



# Read Write Inc Phonics Parents' information

## St Peter's Primary School Phonics leader: Jennifer Scott

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

# What is phonics?



Every word we say is made up of sounds. These are called phonemes.

The way we write the sounds down are called graphemes.

Phonics is the teaching of phonemes and graphemes and how we use them to read and write.

# Why *Read Write Inc.* Phonics?



A rapid *learn to read* programme so children *read to learn* for the rest of their lives.

Tried and tested over many years

Structured

Early success in reading

# Who is it for?



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Early years and KS1 (Four-year-olds plus)

Older children who need to 'catch-up' (stage not age). Therefore certain children in KS2.

Children new to English

Children with special needs

# How does it work?



## Children:

Learn 44 sounds and matching letters

Learn to blend sounds to read words

Read lots of specially written books

# Children learn a simple code first



## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

*Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

# How does it work?



## Children:

*Talk a lot about what they have read to show they understand*

*Listen to and discuss other ideas to deepen understanding*



# Storybooks and Get Writing Books





Fred...



Fred helps children learn to read

Fred can *only* talk in sounds...

(Fred can only say c\_a\_t, he can't say cat)

We call this *Fred Talk*

If children understand Fred they can *blend* orally.

*Blending is needed for reading.*

# Green words and Red words



English gets more complicated and there are some words that you can't Fred.

They are red words - 'the' 'you' etc.

Your children are taught these words as whole words.

Fred...



Fred helps children learn to spell too!

Children convert words into sounds

They press the sounds on to their fingers...

We call this *Fred Fingers*



# FRED GAMES



Speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together.

Fred says...

1. Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.
2. Say: h-e-d, hed. Ask children to repeat.

Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p

Fred I spy

1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.
2. Say: r-e-d, red. Ask children to repeat.

Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n

Fred's fridge

Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p-ee-z; leek l-ee-k

Fred's wardrobe

Scarf s-c-ar-f; hat h-a-t; coat c-ow-t; socks s-o-c-s; shorts sh-or-t-s; dress d-r-e-ss; skirt s-k-ir-t

Use Fred Talk for single syllabic words at the end of sentences throughout the day.

E.g. It is time for l-u-n-ch...lunch, come and sit on the f-l-oor...floor.

# Read Write Inc - Biggest changes you will notice.



- Stage not age - children are grouped based on their reading level, on-going assessments help identify children who are making speedy progress and children who may need one to one tuition.

# Home reading books – for children on the RWInc programme.



- RWInc book - this is the book that your child has worked on in lessons and is sent home approximately every third day or every fifth day. They should know this book inside out! It should not be difficult, it should be effortless as it is at their reading level. It is your child's opportunity to review their sounds and to build confidence.
- Guided choice: a book your child has chosen. They may need your help with this book as it may not be at their level. Great opportunity to read together, to model reading and enrich vocabulary.

# How can you help your child?



By using pure sounds not letter names.  
When pronouncing the sounds no 'ugh'

Knowing the graphemes (letters 'ng' 'igh')

Video for pronunciation guide:

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Parents info and support:

<https://www.ruthmiskin.com/parentsandcarers/>

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

# Top tips



- . Talk to Your Child! Oral language is the foundation for reading.
- . Make Reading Fun!
- . Set an Example

## Reading strategies (If your child gets stuck on a word)

These are strategies we would encourage in school:

Think about what word would make sense in the story or sentence.  
Sound the word out.

Think of a word that looks and sounds similar.

Look for parts of the word that are familiar.

Check the pictures and the punctuation marks for clues.

Go back and read again.

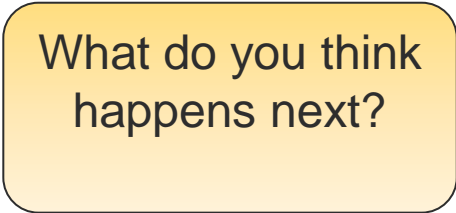


# And...

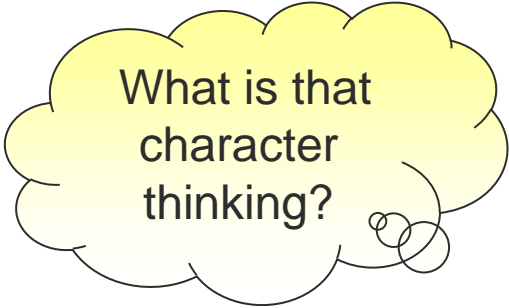


Read with your child and ask questions.


Use these prompts to help you:



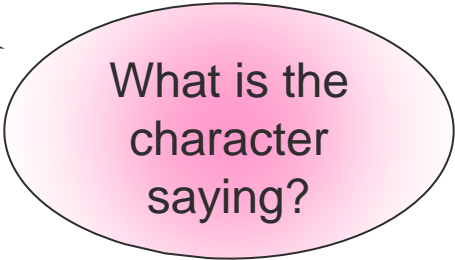
What do you think happens next?



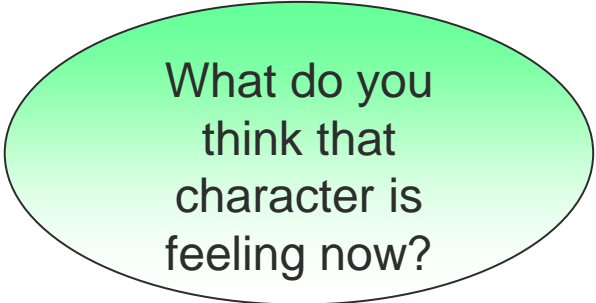
What is that character thinking?



What is happening?



What is the character saying?



What do you think that character is feeling now?

Thank you...



Happy reading!