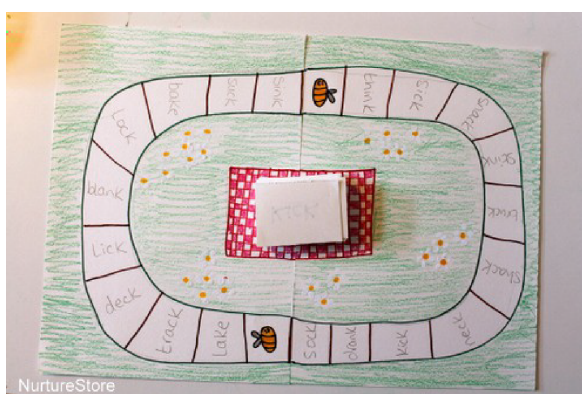
Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word and then they write the letters that represent each sound.



Read out some Green Words (see lists above) which contain sounds your child should be familiar with. They should then use their 'Fred fingers' to help them break down/segment the word before writing it. You could make games like the ones shown below where your child writes/reads the word they land on.

## ROLL It, SPELL It

Roll the dice. When it lands on a sound, find that column on the game board. Spell the first picture from that column on your spelling grid. Continue rolling and spelling each picture.



## Letter formation

Children are taught how to form letters using a handwriting phrase to help. See this site for phrases and explanation of how to teach

<https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf>

A PDF version of the image is available which also shows the phrases and images for the different letters.

Rhymes for letter formation - taken from Read Write Inc.

a Around the apple and down the leaf	b Down the back to the feet and around the toe	c Cut around the cellophane	d Around the dinosaur's bottom, up to his back & down to his feet	e Lift off the top and clap out the egg	f Down the stem and draw the flower
g Around the girl's face, down her hair and give her a giggle!	h Down the head to his knees and over his back	i Down the body and dot for the head	j Down the body, cut, dot for the head	k Lift off the top and clap out the leg	l Down the long leg
m Down Mabel, mountains, mountains	n Down Nobby and over his hat	o All around the orange	p Down the pencil, put and around the back	qu Round for head, up past her pointing, down her feet and flip	r Down the rabbit, back and cut over his ear
s Sift down the sides	t Down the tower, across the tower	u Down and up, down the middle	v Down a wing, up a wing	w Down, up, down, up	x Down the arm and leg, repeat the other side
y Down Yummy, up to his hat and under	z Zip zip zip				

## Further Learning Links on the Ruth Miskin Website

Ruth Miskin, the founder of RWI, has compiled a selection of videos and suggestions for resource packs you may wish to purchase. Click the link <https://www.ruthmiskin.com/en/find-out-more/parents/> to find out more about

- Saying sounds correctly
- Linking sounds to letters
- Two letters, one sound
- Practise, practise, practise
- Putting sounds together to read simple words
- Tricky words
- Reading books
- Using pictures
- Writing letters
- Read to your child as much as you can



## Complex Speed Sounds

### Consonant sounds

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					

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							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

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

The Complex speed sound chart shows similar sounds with different letter patterns.

Children can refer to this to help them when they are reading or spelling words (from Set 2 onwards).