



Information for Parents/Carers PHONICS/READING



We all know that 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.

What is the purpose of this handout?

To inform parents of how reading is taught at Wychbold First and Nursery School
To supply parents with clear information on the RWI programme
To give parents tips on how to help their child to read by age 6
To provide guidance on what resources can be used to help your child at Home

What is Read Write Inc?

Read Write Inc (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and more information on this can be found at www.ruthmiskinliteracy.com .

Who is Read Write Inc. for?

The Read Write Inc. programme is for primary school children learning to read. Children will begin the programme in Year R and will remain on the programme until they are reading at a National Curriculum level 2a. Our aim is for most children to be off the scheme by the end of Year 2, however some children will remain on the scheme in Years 3 and 4.

How will it work?

Year R

Children will be taught a sound a day and will be assessed regularly by their class teacher.

When they have reached an appropriate level they will be grouped according to their reading level, and will be taught for up to an hour, when they will start reading and writing alongside learning the new sounds.

Years 1 - 2

The children will complete reading and writing activities for an hour each day, grouped according to their reading level.

Children will be grouped according to their stage not their age, so classes will be mixed and taught by different teachers/teaching assistants.

A few children who need extra support to maintain progress will work with a teaching assistant for an extra 10 minutes a day.

How do we know RWI works?

Schools embedding this programme have been recognised by OFSTED in the HMI 'Reading by Six Report' (November 2010) as an example of how the best schools teach reading.

What does the RWI teaching process look like at Wychbold?

Children are first taught the pure 'set 1 sounds' so that they will be able to blend the sounds in words more easily. In School we call this 'Fred Talk'.

We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words. To view correct pronunciation of the sounds, click on the link below:

http://www.youtube.com/watch?v=5J2Ddf_0Om8

At this stage, the children are not only taught the 'sound' the letter makes, but also how to form the letter, using a rhyme and picture prompt.

Learning the terminology

Phonics is a highly effective way of teaching reading and spelling.

Blending when reading and segmenting when spelling.

It is based on the link between sounds and the way we write them down (graphemes).

i-n contains 2 sounds and 2 graphemes

c-a-t contains 3 sounds and 3 graphemes

ch-a-t contains 3 sounds and 3 graphemes

l-igh-t contains 3 sounds and 3 graphemes

c-r-a-sh contains 4 sounds and 4 graphemes

s-t-r-ee-t contains 5 sounds and 5 graphemes

Each word always contains the same number of sounds and graphemes.

Graphemes can have 1,2,3,4 or 5 letters.

Stretchy consonant sounds

Practise stretching each sound (avoid 'fuh' 'luh' 'muh' 'nuh')

ffff	llll	mmmm	nnnn	rrrr	ssss	vvvv	zzzz	ssshhh	ttthhh	nnng
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Shortest sounds without an 'ah!'

f	l	m	n	r	s	v	z	sh	th	ng
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Bouncy consonant sounds

c-c-c-c k-k-k-k	h-h-h-h	p-p-p-p	t-t-t-t	ch-ch-ch-ch
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Say the shortest sound you can without an 'uh'

c	h	p	t	ch
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Practice bouncing each sound

b-b-b-b	d-d-d-d	g-g-g-g	j-j-j-j	w-w-w-w	y-y-y-y
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Double consonant sounds

These sounds are actually two sounds made closely together, but they are counted as one.

x (c s)	qu (c w)	nk (ng k)
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Fred's vowel sounds

There are five vowel sounds 'a' 'e' 'i' 'o' and 'u' but 20 vowel sounds.

a apple	e egg	i insect	o orange	u umbrella
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ay may I play?	ee what can I see?	igh Fly high	ow blow the snow	oo Poo at the zoo	oo look at a book	ar start the car	or shut the door
air that's not fair	ir whirl and twirl	ou shout it out	oy toy for the boy	ire fire fire!	ear hear with your ear	ure sure it's pure	

Practice Fred Talk these words:

1. Read the words in Fred talk. Say the last sound gently.
2. Spell the words using Fred fingers. Touch each finger as you say each sound.

a	m-a-d	s-a-d	g-r-a-n	p-r-a-m	t-r-a-p	b-l-a-ck
e	m-e-t	h-e-n	s-e-n-t	b-e-s-t	b-e-ll	l-e-ss

Vowels

a	e ea	i	o	u	au a-e ai	ee y ea e	igh i-e ie i	ow o-e oa o
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oo u-e ue ew	oo	ar	or oor ore aw aw	air are	ir ur er	ou ow	oy oi	ire	ear	ure
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What are Red Words?

These are words that are unable to be sounded out and so are irregular. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy.

Examples of red words	Was what to I my the said one you who love all some your water she he we me be
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Reading Books

As children are grouped by ability for phonics lessons, then the books they are introduced to read through the scheme are specific to their level of ability. Pupils will move through the reading books in colour bands and these will be changed as the children demonstrate more fluency and understanding of what they are reading. Reading books are issued in Reception Class as soon as the children are able to blend the first speed sounds taught.

The colour bands for RWI are:

Red (Ditty books)

Green

Purple

Pink

Orange

Yellow

Blue

Grey

In summary how and what do the children learn?

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using sound blending.
- read lively stories featuring words they have learned to sound out.
- after meaningful discussion led by an adult children show that they comprehend the stories by answering questions.

Writing

The children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme
- compose a range of texts using discussion prompts

Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other
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How can I help my child at home?

- Establish a routine to include reading regularly throughout the day and the week
- Have fun with Fred Talk at home e.g. Where is your c_oa_t? Time for b_e_d!
- Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words
- Recognise 'red words' together – remember 'you can't Fred a red!'
- Use the 'Questions for Reading' to help deepen understanding of the books you read together
- Fill in the 'Parent Comments' in your child's reading record to keep a dialogue with the class teacher
- Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story - talk about the stories with them.
- Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

What resources are available to help me support my child at home?

Set 1, 2 and 3 speed sound cards are available from the RWI or OUP website.

Further Information

Read Write Inc. Website:

<http://www.oup.com/oxed/primary/rwi/>

For Parents:

<http://www.oup.com/oxed/primary/rwi/forparents/>

Oxford Owl with Free E Books:

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

Questions for Reading	
Style	What type of book is this? (Fiction / non fiction) Have we read a book like this before? What other story is it like? Look at the cover. What do you think this book is going to be about? What do you think will happen? What is the title of the book? What can you see on the cover?
Setting	Where does this story take place? Where is this story set? Can you describe the setting of the story?
Characters	Who are the characters in this story? Who is the most important character in this story? Were there any characters that you didn't like? Why does that character behave like that?
Plot	What do you think is going to happen next? What is the most important thing that happened in the story? Was there a problem in the story and if so, how was it resolved? What was your favourite part of the story? Why? Did you dislike anything about the story?
Theme	Did you learn anything from the story? Has anything similar ever happened to you? Do you think the story ended happily?

	Why?
Punctuation	Can you spot where capital letters have been used? Why have they been used? Where are the full stops? Why have they been used?