

A Parents' Guide to Read Write Inc. Phonics.

At Brady, we use the Read Write Inc. (RWI) programme to get children off to a flying start with their literacy.

Read Write Inc. Phonics is a method of teaching reading and writing, which is centred around learning the sounds of the letters (phonics) and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.

When using RWI to read the children will:

- Learn to read effortlessly so that they can put all their energy into understanding what they read.
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using Fred Talk.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.

When using RWI to write the children will:

- Spell effortlessly so that they can put their energy into working out what they want to write.
- Learn to write the letters/letter groups which represent the 44 sounds (graphemes).
- Learn to write words by saying the sounds in Fred Talk.
- Learn to write simple and then increasingly complex sentences.
- Compose a range of texts using discussion prompts.
- Compose stories based on picture strips.
- Write simple sentences.

Blending

Children learn to read words by blending the letter sounds that are in the Speed Sound sets. Help your child learn to read words by sound-blending e.g. c-a-t = cat. Help children to say the pure sounds, as quickly as they can and then to blend the sounds together to say the whole word.

Letter formation

To help the children with their writing, we use the following rhymes to help them to remember the correct letter formation. It would be most helpful, if you wish to support your child at home with their writing, if you also referred to these rhymes.

How will I know how to pronounce the phonic sounds?

<https://www.ruthmiskin.com/parents/>

Thank you very much for your continued support. If you have any questions, please do not hesitate to speak with your child's class teacher.

Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Set 2 Speed Sounds		
Sound order of teaching	Phrase	Words to practice reading and spelling
ay	ay: may I play	play, day, may, way, say, spray
ee	ee: what can you see	see, three, been, green, seen, sleep
igh	igh: fly high	high, night, light, fright, bright, might
ow	ow: blow the snow	blow, snow, low, show, know, slow
oo	oo: poo at the zoo	too, zoo, food, pool, moon, spoon
oo	oo: look at a book	took, look, book, shook, cook, foot
ar	ar: start the car	car, start, part, star, hard, sharp
or	or: shut the door	sort, short, horse, sport, fork, snort
air	air: that's not fair	fair, stair, hair, air, chair, lair
ir	ir: whirl and twirl	girl, bird, third, whirl, twirl, dirt
ou	ou: shout it out	out, shout, loud, mouth, round, found
oy	oy: toy for a boy	toy, boy, enjoy

Set 3 Speed Sounds		
Sound order of teaching	Phrase	Words to practice reading and spelling
ea	Cup of tea	clean, dream, seat, scream, real
oi	Spoil the boy	join, voice, coin
a-e	Make a cake	make, cake, name, same, late, date
i-e	Nice smile	smile, white, nice, like, time, hide
o-e	Phone home	home, hope, spoke, note, broke, phone
u-e	Huge brute	tune, rude, huge, brute, use, June
aw	Yawn at dawn	saw, las, dawn, crawl, paw, yawn
are	Care and share	share, dare, scare, square, bare
ur	Nurse with a purse	burn, turn, spurt, nurse, purse, hurt
er	A better letter	never, better, weather, after, proper, corner
ow	Brown cow	how, down, brown, cow, town, now
ai	Snail in the rain	snail, paid, tail, train, paint, rain
oa	Goat in a boat	goat, boat, road, throat, toast, coat
ew	Chew the stew	chew, new, blew, flew, drew, grew
ire	Fire! Fire!	Fire, hire, wire, bonfire, in/spire, con/spire
ear	Hear with your ear	hear, dear, fear, near, year, ear
ure	Sure it's pure	pure, sure, cure, picture, mix/ture, ad/ven/ture



Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes



Parent FAQs for Read Write Inc. Phonics

Where else can I find information?

Watch video tutorials on <http://www.ruthmiskin.com/en/parents/> to help you to understand more about Read Write Inc. Phonics and how to help your child read and write at home.

Other useful websites:

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

YouTube

https://www.youtube.com/ruthmiskintrainingedu?mc_cid=63bfo74b56&mc_eid=4ec2ad9cea

Glossary

'Special Friends'

Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.

Fred Talk

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him.

To help children read, Fred (the teacher) says the sounds and then children say the word.

For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light.

Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds.

For example:

Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee.

Put on your c-oa-t/ h-a-t/ s-c-ar-f.

Set the table with a b-ow-l/ f-or-k/ s-p-oo-n.

'Fred in your head'

Once children can sound out a word, we teach them to say the sounds silently in their heads.

We show them how to do this by:

1. whispering the sounds and then saying the whole word;
2. mouthing the sounds silently and then saying the whole word;
3. saying the whole word straight away.

Perfect pencil grip

Children sit at a table to write.

They hold up a pencil in a tripod pencil grip with the non-writing hand flat holding their paper.

How can I support my child's reading and writing?

Here are the top five things you can do.

See the other FAQs for further detail.

1. Ask your child to read the Speed Sound cards speedily.
2. Use Fred Talk to help your child read and spell words.
3. Listen to your child read their *Read Write Inc.* Storybook every day.

4. Practise reading Green and Red Words in the Storybook speedily.
5. Read stories to your child every day.

What will my child bring home to read?

- 'Last and past' Storybooks: contain sounds and words the children know. This is the Storybook they have just read at school and maybe some they have read before, for extra practice. Please don't worry that books are too easy. Children enjoy re-reading stories they know well. Their speed and understanding improves on every read.
- Book Bag Books: matched to the Storybooks children read in school and used for extra practice. They include many of the same reading activities that we use in class and include parent guidance.
- More Storybooks and Non-fiction books: matched to the sounds and words your child knows well.
- Picture books to share with you: read these stories to children or encourage them to retell the story by looking at the pictures. They are not expected to read the story themselves.
- Speed Sounds cards: for children to practise reading speedily. If needed, show your child the picture side of the card to help them remember the sound.
- Red Word book pages: challenge your child to read the Red Words speedily across the rows and down the columns. Set a timer – can they beat yesterday's time?

How can I support my child to learn Set 1 sounds and to blend?

- Use pure sounds, not letter names. Watch the 'how to say the sounds' parent film on <http://www.ruthmiskin.com/en/parents/>.
- Watch the 'Reading the stretchy sounds with your child', 'Reading the bouncy sounds with your child' and 'Reading the digraphs with your child' parent films on <http://www.ruthmiskin.com/en/parents/> to see how to teach Set 1 sounds.
- Practise reading known Set 1 Speed Sounds cards speedily. If needed, show your child the picture side of the card to help them remember the sound.

We teach children to read and spell using Fred. He is a toy frog who can say the sounds in words, but not the whole word. Children have to help him.

To help children learn to blend, we say the sounds as Fred and then children repeat the sounds and say the whole word.

Here are two ways you can use Fred Talk at home:

1. play Fred Games together – see Fred Games document on <http://www.ruthmiskin.com/en/parents/>
 2. speak like Fred throughout the day e.g. time for l-u-n-ch! Let's p-l-ay!
- Watch the 'Sound-blending' parent film on <http://www.ruthmiskin.com/en/parents/>

How can I support my child to learn Set 2 or 3 sounds?

- Watch the 'Set 2/3 tutoring' film on <http://www.ruthmiskin.com/en/parents/>.
- Help your child practise reading known Speed Sounds cards speedily. If needed, show your child the picture side of the card to help them remember the sound.

How do I listen to my child read?

Your child has a Storybook matched to the sounds and words they know – a decodable book – so they should be able to read all the words.

Please avoid saying, “This book is too easy for you!” but instead say “I love how well you can read this book!”

‘Special Friends’, ‘Fred Talk’, read the word

Remind your child to read words using ‘Special Friends, Fred Talk, read the word’ (see glossary). For example ‘ship’: spot the ‘sh’, then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

Red Words

Red Words are also known as common exception or tricky words. They occur in stories regularly (said, what, where) but have unusual letter combinations (‘ai’ in the word ‘said’ makes the sound ‘e’).

Remind your child not to use Fred Talk to read Red Words but instead to ‘stop and think’. Tell them the word if you need to.

Read the same book again and again

Children love reading the same book again and again. Their reading becomes speedier and they understand what they are reading.

- Encourage your child to read words using ‘Fred in your head’ (see glossary).
- Show your child how to read the story in a storyteller voice.
- Share your enjoyment of the story when they read it again and again.

What do I do with the picture books?

One of the most important things you can do as a parent at home is read *to* your child. Loving stories is important because children who love stories want to read stories for themselves. Children who read a lot become better readers.

Here are some top tips for storytime:

1. make it a treat – introduce each new book with excitement
2. make it a special quiet time – cuddle up!
3. show curiosity in what you’re going to read
4. read the story once without stopping so they can enjoy the whole story. If you think your child might not understand something say something like ‘Oh I think what’s happening here is that...’
5. chat about the story e.g. I wonder why he did that? Oh no, I hope she’s not going to...
6. avoid asking questions to check what they remember
7. link to other stories and experiences you have shared e.g. this reminds me of...
8. read favourite stories over and over again – encourage your child to join with the bits they know. Avoid saying ‘not that story again!’
9. use different voices – be enthusiastic!
10. love the book – read with enjoyment.

How can I help my child to practise their handwriting?

Remind your child:

- to hold their pencil in 'perfect pencil grip' (see glossary)
- say the handwriting phrase to help them form the letter correctly – see Handwriting Phrases on <http://www.ruthmiskin.com/en/parents/>.

Challenge your child to see how many sounds they can write in a minute.

Say the sound and children write e.g. 'write m', 'write s', 'write w'.

How can I help my child to spell words?

- Encourage your child to use Fred Fingers to spell words.
- Ask your child to say the sounds in the word as they press the sounds onto their fingers.
- Ask your child to then write the letters – if they get stuck, say the sounds again.
- Praise your child for spelling using the sounds they know, even if their handwriting is not perfect.

How else can I develop my child's language?

Children will have a large vocabulary if they are part of a 'talk-a-lot' family:

- use every opportunity to talk with your child throughout the day – meal times, playing together, bath time
- use new and ambitious vocabulary e.g. miserable instead of sad, stroll instead of walk
- speak to your child in complete sentences
- make up stories together - there's no need to write it down.

