



Read Write Inc

Information for Parents

The children follow this progression in learning phonics:

Speed Sounds Set 1															
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	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

To help with the correct pronunciation please see:

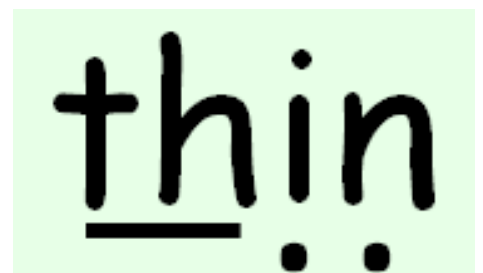
<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Alongside these they also learn red words (tricky words), which are difficult to blend but are key words they need to read and access texts (e.g. the, said, your).

You will find the green words are printed in order. The children work through set 1 sounds before moving on to set 2, and then the same for set 3. You will notice that we have put dots and lines under the different sounds - this is to help the children identify the phoneme and sound it out:

A line is placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph) which we call '**special friends**'.

A dot is placed under a phoneme that has only one letter for the corresponding grapheme (graph).



RWI terminology

Your child may begin to use terminology that you are unfamiliar with - this glossary of terms may help!

Green words:

We use **Fred Talk** - Fred the frog only speaks in sounds not whole words. This develops the skill of blending. Point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word. Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly then saying the word out loud. For example Fred would say c-a-t, we would say 'cat'. The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q



Red words:

Red words are words that cannot be broken down. These are taught explicitly, and are words that children need to read by sight. The children should be told these words and practise sight reading them (without blending). Please do not go on to the next words before your child moves on at school - this could be confusing for them.

Fred Fingers

Fred Fingers are used for spelling. Children hold up the hand that they do not write with. They sound out the word they are spelling and put up the correct number of fingers for the word.

For example: m-ee-t = 3 sounds = 3 fingers.

- Ask your child how many sounds they can hear in the word "meet"
- Ask your child to put up their Fred Fingers (there should be three)
- Using the hand that your child writes with, they pinch the first finger and say the first sound in the word 'm'
- Pinch the middle finger and say 'ee'
- Pinch the last finger and say 't'
- Fingers are pinched left to right, as we would read.

m-ee-t



Nonsense words

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in 'nonsense 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.

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 consists 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. You may have heard your child talking about 'hold, edit or build a sentence'. Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation. Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation. A spelling quiz is held each week to test the children's knowledge of words with the newest sound they have been learning.



Letter formation has an association with a picture:

Speed Sounds Set 1

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 

Each sound your child learns in Read, Write, Inc. phonics has a rhyme to help the children remember the sounds. The sounds are taught in a specific order, shown below, starting at the top from left to right. The children begin by learning the sound each individual letter of the alphabet makes. They then move on to learning how combinations of 2 or 3 letters can make one sound.

Set 1 sounds and words

m mmountain	a a-a-apple	s sssake	d d-d-dinosaur
t t-t-tower	i i-i-insect	n nnnet	p p-p-pirate
g g-g-girl	o o-o-orange	c c-c-caterpillar	k k-k-kangaroo
u u-u-umbrella	b b-b-boot	f ffflower	e e-e-egg
l llleg	h h-h-horse	sh sh says the horse	r rrrobot
j j-j-jack in a box	v vvulture	y y-y-yak	w w-w-worm
th th thank you	z zzzip	ch ch-ch-choo	qu qu-qu-queen
x xxx exercise	nk nk I think I stink	ng ng thing on a string	

Red Words at Set 1

Red words are what we call words the children cannot sound out as they do not follow the phonics language patterns. Their letters make uncommon sounds. The only way to learn these words is from memory, so they need lots of practise! These words are taught alongside new sounds, once the children can read some simple 3 sound words e.g. c-a-t.

These are the red words children should know while working at the set 1 sound level.

Set 1 Red words:

I	the	my	you	said
your	are	be	of	no
what	all	was	we	so
to	me	call	her	there

Set 2 sounds and words

These are the long vowel sounds your child learns at the beginning of year 1. These are sounds which are made up of 2 or 3 letters e.g. *ay* as in play, *igh* as in high. It is important that your child does not pronounce these as 2 or 3 separate sounds, but as one whole sound. Your child needs to recognise these sounds and read them in words. Please practise these sounds, till children are confident in reading them speedily.

This is a list of the set 2 sounds and the matching phrase.

ay: may I play
ee: what can 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

Set 2 Green Words

Once your child knows the set 2 sounds confidently, practise reading some words containing the set 2 sounds.

Green words to practise

day	must	may	way	vest	spray
see	stop	been	green	sleep	box
high	night	shop	fright	rock	might
snow	dress	slow	show	crisps	flow
too	jump	mood	fool	fish	spoon
car	think	star	ship	start	sharp
sport	sort	thin	worn	black	horse
fair	stair	bath	air	chair	has
girl	bird	swing	whirl	chip	dirt
out	mouth	swim	dog	round	found
toy	boy	sad	this	enjoy	got

Set 2 multi-syllabic words to practise

These words can be split into their syllables to read e.g. lighthouse as *light/house*

lighthouse	crayon	needle	joyful
without	popcorn	airport	balloon
looking	sparkle	destroy	alligator
unhook	asleep	repair	bedroom

Set 3 sounds and words

Remember, only practise Set 3 speed sounds once your child's knowledge of the Set 2 sounds is secure.

Some cards have three different spellings e.g. *ir* in *bird*, *ur* in *burn*, and *er* in *fern*. It is important you do not introduce all the sounds together for the first time. For the *ir* 'speed sound', practise *ir* and *ur* first and then practise *er*.

Practise the Set 3 speed sounds in these groups. Those in **bold** are from Set 3, those not in bold, your child will have learnt in Set 2.

Sounds with a dash in the middle are known as chatty friends, they need a letter between them to stop them from chatting e.g. a-e as in cake. The dash represents the place another letter will be in a word.

oy and oi
ee and ea (as in eat)
ay and a-e (as in make)
igh and i-e (as in smile)
ow and o-e (as in home)
oo and u-e (as in huge)
or and aw (as in dawn) and au (as in Paul)
air and are (as in share)
ir and ur (as in turn) and er (as in better)
ay and a-e and ai
ow and o-e and oa (as in goat)
oo and u-e and ew (as in stew) and ue (as in rescue)
ire (as in fire)
ow (as in brown)
ear (as in hear)
ure (as in pure)

Set 3 Green words to practise

Please do not practice all these words until your child knows all their Set 2 sounds. Concentrate on one sound at a time and when they know it, move on. 6 words a night is ample. Encourage your child to highlight them when they can read them without sounding.

dream	seat	sleep
choice	noise	enjoy
name	brave	tray
smile	like	night
spoke	stole	glow
brute	moon	excuse
dawn	horse	claw
flare	square	software
hurl	purse	whirl
weather	bird	corner
brown	crowd	found
drain	play	stain
cloak	toast	glow
tune	drew	grew
bonfire	inspire	conspire
fear	near	year

Set 3 multi-syllabic words to practise

These words can be split into their syllables to read e.g. rainbow as in rain/bow

rainbow	person	fearful	nephew
raincoat	poison	yawning	helicopter
flower	tired	hesitate	remote
beehive	perfume	repeat	picture
barefoot	jigsaw	understand	reaching
secure	declare	absolute	notebook

Red Words at Set 2/3

some	does	tall	come	watch
who	were	brother	any	there
where	too	small	love	many
here	once	buy	worse	thought
talk	could	anyone	would	great
son	water	should	they	half
going	over	laugh	because	can't
one	people	another	through	baby
told	even	mother	brother	why
friend	eye	only	key	