



Dear Parents,

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.

It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

The following pages outline the way Read Write Inc works. This is the phonics programme we follow at St Charles Voluntary Catholic Academy, and it is designed to teach children how to become fluent and confident readers. It is hoped that this will in turn help the children to access other areas of the curriculum to help them to become confident learners who are eager to expand their own knowledge. If you ever have any questions regarding your child and their phonics journey, please do not hesitate to contact me.

Best Wishes,

Mr Wakefield

KS1 Phase Leader & Phonics Lead

Who is Read Write Inc for?

The Read Write Inc. programme is for primary school children learning to read. It enables every child to become a confident and fluent reader at the first attempt. Every child who completes Read Write Inc. learns to read fluently and confidently.

Why does it work?

The systematic and lively programme is organised by the Phonics Lead, Mr Wakefield.

All staff involved in the programme have had specific training to be able to teach the sessions and continue to share good practice.

The work in each group is matched to the reading ability of the child so they are able to access it independently, building their own confidence in their ability to read.

How and what do the children learn?

Reading:

The children learn 44 sounds (phonemes) and the corresponding letters/letter groups using simple picture prompts.

They then use these sounds to learn to read words using sound blending.

They practise their sound blending through the use of lively stories featuring words they have learned to sound out. They then complete comprehension activities by answering 'Find it' and 'Prove it' discussion questions.

Writing:

The children learn to write the letters/letter groups (graphemes) which represent the 44 sounds. They learn to write the words by saying the sounds and linking them to the graphemes.

They compose sentences both orally and in writing that link to the sounds children have been taught in their phonics lessons.

Talking:

Children are assessed so that they work with children who can read at the same level of fluency. This is to allow all children to take a full part in all lessons. They work in pairs so that they have opportunities to answer questions practise every activity and take turns in talking to each other. This also helps to build up their social and conversational skills.

How can I help my child learn to read?

Read as many stories to your child as you can. Talk about the stories with them and let them ask questions. Explain the meaning of new words. Most importantly though, show the fun that can be had by listening to stories. What you read to your child today they will be able to read for themselves very soon!

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

Please find below a list of the sounds that we teach the children. 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 Fed 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.

Please do not use letter names at this 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- mmmmmmmountain (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 – llllleg (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 ee: ee what do
you 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 a boy

Use these activities

You will need a pack of Set 1 Speed Sound cards (also available with guidance for parents as Read Write Inc. Flashcards).

Before children read the Storybooks, they are taught to read Set 1 Speed Sound Cards.

Letter-sound pictures are used to help children learn these sounds quickly.

e.g.

sssnake is morphed into s

d-d-d-dinosaur is morphed into d

The children are taught the Set 1 Speed Sound cards in the following order:

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

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.

Step 2: Help your child learn to read words by sound-blending.

Children learn to read words by blending the letter-sounds that are in the Speed Sound pack.

Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.

We call this Fred Talk e.g. l-e-g, b-a-ck, h-ea-d, p-e-n, c-u-p, g-r-ee-n

Make sure that children can read the Speed sound cards before you attempt to sound-blend a word.

Choose 3 cards from the Speed Sound pack that will make up a 3-sound word.

Muddle the cards and point to these sounds in and out of order to check these can be read at speed.

Put the cards in order and practise reading the sounds quickly until your child can work out the word.

This is difficult for many children so be lavish in your praise!

Speed Sounds Sets 2 and 3: The long vowels.

Once children have started to read the green storybooks you may like to teach your child more Speed Sounds.

You will need a pack of Set 2 and 3 Speed Sound cards.

Most vowel sounds have more than one spelling.

Teach Set 2 speed sounds thoroughly before starting Set 3 (The cards are numbered 2/3)

Vowel card: ay

Example lesson

Introduce the picture side of the card e.g. may I play?

Say:

This is a picture of children playing. They are saying ay, may I play?

Say the words listed on the back.

Ask your child to repeat the word and say 'ay' after each word.

Show the other side of the card. Say the sound 'ay'.

Keep turning the card over saying 'ay, may I play ' on the picture side and 'ay' on the other side.

As you teach more sounds, put the sounds you have taught in a Speed Sound pack, along with others from Speed Sounds Set 1.

See how quickly your child can read the cards. Get quicker and quicker.

Write some of the words from the back of the card onto paper.

Ask your child to read each word in Fred Talk and then read the whole word.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo		oo: look at a book	
ar		ar: start the car	
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	