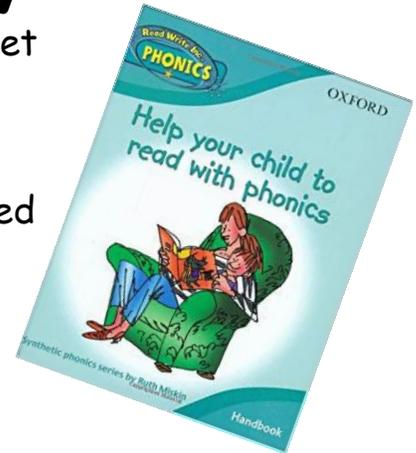




Watcombe Primary School

RWI Parents Information Booklet



We teach children to read using a phonics program called **Read Write Inc.**

The Read Write Inc. programme supports **every child** to become a confident and fluent reader, develops a wide range of vocabulary and encourages a love of stories.

How and what do the children learn?

The children:

- ✓ learn 44 sounds and the matching letters/letter groups using simple picture prompts. (Phonics)
- ✓ 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
- ✓ *Talk a lot* about what they have read to show they understand
- ✓ *Listen to and discuss* other ideas to deepen understanding.
- ✓ They take part in a daily phonics and reading lesson that they are grouped for to ensure is targeted to their level of development.
- ✓ learn to write the letters/letter groups which represent the 44 sounds using simple handwriting phrases that have formation stories relating to the picture.

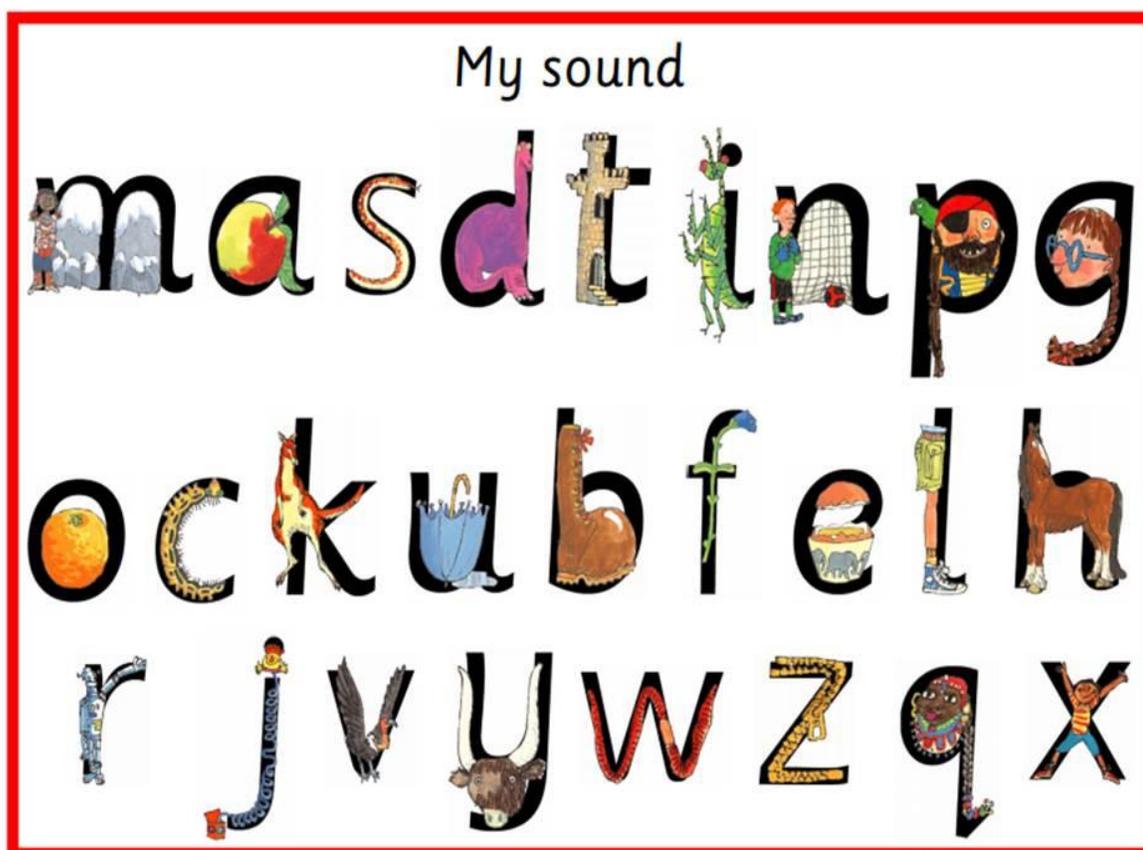




At school we use a frog (called Fred) in our RWI lessons. He can sound talk words beautifully! When we say words in sounds we call it 'Fred Talk'. We do not use letter names at this stage; we simply focus on the sounds that are used to sound out words. The sounds that letters make are called phonics. Using Phonics is a highly effective way of teaching reading and spelling. If the children come across a word in a book they are unsure of, we ask them to 'Fred Talk, then read the word', this encourages them to sound talk in order to decode it and then blend to read it.

E.g. d-o-g, dog / sh-o-p, shop

The children are not only taught the 'sound' the letter makes, but also how to form the letter, using a rhyme and picture prompt...



There are **three sets of sounds** used in RWI. Each set is introduced only when the children are secure at the previous set. Stories are linked very closely to the sounds the children have already learnt so are fully decodable for the children at each stage.

Set 1 Speed Sounds are taught in the following order:

m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k

Set 2 and 3 Speed Sounds

Only once your child is secure with all Set 1 sounds they will then be taught Set 2 and Set 3 sounds.

Long vowel sound	Set 2 Speed Sounds	Set 3 Speed Sounds	
	<i>These are taught 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	ao: 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?	

Red Words

Some words do not fit the sound rules and are called irregular. In school we call them Red or 'Tricky' words and children learn to read them with an understanding that they are tricky because the letters do not make the usual sounds when we sound them out. This is just a selection; there are lots more to learn!

what	all	no	we	so
to	me	call	her	there
want	go	old	some	one

I	the	my	you	said
your	are	be	he	does

who	were	any	where	two
love	many	here	once	talk
could	thought	great	son	water
there	their	come	watch	brought

How can I help my child learn to read?

It is important to ensure you listen to your child read a minimum of 5 times per week. You can have a profound impact on their progress by doing this. It is best practice to allow your child to read the same book a number of times so they become fluent at reading the words in the story and can fully comprehend the story and all its vocabulary. Home reading books are changed up to twice weekly. Please ensure your child reads the same book **at least** twice, but preferably 3 to 4 times each.

In addition to listening to your child read, please continue to read as many stories to your child as you can so they encounter high quality literature outside of their reading level. Talk about the stories, have fun with character voices, explain the meaning of new words and importantly have fun! Repeating the stories over and over really helps to embed phrases, patterns and language. By reading exciting storybooks to your child, you will help them develop a wide, rich vocabulary and a true love of reading. To support this in Reception and Year 1, in addition to the child's reading book, they will also come home with a new 'Share a story book' each week for you to enjoy together.

Help your child to become confident at recalling sounds

We use 'pure' sounds so that your child will be able to blend the sounds into words more easily.

It is really important that you try to support your child to pronounce the sounds correctly in order for them to be able to blend and make progress in reading.

Please take time to look at the guidance on how to pronounce the sounds in a pure way, which can be found by following this link:

<https://global.oup.com/education/content/primary/series/rwi/parents/?region=uk>

For more information about the Read Write Inc program or how you can support your child at home, please look at the parents' pages by following the link below

<http://www.ruthmiskin.com/en/parents/>

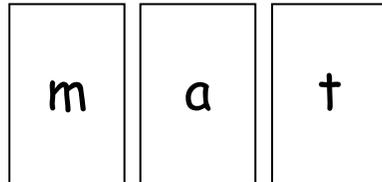
Activities you can do to support your child at home

(You will need sound cards for these activities; can purchase the official RWI cards from Amazon, or print a paper copy from the download on the RWI information page on the school website.)

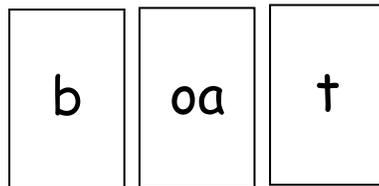
Activity 1: Sound-blending (Fred talking)

Before you attempt to read a word, go through the speed sound flashcards and help your child to say each sound purely. They need to be able to read these at speed.

Choose 3 cards from the sound pack and arrange them in an order so that they are next to each other, creating a three sound word. E.g.



Ask your child to touch each sound in the correct order and practise reading the sounds quickly (this is what we call 'Fred talk') When they can hear what word it is, encourage them to swipe their finger under the word and read it. Praise them for doing this! As your child becomes more confident at Fred Talking and blending to read the word, you can introduce some digraphs (two letters that make one sound)



Activity 2: Speed sound cards - letter side

Spread out 5-10 cards, letter side up. Say a sound, either stretching it or bouncing it (mmmmmmm or a-a-a-a) See how quickly your child can point to the correct corresponding card. You can make this into a fun game by hiding the cards for them to find, or timing them to see how fast they can be. They also enjoy playing 'Teacher' and correcting an adult when they make mistakes or can't say it fast enough!



Activity 3: Speed sound cards - picture side

Spread out 5-10 cards, picture side up. Say the name of each picture, bouncing or stretching the beginning sound (look on the card to check which to do). Ask your child to touch each card and repeat what you said. E.g. d-d-d-dinosaur.



