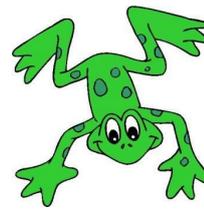




*Inspire, Enrich, Enlighten*

## *Read Write Inc*

*A Guide for Parents and Carers*



*Reading opens the door to all learning.*

*A child who reads a lot will become a good reader.*

*A good reader will be able to read challenging material.*

*A child who reads challenging material is a child who will learn.*

*The more a child learns the more a child wants to find out.*

**Dear Parents and Carers,**

At Charlestown School we use the Read Write Inc (RWI) programme to help all children become happy, confident and successful readers. This leaflet is designed to offer information about how we teach reading at school and how you can help with your child's reading development at home.

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.

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.

The children learn 44 sounds (we call these 'speed sounds') using simple picture prompts and then revise them daily using the Simple Speeds Sound chart and Speeds Sounds cards.. 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. For example, once your child has learnt to read the first 5 sounds: **m**, **a**, **s**, **d** and **t** they can then start to sound blend the letters and read words that include these sounds such as **mat**, **sat**, **sad**, **mad**, **at** etc.

Simple Speed Sounds chart												
Consonants: stretchy												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
Consonants: bouncy												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
Vowels: bouncy						Vowels: stretchy						
a	e	i	o	u	ay	ee	igh	ow				
Vowels: stretchy												
oo	oo	ar	or	air	ir	ou	oy					

## 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.

There is a video that demonstrates this at <http://www.ruthmiskintraining.com/teacher-support/61/index.html>

### 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'. (Fred is a toy frog who can only talk in sounds.)

'Fred Talk' involves reading the sounds within a word for example c-a-t and then blending them together to read the word,

e.g. c-a-t - cat; sh-o-p - shop; s-t-r-e-e-t - street.

## Help your child to pronounce 'pure' sounds.

This will help them when they come to blend the sounds together in reading.

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 – mmmmmmountain (keep lips pressed together hard)

s – ssssnake (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 – lllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvulture (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*

*ee: ee, what do you see?*

*igh: igh, fly high*

*ow: ow, blow the snow*

*oo: oo, poo at the zoo*

*oo: oo, look at a book*

*ar: ar, start the car*

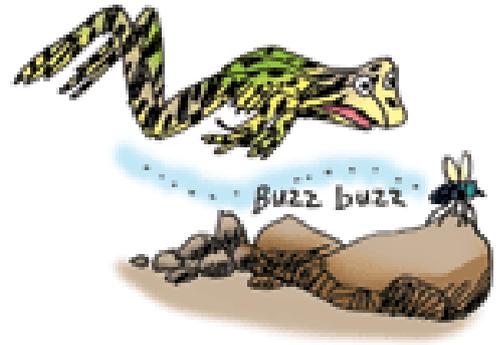
*or: or, shut the door*

*air: air, that's not fair*

*ir: ir, whirl and twirl*

*ou: ou, shout it out*

*oy: oy, toy for a boy*



## *Handwriting phrases for helping your child to form letters*

*We teach the formation of letters using phrases and RWI picture cards. You do not have to have the picture cards to help your child write each letter correctly, you can write the letters on cards. Reception children will be given a booklet to help them to practise the letter formation each day. Packs of sounds will also come home in a word wallet so that you know which sounds have been covered so far. These will have the letter on one side and the phrase on the back.*

- 1. Show your child the letter you want them to practise.*
- 2. Air-write as you say the phrase*
- 3. Ask your child to practise in the air with you*
- 4. Using a sharp pencil and sat at a table, encourage your child to have a go*
- 5. Praise your child for their efforts*

***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*

## **How we teach reading in school – frequently asked questions and answers**

Learning to read is the most important thing your child will learn at our school and will open the door to all areas of learning. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

### **How will my child be taught to read?**

We start by teaching phonics to the children in Foundation Stage. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters using picture cues and phrases.

The children also practise reading (and spelling) what we call 'tricky words' or 'red words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they can read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

### **How do I know the teaching will be good?**

All the staff have received intensive training to teach reading so that all children experience success. The children quickly move from learning to read, to reading to learn! We believe that it is very important that all the teachers and teaching assistants work in the same way. Senior teachers watch other teachers teaching to make sure that the children are learning how we want them to learn.

If you are worried about the teaching or you have any questions, please come to school and talk to us.

## **What can I do to help? Is there anything that I shouldn't do?**

Although it is our role to teach your child to read, the help you can offer at home will ensure your child fosters a love of books and experiences success sooner.

Your child will be given a book that is suitable for them to attempt to read on their own. Please trust your child's teacher to choose the book(s) that will help your child the most. We will not be reading these books to your child in school. However, your child may need some support in reading their book. Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link: <http://www.ruthmiskintraining.com/teacher-support/61/index.html>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here: <http://www.lovereadings4kids.co.uk/>

## **How will I know how well my child is doing?**

We will always let you know how well your child is doing. We use various ways to find out how the children are getting on in reading. We use the information to decide which reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

### ***How long will it take to learn to read well?***

*You will notice your child making progress with their reading very early in the programme. By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her reading age.*

### ***Does it matter if my child misses a lesson or two?***

*It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.*

### ***What if he or she finds it difficult to learn to read?***

*We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.*

*If we have any serious worries about your child's reading, we will talk to you about this.*

### ***What if my child turns out to be dyslexic?***

*The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.*

### ***My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?***

*This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. The message is, that children can learn to read, even if they find some sounds difficult to say.*

## Red and 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 RWI 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 on the next page for you to practise with your child at home. Start with Set 1 and move on as your child becomes fluent at reading them. A good way to help your child learn these words 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'!

### Alien words

These are nonsense words we use to assess your child's ability to blend sounds, e.g. f—o—p ...fop. The children love to work out these alien words!



*So...how can I use RWI to help my child at home?*

- 1. Help your child to learn the speed sounds and the writing formation of the sound with the corresponding action.*
- 2. Help your child learn to read phonetically decodable words by sound blending ('Fred Talk')*
- 3. Help your child read the books we send home. These are colour coded to correspond with the colour RWI group your child is in at school.*
- 4. Help your child learn the red words we will send home.*
- 5. Read as many stories to your child as you can. Talk about the stories.*
- 6. Explain the meaning of new words.*
- 7. Please do not use letter names at this early stage. When you are learning to read you only need to know what sounds the letters make, not their names.*

*Most importantly though, show the fun that can be gained by listening to stories.*

*What you read to your child today, they will be able to read for themselves very soon.*

*Thank you for taking the time to read this booklet.*

*Please remember we are here to support you and your child.*

*If you have any questions please talk to your child's teacher who will be happy to help.*