



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 our literacy programme works. We hope that you will not hesitate to ask for any help throughout the programme. We are here for your child!

Best wishes,

Ruth Miskin

## **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.

We also have another programme, Read Write Inc. Fresh Start, for upper primary and secondary school children learning to read. This uses exactly the same method but uses age appropriate texts.

Using our method:

- ✓ Children in the early years learn to read confidently and fluently.
- ✓ Older children with reading difficulties make fast progress.
- ✓ Children with specific learning difficulties learn to read.

The Read Write Inc. programme is also used with great success to support children of all ages who have been designated as dyslexic.

The reading teacher is guided from the very beginning to help the children become confident and fluent readers (the first time they learn).

## **Why does it work?**

- ✓ The systematic and lively programme is organised by an in-school manager
- ✓ All staff (teachers and assistants) are trained together by one of our trainers who has taught and managed the programme (no cascade training is used)
- ✓ The children read and write for an hour each day, grouped according to their reading level. (Two, 20 minute sessions for Reception children.)
- ✓ Children do not struggle because the work is too difficult or get bored because the work is too easy.
- ✓ A few children who need extra support to maintain progress work with a reading tutor (teaching assistant) for 10 minutes in the afternoons to ensure that they do not fall behind their peers.

## 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
- ✓ show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion 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
- ✓ write simple sentences
- ✓ compose stories based on picture strips
- ✓ 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





## **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**

Detailed guidance is given in the Read Write Inc. Parent Handbook: *Help your child to read with phonics.*

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.

If your child's class teacher has been trained in the programme she can show you how to pronounce these sounds.

### **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 - 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 - 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 - *thin*nnngg on a *strin*nnngg (curl your tongue at the back of your throat)  
nk - I *thin*k I *stin*k (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 to teach your child**

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

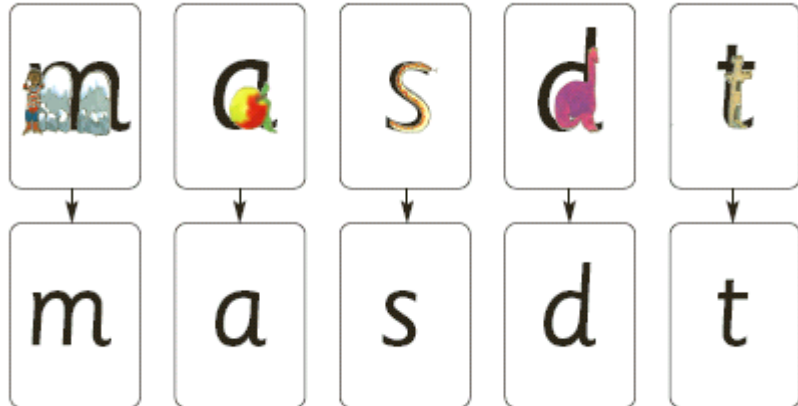
Before children read the Storybooks, they are taught to read Set 1 Speed Sound Cards. Letter-sound pictures are used to help children learn these sounds quickly.

e.g.

ssssnake 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!*

### **Step 3: Help your child to read the Ditties**

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home.

Ask children to read the sounds at the top of the page, the word list and then the short text. If they hesitate ask them to use 'Fred Talk' to read the word.

(Similar short texts are also available with guidance for parents and reward stars for children to colour in: *Read Write Inc. Storybooks Levels 1A-E and 4A-C.*)

### **Step 4: Storybooks**

Once children can read the first set of Speed Sounds and can read the Ditties, they will start to bring home the Storybooks. The Storybooks have been written by Gill Munton, a talented and experienced author. When you read Gill's stories, you forget that you are reading a text with a strong phonic structure. The language is natural and fluent and each story has a clear shape. Humour is a strong feature - children want to read the books again and again.

The Storybooks will be brought home once children have completed all the work associated with this book.

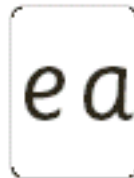
There are instructions in every book for you to follow.

*Always praise your child!*

## 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 (also available with guidance for parents as Read Write Inc. Phonics Flashcards).*



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	Set 3 Speed Sound cards	
	<i>Teach these first</i>		
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?	