

Reading – Fred Talk

Let's introduce Fred. Fred the frog puppet plays an integral role in our Read, Write Inc. lessons. Fred can only speak in sounds and not whole words. We call this '**Fred Talk**'.

Here is an example: Fred would say 'm-a-t' we would say 'mat'. Fred's job is to help children read unfamiliar words by pronouncing each sound in the word, one at a time. Children can start blending the sounds into words as soon as they confidently know a small group of letters.

During lessons, children are taught to hear sounds and practice blending them together in sequence to make a word. To begin, with blending oral sounds and progress to reading the letters and blending them together to read the word.

Here is a video demonstration of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q



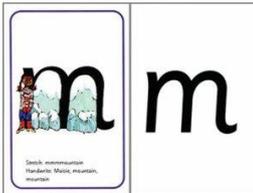
Order of teaching sounds

In Read, Write, Inc. phonics, the individual sounds are names '**speed sounds**'. This is because we want your child to read them effortlessly and fluently. Set 1 sounds are the initial letter sounds; they are taught in the following order:

Set 1 speed sounds

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

When writing the letter sounds, the children also use a picture and phrase to help form the letters correctly. Here is an example:



m – Maisie, music, mountain

There is a letter formation chart for all of the set 1 letter sound formation characters.

Set 2 speed sounds

Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

There are 12 Set 2 '**speed sounds**' that are made up of two or three letters which represent only one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds, they will learn:

- 1) The letters that represent a speed sound e.g. ay.
- 2) A simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play?
- 3) We can these 2/3 letter sounds that go together '**special friends**'.

Every speed sounds had a list of green words linked to it, so that your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt. For example, (Fred talk) s-p-r-a-y = spray.

Vowel sound	Set 2 Speed Sound Rhyme	Green words (decodable)
Ay	Ay – may I play?	Day play say may way spray
Ee	Ee: what can you see?	See been seen sleep three green
Igh	Igh: fly high	High might light bright night fright
Ow	Ow: blow the snow	Snow slow know show blow low

Oo	Oo: poo at the zoo	Too zoo food pool moon spoon
Oo	Oo: look at the book	Took shook book foot look cook
Ar	Ar: start the car	Star part hard sharp car start
Or	Or: shut the door	Sort short snort horse sport fork
Air	Air: that's not fair	Fair, stair, hair, air, lair, chair
Ir	Ir: whirl and twirl	Girl third whirl twirl dirt bird
Ou	Ou: shout in out	Out mouth round found loud shout
Oy	Oy: toy for a boy	Toy boy enjoy

Set 3 speed sounds

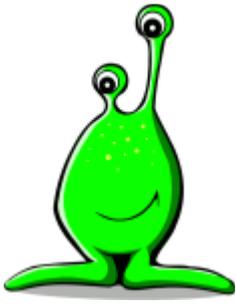
a-e, ea, i-e, o-e, u-e, aw, are, ur, ow, oi, ai, e, oa, ew, er, ure

When learning their **Set 3 speed sounds**, children will be taught that there are many ways in which the same sounds are write. For example, ee as in tree and ea as in tea.

Vowel sound	Set 3 Speed Sound Rhyme	Green words (decodable)
a-e	a-e: make a cake	shake make cake name same late date
ea	ea: cup of tea	real please dream seat cream
i-e	i-e: nice smile	hide shine white nice time like smile
o-e	o-e: phone home	hope home phone spoke note broke
u-e	u-e: huge brute	tune use June huge brute
aw	aw: yawn at dawn	saw paw yawn law dawn crawl
are	are: care and share	share dare scare square bare
ur	ur: nurse with a purse	burn turn spurt nurse purse hurt
ow	ow: brown cow	how now down brown town cow
oi	oi: spoil the boy	join coin voice
ai	ai: snail in the rain	snail paid tail paint train rain
e	e: he me she we	he me she we be
oa	oa: goat in a boat	goat boat road throat toast coat
ew	ew: chew the stew	chew new flew blew drew grew
er	er: better letter	never better weather proper corner after
ire	ire: fire fire	fire hire wire bonfire inspire conspire
ear	oar: hear with your ear	hear fear dear near ear
ure	ure: sure it's pure	Pure sure cure picture mixture creature future

Click the link below to hear how to pronounce the sounds correctly.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>



Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1.

The following websites have enjoyable games for your child to play to practice their reading of alien words.

<http://www.phonicsplay.co.uk/PicnicOnPluto>

<http://ictgames.com/literacy>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

Word time Lessons

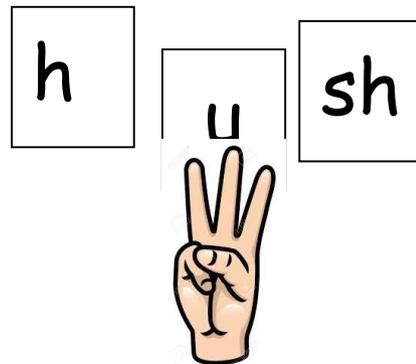
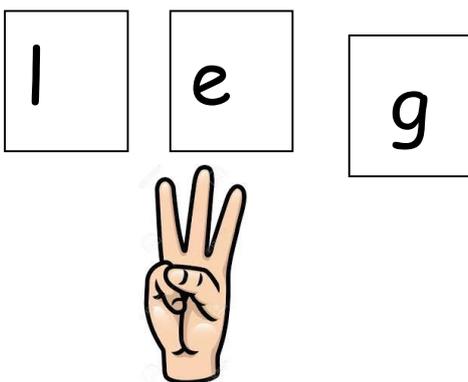
As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.

See link below for word time example.

<https://www.youtube.com/watch?v=3QCC6Mslxd8>

Spelling with your 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 then they write the letters that represent each sound.



At home, how can I help my child learn to read?

Read as many stories to your child as you can. Talk about the stories.

Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories. What you read to your child today, he will be able to read for himself very soon.

Step 1: Help your child to learn Speed Sounds Set 1

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk', e.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

Please do not use letter names at this early stage.

These first sounds should all be stretched slightly. Try to avoid saying **uh** after each one.:
e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmountain (keep lips pressed together hard)
s – ssssssnake (keep teeth together and hiss – unvoiced)
n – nnnnnnet (keep tongue behind teeth)
f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
l – lllllleg (keep pointed curled tongue behind teeth).
r – rrrrrrobot (say rrr as if you are growling)
v – vvvvvvulture (keep teeth on bottom lip and force air out gently)
z – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)
th – thhhhank you (stick out tongue and breathe out sharply)
sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)
ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)
nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding **uh** at the end of the sound:

t – (tick tongue behind the teeth – unvoiced)
p – (make distinctive p with lips – unvoiced)
k – (make sharp click at back of throat)
c – as above
h – (say h as you breathe sharply out – unvoiced)
ch – (make a short sneezing sound)
x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d – (tap tongue behind the teeth).
g – (make soft sound in throat).
b – (make a short, strong b with lips).
j – (push lips forward).
y – (keep edges of tongue against teeth).
w – (keep lips tightly pursed).
qu – (keep lips pursed as you say cw – unvoiced).

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).
e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat – smile).
o: o-o-o (push out lips, make the mouth into o shape).
u: u-u-u (make a sound in the throat).

The long vowel sounds are all stretchy sounds

ay: ay may I play
igh: fly high
oo: poo at the zoo
ar: start the car
air: that's not fair
ou: shout it out

ee: ee what do you see?
ow: blow the snow
oo: look at a book
or: shut the door
ir: whirl and twirl
oy: toy for a boy

Use these activities to teach your child

You will need a pack of Set 1 Speed Sound cards.

Please remember that children learn more rapidly if they are constantly praised!

Activity 1: Speed Sound cards – picture side

Spread 5-10 cards out, picture side up. Say the name of each picture together.
Ask your child to touch each card repeating the above.
Increase the speed.

Activity 2: Speed Sound cards – picture side

Spread the same 5–10 cards out, picture side up.
Say the name of each picture together, but this time bounce or stretch the beginning sound. (Look on the card to check which to do.)
Ask your child to touch each card repeating the above. Increase the speed.

Activity 3: Speed Sound cards – letter side

Spread out the same 5-10 cards, letter side up.
Say a sound, either stretching or bouncing it.
See how quickly your child can point to the corresponding card.

Activity 4: Speed Sound cards – letter side

Spread out the same 5-10 cards, letter side up.
Say a sound – no bouncing or stretching.
See how quickly your child can point to the card.
Now point to the card and ask your child to say the sound.

Activity 5: Speed Sound pack

Ask your child to decide the cards he wants to put in a 'Speed Sound' pack (the sounds that are known really well).
Encourage your child to read these at speed, getting quicker and quicker.
Try to increase the number of cards in the 'Speed Sound' pack until your child can read all 31 sounds quickly.

Activity 6: Word clue

Spread out the same 5-10 cards, letter side up.
Say, for example, 'monster, mirror, mouth'. (Emphasise the first sound.)
See how quickly your child can say the first sound and then find the card.

Writing

When starting to write sentences we will use the following methods –

Hold a sentence - listening to, orally repeating and then writing a sentence

Edit a sentence - correcting errors in a sentence, for example missing capital letters, punctuation and spelling mistakes.

Create a sentence - writing about a stimulus, often a picture from a storybook they were reading, for example filling in a speech bubble, completing a 'Wanted' poster or writing a simple recipe.

Ruth Miskin the founder of Read Write Inc had compiled a selection of short videos that give lots more information and examples. They are really worth watching - Click the link below 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

<http://www.ruthmiskin.com/en/resources/playlist-ruth-miskins-top-tips-parents/>