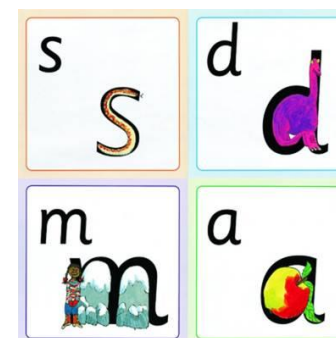




Read, Write, Inc.

A Guide for Parents



Eden Park Nursery and Primary
School Academy



What is Read, Write, Inc.?

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

In Reception at Eden Park, we match RWInc. sessions to suit your child's ability. Some children, who have attended our Frogs Nursery, will have been exposed to part of the RWInc. scheme before and we are aware that other children may not have. The scheme ensures that children are taught in small groups, in groups that match their ability.

The website below is a brilliant place to find more up to date information about Read, Write, Inc. There are lots of videos which include how to pronounce each sound correctly.

<https://www.ruthmiskin.com/en/find-out-more/parents/>



How Can I Help at Home?

Supporting children with reading:

- Children love reading the same book again and again. Their reading becomes speedier and they understand what they are reading.
- Encourage your child to read words using 'fred in your head'.
- Show your child how to read the story in a storyteller voice, by using expression when you read to them.
- Use pure sounds, not letter names. Details can be found using the following link: (or search 'Read, Write, Inc. Pronunciation').
https://www.youtube.com/watch?v=TkXcabDUg7Q&feature=emb_r_el_pause

Supporting children with writing:

- Encourage your child to use Fred Fingers to spell words
- Remind your child to use the 'handwriting phrases' to help them form letters correctly.

Supporting children with language development:

Children will have a large vocabulary if they are part of a 'talk-a-lot' family:

- Use every opportunity to talk with your child throughout the day (meal times, playing together, bath time etc.)
- Use new and ambitious vocabulary e.g. miserable instead of sad, stroll instead of walk
- Speak to your child in complete sentences
- Make up stories together - there's no need to write it down.



The Early Learning Goals:

The Early Learning Goals are what is expected of most children to achieve by the end of their first year in Reception, in terms of their Reading and Writing Development.

Reading:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



What sounds will my child learn?

Set 1	
m a s d t i n p g o c k u b f e l h r j v y w x z sh ch qu th ng nk	
Set 2	
ay ee igh ow oo (as in zoo) oo (as in look) ar or air ir ou oy	
Set 3	
ea (as in tea) oi (as in spoil) a-e (as in cake) i-e (as in smile) o-e (as in home) u-e (as in huge) aw (as in yawn) are (as in care) ur (as in nurse)	er (as in letter) ow (as in brown) ai (as in snail) oa (as in goat) ew (as in chew) ire (as in fire) ear (as in hear) ure (as in pure)

The chart above shows the order in which the sounds are taught. It is likely these will not all be taught in Reception, but be taught in Year 1 or Year 2, where Read, Write, Inc. continues.



What Will My Child Bring Home?

Once your child has settled in their new class and Read, Write, Inc. sessions fully begin, your child will bring home books in their bookbag to share with you at home. These will include 'decodable books' as well as a 'book to share'.

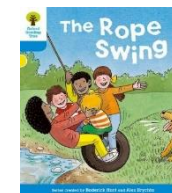
Decodable Books

These books are books that your child should be able to have a go at reading independently. They have been specifically selected to match your child's ability. These are books for your child to read and celebrate that your child is reading independently.



A Book to Share

These books are designed to be shared with a grown up. These books will contain unfamiliar words, which may be unable to be decoded by children, at this stage. These stories are brilliant for discussion about characters, predicting what may happen next and for asking comprehension questions to see what your child has understood.



Handwriting Phrases:

- m Maisie, mountain, mountain
- a round the apple, down the leaf
- s slither down the snake
- d round his bottom, up his tall neck and down to his feet
- t down the tower, across the tower
- l down the body, dot for the head
- n down Nobby, over his net
- p down the plait and over the pirate's face
- g round her face, down her hair and give her a curl
- o all around the orange
- c curl around the caterpillar
- k down the kangaroo's body, tail and leg
- u down and under, up to the top and draw the puddle
- b down the laces to the heel, round the toe
- f down the stem and draw the leaves
- e lift off the top and scoop out the egg
- l down the long leg
- h down the head to the hooves and over his back
- r down his back and then curl over his arm
- j down his body, curl and dot
- v down a wing, up a wing
- y down a horn, up a horn and under his head
- w down, up, down, up
- z zig-zag-zig
- q round her head, up past her earrings and down her hair
- x down the arm and leg and repeat the other side



How We Teach Reading:

Read, Write, Inc. begins by teaching children a small group of sounds associated with written letters. For example, they will learn that 'm' make an 'mmmmm' sound and 'a' makes an 'ah' sound. They will then be taught to blend these sounds together to read whole words, for example, m-a-t makes 'mat'.



Once children can sound out a word, we teach them to say the sounds silently in their heads. We call this '**Fred in your Head**'.

Meet Fred

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him. To help children read, Fred (



sounds and then children say the word. For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light.

Green Words

Green words are words that your child can sound out. When we read these words, we firstly encourage children to sound them out aloud. As a child becomes more confident and is able to blend the sounds together, we encourage children to 'fred in their head', which supports fluency.

Red Words

Red Words are also known as common exception or tricky words. These are words that your child cannot sound out. They occur in stories regularly (said, what, where) but have unusual letter combinations ('ai' in the word 'said' makes the sound 'e').

Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'. At Eden Park, we often say these words are trying to trick us and we've just got to learn them. When coming across these in stories you may need to tell them the word and your child will slowly pick them up as they continue to read more stories.

the	I	my	to	said	all	he
you	are	go	of	no	was	she



How We Teach Writing:

Children write every day during Read, Write, Inc. sessions, rehearsing out loud what they want to write. Children are encouraged to use their 'Fred Fingers' to help them segment or break down words that can be sounded out (green words).

For example:

1. Children count the number of sounds in a word (t-o-p – 3 sounds). Children therefore hold up 3 fingers.
2. Children say the word and then pinch each finger as they say each sound.
3. Children then write down the word, referring to their 'Fred Fingers', if they need to.

Teaching children to spell 'red words' is done through repetition and games throughout the classroom.

These include:

1. Making the word using magnetic letters.
2. Read, copy, cover, check.
3. Games such as snap and pairs to become more familiar.
4. Word hunts inside and outside the classroom.

As mentioned previously, they are tricky and we have just got to learn them.

