



Read, Write Inc. at Walkley Primary School

This booklet has been designed in order to help you and your child enjoy reading at home. It aims to provide you with clear information about how we teach children to read through a carefully planned, quality taught phonic approach and how this can be enhanced through quality books.

We aim to help create a positive 'learning to read' experience for you and your child at home; ultimately, working together to help your child make progress and read with fluency, accuracy and most importantly, enjoyment.

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Reading at Home - Do's and Don'ts

DO

- Keep reading time relaxed, comfortable and pleasurable.
- Find a quiet place, with the television turned off.
- Make it a special time together.
- Establish a routine in the day and read for 10-20 Minutes.
- Reward any reading with small treats e.g. stickers, choices.
- Talk about books, covers, stories, any written words around the house.
- Encourage use of 'Fred talk' to work out unfamiliar words.
- Join your local library together and use it regularly.
- Watch out for storytelling events, summer reads and reviews of new titles.
- Watch story time on CBeebies together.

DON'T

- Don't correct too often or too quickly.
- Make reading negative and pressured.
- Ignore requests to read any written words.
- Get worried or frustrated with slow progress.
- Let young children deface or mistreat.



Read, Write Inc. is our very successful reading programme that enables every child to become a confident and fluent reader at the first attempt.

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read and spell words using sound blending and segmenting (FRED TALK).
- read lively stories featuring words they have learned to sound out.

How can you support Read, Write Inc. at home?

1. Help your child to learn Speed Sounds.

(Please avoid using letter names with early readers.)

2. Help your child learn to read words by sound-blending (FRED TALK)

3. Help your child to recall words that cannot be sound-blended (Red words)

4. Read their storybook with them regularly and make comments about their blending/comprehension in their reading record.

5. Praise their increasing knowledge of sounds and sound blending.

6. Attend the Parent Reading and Writing Workshops.

Simple Speed Sounds chart

The first sounds your child learns.

Consonants: *stretchy*

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

Consonants: *bouncy*

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

Vowels: *bouncy*

Vowels: *stretchy*

a	e	i	o	u	ay	ee	igh	ow (blow)
---	---	---	---	---	----	----	-----	--------------

Vowels: *stretchy*

oo	oo (look)	ar	or	air	ir	ou	oy
----	--------------	----	----	-----	----	----	----

pure sounds!...

...go to our website video resource centre at
<https://walkley.primarysite.media/> for examples of
 the pure sound pronunciations.

...or go to Oxford Owl at www.oxfordowl.co.uk

Complex Speed Sounds chart

All the sounds taught on the RWI Programme.

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

The Complex Code:

44 sounds (phonemes)

The children need to learn the many variations the sounds can be written (graphemes).

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
						ea	ie	oa
						e	i	o

The English writing system has 461 graphemes which represent the 44 sounds (phonemes).

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

RWI concentrates on the most frequently used.

Green Words

Blending sounds to read (FRED TALK)



Fred the frog is excellent at saying pure sounds, but he finds it difficult to blend sounds to read words. In Foundation and KS1, children learn to recognise and say pure sounds; they then blend them to help Fred with his reading. For example:



Green words like the one above can be read by blending the sounds children learn on the programme.

Segmenting sounds to spell (FRED FINGERS)

Green words can also be spelt by using FRED TALK to identify the sounds within the word. Children use their fingers to visualise the sounds and their order in the word. For example:



I'm great
at spelling!!



RED Words

Some words contain letters or groups of letters that don't match the sound rules taught in RWI - these are Red words and children must learn to read these on sight.

storybooks. Children are given a bookmark with all the relevant Red words for their continued development through the programme.

Ditties Red words	Green and Purple Books Red words	Pink Books Red words	Orange Books Red words
the I no of my for he	the your said I of my you be he no are to go baby me paint she into want	I the said he be she no was want of you my to into all some they like I've me call her are washing there so we	I the said me he be we she no go was want of my you to are all into some they what do old are so her call
			

Yellow Books Red words	Blue Books Red words	Grey Books Red words
I one saw her to go the all was some into she be he they watch watches me said my want you are of school small do by what no were their your who tall call so brother we I'm I've there now fall any where wall	I the said me he be we she no go so put was were want of you your my to are her all small tall some they one there their does any other two could would watch water anyone over who school through once here some why brother where what humans whole	I the said does do me he be she why no go so put what was were want of you your my to are her all small by buy some they one there here should call come could through any other two who school mother above father son people water buy bought watch anyone whole great brother where someone another walk would caught worse everyone talk through where
		

Questions for exploring books:

Children should be encouraged to read a book at least 3 times. It is believed that:

- During the 1st reading children concentrate solely on decoding (sounding out or Fred Talk).
- During the 2nd reading children can explore the meaning of the book (comprehension).
- When modelled, during the 3rd reading children can begin to consider reading for an audience (fluency and expression).

When reading books with your child, ask questions that will boost their understanding of what they are reading.

Style	What type of book is this? Have we read a book like this before? What other story is it like? What do you think it will be about / What is the title? Are there pictures? What can you see on the cover?
Setting Where? When?	Where is this story set? When does the story take place? / What time is the story set in? Can you describe the setting of the story?
Character Who?	Who are the characters in this story? Who is the most important character in the story? Who is telling the story? Were there any characters that you didn't like? Why does that character behave in that way?
Plot What?	What do you think might happen next? What are the main events in the story? What is the problem in the story and how is it resolved? What was your favourite / most exiting part of the story?
Theme	What is the main idea / theme/moral of the story?

Sharing Quality Storybooks

- Read quality storybooks to your child!
- This is a list of quality storybooks for you and your child to read.

Books for Foundation Stage

Silly Billy

The huge bag of Worries

Worried Arthur

Captain Flinn and the Pirate Dinosaurs

Herb and the story book wolves

Princess and the Pea

Each Peach Pear Plum

Mr Gumpy's Outing

Little Beauty

Hansel and Gretel

Can't you sleep Little bear

Owl babies

The Very Hungry Caterpillar

The Troll

Not Now, Bernard

Farmer Duck

Dave and the Tooth Fairy

Alfie and the Big Boys

Anthony Browne

Virginia Ironside and Frank Rodgers

Joan Stimpson/Jan Lewis

Giles Andreae, Russell Ayto

Lauren Child

Lauren Child

Alan Alberg

John Burningham

Anthony Browne

Anthony Browne

Martin Waddell and Barbara Firth

Martin Waddell

Eric Carle

Julia Donaldson

David McKee

Martin Waddell

Verna Allette Wilkins

Shirley Hughes

Books for Year 1

Oi! Get off our Train

Dinosaurs and All that Rubbish

The runaway dinner

Dinosaur Chase!

Traction Man Is Here

Willy the Wimp

Would you Rather?

The Grumpalump

Where the Forest Meets the Sea

The Quangle Wangle's Hat

Mister Magnolia

Where's my Teddy

The Hunter

Nadia's hands

Underwater farmyard

Tom Thumb

Into the forest

John Burningham

Micheal Foreman

Alan Alberg and Bruce Ingman

Benedict Blathwayt

Mini Grey

Anthony Brown

John Burningham

Sarah Hayes Barbara Firth

Jeannie Baker

Edward Lear and Helen Oxenbury

Quentin Blake

Martin Waddell

Paul Geraghty

Karen English

Carol Ann Duffy Joel Stewart

Eric Carle

Anthony Browne

Books for Year 2

Voices in the park
The Night Shimmy
Tuesday
Little Mouse's Big Book of Fears
Cherry Tree
On the way Home
Mia's Story
Mufaro's Beautiful daughters
The lost happy endings
The Whale Song
Flat Stanley
A dark dark tale
The Owl who was afraid of the dark
George And The Dragon
Jim and the Beanstalk
The Wonderful Journey
Amazing Grace

Anthony Browne
Anthony Browne
David Wiesner
Emily Gravett
Ruskin Bond
Jill Murphy
Micheal Foreman
John Steptoe
Carol Ann Duffy Jane Ray
Gary Bylthe
Jeff Browne
Ruth Brown
Jill Tomlinson/Paul Howard
Christopher Wormell
Raymond Briggs
Paul Geraghty
Mary Hoffman

Books for Upper Key Stage 2

The Wolves in the Walls
The Lost Thing
The Arrival
The Red Tree
The Rabbits
The Tunnel
Westlandia
Way Home
Michael Rosen's Sad Book
The Jabberwocky
Night of the Gargoyles
King Kong
War Game
Way Home
The Highwayman

Neil Gaiman and David
Shaun Tan
Shaun Tan
Shaun Tan
Shaun Tan
Anthony Browne
Paul Fleischman and Kevin Hawkes
Gregory Rogers
Michael Rosen
Lewis Carroll and Joel Stewart
Eve Bunting, David Wiesner
Merain C Cooper, Anthony Browne
Michael Foreman
Libby Hathorn & Gregory Rogers
Alfred Noyes, Charles Keeping

- Use your local library - They will recommend quality storybooks - appropriate to your child's age and interests.
- Read them again and again - children's reading and writing skills are built on experience, repetitive pattern and structure.

Parent Support Booklet
created by:

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