Read Write Inc. Phonics
Partnership with Families

A simple guide to helping your child practise phonics confidently at home.

Getting started with RWI

- Use Fred Talk to help your child read and spell words (use sounds, not letter names).
- Encourage your child to read their RWI Storybook.
- Watch the Virtual Classroom films together.
- Read stories to your child every day.

Set 1 sounds

- Use pure sounds rather than letter names.
- Teach the picture names.
- Practise reading sounds speedily.
- Use the handwriting phrases to practise writing.

Set 2 & 3 sounds

- Practise saying each sound and its phrase.
- Practise reading sounds speedily.
- Help your child use 'Special Friends' and 'Fred Talk' to read words.

Fred Talk

- Speak like Fred throughout the day.
- Play Fred games together.
- Use Fred Talk to read words.

How do I use the Virtual Classroom?

1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun!

Find more free parent resources at **www.ruthmiskin.com**

Order of teaching sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order:

Set 1 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

Set 2 Sounds

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just 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:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

The table below shows the sound, the associated phrase and example green words.

Vowel sound	Set 2 Speed Sound Rhyme	Green words
ay	ay: may I play	day play say may tray today
ee	ee: what can you see?	seen need sleep feel three green
igh	igh: fly high	might light sight night fright
ow	ow: blow the snow	snow flow know show blow
oo	oo: poo at the zoo	mood fool pool stool moon spoon
oo	oo: look at a book	took shook cook foot
ar	ar: start the car	bar park smart sharp car spark
or	or: shut the door	sort short worn horse sport fork
air	air: that's not fair	fair stair hair lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt
ou	ou: shout it out	mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy

Red words

Red Words are also known as common exception or 'tricky' words. They occur in stories regularly (said, what, where) but have unusual letter combinations (ai' in the word 'said' makes the sound 'e'). This means they can't be sounded out (Fred-talk) Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'. Tell your child the word if you need to and work together to learn them by sight. The more your child sees the words the easier it will be for them to recognise and read them by sight.

Set 1

I	the	my	you
said	your	are	be
of	no		

Set 3 Sounds

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

The table below shows the sound, the associated phrase and example green words.

Vowel sound	Set 2 Speed Sound Rhyme	Green words
a-e	a-e: make a cake	shake name same save brave late
ea	ea: cup of tea	neat real clean please dream
i-e	i-e: nice smile	hide shine white nice wide like
o-e	o-e: phone home	hope home rose spoke note those
u-e	u-e: huge brute	tune rude use June excuse
aw	aw: yawn at dawn	saw raw law straw dawn craw
are	are: care and share	bare bare spare scare flare square
ur	ur: nurse with a purse	burn turn hurl burp slurp lurk
ow	ow: brown cow	howl down brown drown gown
oi	oi: spoil the boy	join coin voice choice noise
ai	ai: snail in the rain	paint train rain plain strain
e	e: he	me she we he me she we he
oa	oa: goat in a boat	toad road oak loaf throat toast
ew	ew: chew the stew	new knew flew blew crew newt
er	er: better letter	over never weather hamster after
ire	ire: fire fire	spire bonfire inspire conspire hire
ear	oar: hear with your ear	fear dear gear spear year
ure	ure: sure it's pure	picture mixture adventure pure

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 more able to apply their decoding skills to any unfamiliar word, may it be real or nonsense. Each day during lessons, children will practice their decoding skills by sounding out the letters in 'Alien words'. With these 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.

Fred the Frog

Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk. For example, Fred would say m - a - t we would say mat.

Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

The following video is an example of blending sounds with Fred.

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

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. Ditty lessons follow on from this where 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.

Storybook Lessons

The next stage of the Read Write Inc scheme is for children to read storybooks that are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds they have been learning, red word (words that are not decodable) and challenge words to extend children's vocabulary. After children have practiced these words individually, they are prepared to see them in context in the story.

Activities such as comprehension questions, partner discussion and writing activities based on the book follow. A spelling quiz is held each week to test the children's knowledge of words with the newest sound they have been learning.

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. Children are taught how to form letters using a handwriting phrase to help.

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