

Dear Parents and Carers,

Your child is learning to read with Read Write Inc. Phonics, a very popular and successful literacy programme. This booklet shows you how you can get your child off to a quick start. Your child will learn to read in a very simple way:

- Read letters by their 'sounds'
- Blend these sounds into words
- Read the words in a story

**How will my child learn to read?**

First, your child will learn to read:

- Set 1 Speed Sounds.

These are sounds written with one letter: m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck.

- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.
- Blending Books and Red, Green and Purple Storybooks.

Second, he or she will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy
- Words containing these sounds
- Pink, Orange and Yellow Storybooks.






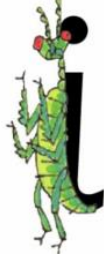

Third, he or she will learn to read:








- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
- Words containing these sounds
- Blue and Grey Storybooks.








**Terminology Glossary**








<u>Terminology</u>	<u>Definition</u>
Fred talk	Sounding out the word before reading
Bouncy sound	Sounds that are said with a short, sharp gap in between eg d-d-d-d
Stretchy sound	Sounds that are said in one continuous sound eg mmmmm
Special friends	Sound written with more than one letter
Speed sounds	The individual sounds that make up words.
Sound blending	Putting sounds together to make a word.




## Set 1 Speed Sounds

Grapheme	Picture card	Pronunciation card	Formation phrase
m	 mountain	Press your lips together hard and say <b>mmmmm</b>	Down Maisie, mountain, mountain.
a	 apple	Open your mouth wide as if to take a bit of an apple and say <b>a-a-a-a</b>	Around the apple and down the leaf.
s	 snake	Keep your teeth together and hiss <b>sssss sssss</b>	Slither down the snake.
d	 dinosaur	Tap your tongue gently behind your teeth <b>d-d-d</b>	Round the dinosaur's bottom, up its tall neck and down to the feet.
t	 tower	Tuck your tongue behind your teeth <b>t-t-t</b>	Down the tower, across the tower.
i	 insect	Make a sharp sound at the back of your throat and smile <b>i-i-i-i</b>	Down the body, dot for the head.
n	 net	Keep your tongue behind your teeth <b>n-n-n</b>	Down Nobby and over his net.



p	 pirate	Make a light popping sounds <b>p-p-p-p</b>	Down the plait and over the pirate's face.
g	 girl	Make a soft sound in your throat <b>g-g-g-g</b>	Round her face, down her hair and give her a curl.
o	 orange	Push your lips out and make your mouth into an o shape <b>o-o-o-o</b>	All around the orange.
c	 caterpillar	Make a sharp click at the back of your throat <b>c-c-c-c</b>	Curl around the caterpillar.
k	 kangaroo	Make a sharp click at the back of your throat <b>c-c-c-c</b>	Down the kangaroo's body, tail and leg.
u	 umbrella	Make a sound at the back of your throat <b>u-u-u</b>	Down and under, up to the top and draw the puddle.
b	 boot	Try to say a short b instead of buh <b>b-b-b-b</b>	Down the laces to the heel and round the toe.

f	 flower	Keep your teeth on your bottom lip and force air out sharply <b>ffffff</b>	Down the stem and draw the leaves.
e	 egg	Bounce <b>e-e-e-e</b>	Lift off the top and scoop out the egg.
l	 leg	Keep your tongue pointed and curled behind your teeth <b>lllll</b>	Down the long leg.
h	 horse	Breathe out sharply onto your hand <b>h-h-h-h</b>	Down the head to its hooves and over its back.
r	 robot	Make the sound as if making a mini growl <b>rrrrr</b>	Down its back and curl over its arm.
j	 jack in the box	Push your lips forward to make the sound <b>j-j-j</b>	Down its body, curl and dot.
v	 vulture	Keep your teeth on your bottom lip and force out air <b>vvvv</b>	Down a wing, up a wing.

y	 yak	Keep the edges of your tongue against your teeth y-y-y-y	Down a horn, up its horn and over its head.
w	 worm	Keep your lips tightly pursed w-w-w-w	Down, up, down, up
z	 zip	Keep your teeth together and make the sound of a fly zzzzz	Zig-zag-zig
x	 exercise	Bounce x as if you're saying kiss without cs x-x-x-x	Down the arm and leg. Repeat the other side.
<u>Grapheme</u>	<u>Picture card</u>	<u>Pronunciation phrase</u>	<u>Formation phrase/catchphrase</u>
sh	 snake horse	Force out your lips and put your finger to your mouth ssshhhhh	sh says the horse to the hissing snake.
qu	 queen umbrella	Bounce qu-qu-qu-qu Keep your lips pursed as you say cw.	q- Round her head, up past her earrings and down her hair.
th	 tower horse	Put your tongue between your teeth and you force air out th-th-th	th The princess in the tower is rescued by the horse.

<h1>ng</h1>	 <p>thing on a string thing on a string</p>	<p>Make a long nasal sound at the back of your throat <b>ng-ng-ng-ng</b></p>	<p>ng Thing on a string</p>
<h1>ch</h1>	 <p>Caterpillar horse</p>	<p>Thrust your lips out and pretend to sneeze <b>ch-ch-ch-ch</b></p>	<p>ch The horse sneezes when the caterpillar's hair gets up his nose.</p>
<h1>nk</h1>	 <p>I think I stink I think I stink</p>	<p>Make a long nasal sound at the back of your throat with a click at the end <b>nk-nk-nk</b></p>	<p>nk I think I stink</p>

### Set 2 Speed Sounds

Grapheme	Catchphrase	Words
<h1>ay</h1>	 <p>May I play?</p>	<p>day, play, way, say, spray, may, tray, lay.</p>
<h1>ee</h1>	 <p>What can you see?</p>	<p>see, three, been, green, seen, keep, need, feel, sleep.</p>

igh



fly high

high, night, light,  
fright, bright,  
sight, might

ow



blow the snow

blow, snow, show  
slow, know, flow,  
glow

oo



poo at the zoo

too, zoo, mood,  
fool, pool, moon,  
stool, spoon

oo



look at a book

took, look, book,  
shook, cook, foot

ar



start the car

car, bar, star,  
park, smart, star,  
sharp, start

or



shut the door

short, sort, worn,  
horse, sport,  
snort, fork

air



that's not fair

fair, air, stair,  
lair, chair, hair

ir



whirl and twirl

girl, bird, third,  
whirl, twirl, dirt

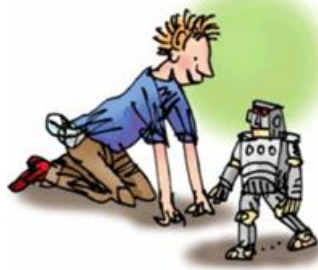
ou



shout it out

out, shout, loud,  
mouth, round,  
found






oy



a toy to enjoy

toy, boy, enjoy

Set 3 Speed Sounds

Grapheme	Catchphrase	Words
ea	 cup of tea	eat, tea, neat, real, clean, please, leave, dream, seat, scream
oi	 spoil the boy	join, coin, voice, choice, noise
ā-e	 make a cake	make, shake, cake, name, same, game, save, brave, late, date
i-e	 nice smile	shine, white, fine, hide, smile, nice, wide, like, mine, time
o-e	 phone home	home, rope, rose, spoke, note, broke, stole, those

u-e



huge brute

tune, rude, huge,  
mule, brute, use,  
June, dude,  
accuse, excuse

aw



yawn at dawn

saw, raw, law,  
straw, dawn, paw,  
crawl, jaw, claw,  
yawn

are



care and share

care, share,  
dare, bare,  
spare, stare,  
scare, flare,  
software

ur



nurse with a purse

burn, turn, lurk,  
hurl, burn, burp,  
slurp, nurse,  
purse, hurt

er



a better letter

over, never,  
better, weather,  
after, hamster,  
litter, proper,  
corner, supper

ow



a brown cow

how, howl, down,  
brown, cow, town,  
crowd, drown,  
now, gown

ai



snail in the rain

paid, snail, tail,  
drain, paint,  
Spain, chain,  
train, rain, stain

oa



goat in a boat

toad, oak, road,  
cloak, throat,  
roast, toast,  
loaf, coat, coal,  
coach

ew



chew the stew

knew, new, flew,  
blew, few, crew,  
newt, screw,  
drew, grew, stew

ire



Fire! Fire!

fire, hire, wire,  
spire, bonfire,  
inspire, conspire

ear



hear with your ear

ear, hear, dear,  
fear, gear, near,  
rear, tear, year,  
spear

ure



sure it's pure

sure, pure,  
picture, mixture,  
creature, future,  
adventure,  
temperature

tion  
sion



Pay attention. It's a  
celebration.

conversation,  
celebration,  
exploration  
tradition,  
congratulation,  
attention

cious  
tious



cious  
sious  
scrumptious delicious

precious,  
delicious,  
suspicious,  
ferocious,  
vicious,  
scrumptious









e



he she we me be

he, we, me, she,  
be

Additional sounds taught after Set 3 Speed Sounds

<u>Grapheme</u>	<u>Catchphrase</u>	<u>Words</u>
	 terrible tie	tie, magpie, flies, tried, pie, lie
	 go Pete and Steve	Pete, Steve, these, theme, complete
	 come to the rescue	rescue, glue, blue, queue, due
	 Paul the astronaut	Paul, astronaut, August, author, dinosaur, pause

ph



take a photo

trophy, alphabet,  
elephant,  
nephew, orphan

wh



whisk, whisk

wheel, whirl,  
whisper, white,  
whine

kn



Knock knock who is there?

knock, knight,  
kneel, knee,  
know, knit

ck



Tick tock clock

tick, tock, clock,  
rock, lick, pick,  
back, snack,  
neck, stick, duck

## Red Words

Red words are words that cannot be sounded out. They must be remembered. Red Words with an asterisk next to them are 'red for a while' words, i.e. red until the tricky grapheme is taught as a Speed Sound. The tricky part of the word has been circled.

Can your child read these words? Once they can read them, can they learn to spell them?

I the you your said was  
are of want what they to  
he\* me\* we\* she\* be\*  
no\* so\* go\* old\* her\* baby\*  
do does all call tall small  
many any one anyone some come  
watch who where there here were  
brother other mother father love above  
two once buy worse walk talk  
bought caught through thought whole wear  
could would should great saw\* why\*  
now\* how\* down\* over\*  
my\* by\* son water school\* ball  
everyone their people put

(\* = red for a while)

## How you can support your child at home

When supporting your child at home, little and often is best. A few minutes 4-5 times a week would be fantastic. This will help support your child's fluency in Reading and build up their confidence.

### Help your child read Set 1-3 speed sounds

In this pack, we have included Set 1-3 plus additional sounds taught after Set 3 flashcards. You will see that each sound is drawn in the shape of a picture for example 's' is the shape of a snake and 'd' is the shape of a dinosaur.

1. Ask your child to say the name of the picture on the back of each card, e.g. a-a-a-apple, ssssnake, getting quicker each time.
2. Help your child to say the sound hidden behind each picture, e.g. 's' is behind the snake. Repeat until your child can do this quickly.
3. Help your child to say the sounds on the letter side, getting quicker each time. If he or she forgets, turn back to the picture side. When your child can say the sounds without turning over to check, increase the speed!

### Help your child to read words

Using the flashcards provided:

- Make words using flashcards. Point to the sounds and say the word. Can your child repeat this?
- Can your child point the letters and say the sounds?
- Can your child blend the sounds to read the word?
- Can your child make words using the flashcards with three letters?
- Can your child make words using the flashcards with four letters?

### Support your child to read the story books

#### Blending Books

Ask your child to read each word in sounds - the children will be familiar with this and will know it as Fred Talk. Then encourage the children to say the word. Turn over the page to check if they are right. Continue to practise reading this book at home to develop fluency and confidence.

## **Story books**

As soon as your child starts to read the Read Write Inc. Phonics Storybooks, he or she will bring home a Read Write Inc storybook. Your child would have read this book with their Reading Teacher already so they should be confident in reading the sounds and words. Please continue to read this book at home with your child, working on their reading of red and green words, sounds learnt that week in phonics and most importantly their understanding of the text. Please see the books for support on how to support your child with their comprehension. Your child will keep this reading book for up to one week and it will be changed by their Reading Teacher in school.

## **Sharing Books**

Your child may also bring home a Sharing Book. This book is for you to enjoy at home with your child. It may contain some sounds or words that your child has not yet been taught. Your child will need more support in reading this book. This is a great opportunity to get comfortable and enjoy reading with your child. These books will be kept for a week and changed by the class teacher. The day they are changed may vary from class to class.