



A Parent's Guide to the Teaching of Reading

Rickleton Primary School

Introduction to Read Write Inc

At Rickleton Primary School we use the **Read Write Inc** (RWI) programme to get children off to a flying start with Reading. This leaflet is designed to offer information about how you can help with your child's reading development at home.

RWI is a phonic based approach to teaching reading. It involves children learning to read sounds and how to blend them together to read words. First, we teach the children one way of reading and spelling the English sounds. Children are given a hook to learn the sounds by giving the children a letter shape to help them remember them, for example, the 'd' is shaped like a dinosaur.

RWI is a successful reading programme that enables every child to become a confident and fluent reader at the first attempt. It aims to teach all children to read at a pace that they are comfortable with.

The children learn 37 sounds (speed sounds). These are the letter **sounds** and not letter **names**. The speed sounds are divided into small groups. Once your child has learnt all of the sounds in one group, they can move on to *sound blending* the letters in that group to read words.

The speed sound groups:

1. **m a s d t**
2. **i n p g o**
3. **c k u b**
4. **f e l h sh**
5. **r j v y w**
6. **th z ch qu x ng nk**
7. **ay, ee, igh, ow, oo,**

For example, once your child has learnt to read the first 5 sounds: **m a s d t** they can then start to read words that include these sounds such as **mat, sat, sad, mad, at** etc. Your child will then learn the next five sounds and be able to read words with a combination of the ten sounds.

Types of sounds

Pure sounds

When teaching the speed sounds it is very important that you do not add an intrusive 'uh' to the end of the consonant sound. Try to pronounce them as **pure** sounds: 'mmmm' not 'muh', 'ffffff' not 'fuh' and 'lllll' not 'luh'.

This can be quite difficult to begin with but by ensuring only the pure sounds are pronounced, your child will find it much easier to *blend* the sounds to make words.

Bouncy and stretchy sounds

To help your child remember his or her sounds we say that some make a stretchy sound and some make a bouncy sound.

Stretchy sounds are said in one continuous sound, e.g. mmmmmmmmm as in mountain.

Bouncy sounds are said with a short sharp gap in between, e.g. d-d-d *as in* d-d- d dinosaur.

Sound blends

Your child is ready to sound blend once they have learnt the first set of sounds and can say these in and out of order. In school we call this **Fred Talk**.

Red & Green Words

Green words

Green words are words that your child will be able to *sound out* and then sound blend together, using the speed sounds they have learnt.

Your child will be able to read a book more easily if they practice reading these words first.

Red words

Red words are those words which contain spelling patterns that cannot be *sounded out*. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, said sounds like 'sed'.

Red words have to be learnt by sight. These words are printed in red in the story books. Learning to read the red words is a very important part of reading and one which you can help with at home.

There is a list of red words in this leaflet for you to practise with your child. A good way to do this is to put them onto small pieces of paper and use them as flash cards. When you hold up the word your child should be able to say the word. Please remember you cannot sound out all the sounds in these words as some sounds are 'grotty'!

Red Words

Remember these words cannot be completely *sounded out* - they must be learnt by sight! If you have any questions about this leaflet, please contact your class teacher.

I	some	worse
the	come	talk
you	watch	caught
your	who	bought
said	where	thought
through	was	here
are	were	walk
of	there	they
to	brother	wear
do	other	could
does	mother	should
all	father	great
call	above	water
tall	love	whole
any	two	son
many	buy	once

Simple Speed Sounds

Consonant sounds - strictly

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

Consonant sounds - strictly

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

Vowel sounds - strictly

Vowel sounds - strictly

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
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Complex Sound Chart

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				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
					e	e	i	o
							y	

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

Read Write Inc – First 30 sounds

Speed Sounds Set 1

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

Handwriting Phrases

Read Write Inc. Handwriting phrases that accompany pictures on the Speed Sounds Cards for helping your child to form letters:



m: Maisie, mountain, mountain
a: round the apple, down the leaf
s: slither down the snake
d: round his bottom, up his tall neck and down to his feet
t: down the tower, across the tower
i: down the body, dot for the head
n: down Nobby, over his net
p: down the plait and over the pirate's face
g: round her face, down her hair and give her a curl
o: all around the orange
c: curl around the caterpillar
k: down the kangaroo's body, tail and leg
u: down and under, up to the top and draw the puddle
b: down the laces to the heel, round the toe
f: down the stem and draw the leaves
e: lift off the top and scoop out the egg
l: down the long leg
h: down the head to the hooves and over his back
r: down his back and then curl over his arm
j: down his body, curl and dot
v: down a wing, up a wing
y: down a horn, up a horn and under his head
w: down, up, down, up
z: zig-zag-zig
q: round her head, up past her earrings and down her hair
x: down the arm and leg and repeat the other side

Ways to help at home



- Read aloud to your children

This will help your child to develop a love of reading, build pictures in their mind from the words on the page, understand humour and irony, learn and use new words and use them in different contexts, think about characters feelings and use appropriate voices, follow a plot with twists and turns, understand suspense and predict what will happen next, link sentences and ideas from one passage to the next and appreciate rhythm and rhyme.

- Join your local library to allow your child to pick books to read for pleasure and be exposed to a range of texts. Alternatively, attend our lending library each week in school.
- Help your children learn their speed sounds by practising the daily sound sheet that will be sent home with your child in a folder each day.
- Help your child to read words by sound blending (Fred talk) e.g. “put on your h-a-t” “It’s time for b-e-d” REMEMBER to use pure sounds mmmmm not muh!
- Read your child’s home reader **every day** and comment in their home: school contact book. Your child may receive the book more than once. This will support their fluency.
- When possible link the phoneme (sound) to the grapheme (the written representation) For example when in the supermarket point to the sign and say “Look at the sign T is for Tesco”



Home Reading

Your child will begin with a picture book. This will help children to use the picture clues, create their own stories but develop their comprehension and inference skills.

You may receive the same book twice, this will support children's fluency.

You could consider the following questions when reading with your child:

<p>What is happening in the picture?</p> <p>How is the character feeling?</p> <p>Where does the story take place?</p> <p>When did the story take place?</p> <p>Describe the main character</p> <p>Young, old, friendly, miserable, lonely, popular...</p> <p>Where do they live?</p> <p>Who are the characters in the book?</p>	<p>It is important for children to recall key facts from the book. At the end of the page, ask them one of these questions. Let them read back through the text, or read the text aloud to them, allowing them to find or hear the answer.</p>
<p>Does the character remind you of anyone?</p> <p>Why do you think the character did that?</p> <p>Why do you think the character did that?</p> <p>What do you think will happen next?</p>	<p>After the children have read a few pages, can they predict what will happen next? OR explain why something has happened. If they find this difficult, give them suggestions!</p>
<p>What happened in the story?</p> <p>How does the story make you feel?</p> <p>What do you think about the ending of the story?</p>	<p>Discuss the ending of the book with the children.</p> <p>Give them some time to reflect and digest what they have read with you.</p>