



Read, Write Inc - Reading at home

This booklet has been designed to help you and your child enjoy reading at home, using the RWI colour banded books. We aim 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 with your support at home.

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.

Contents

Page 2.	Reading at home - do's and don'ts
Page 3.	Read Write Inc. - our phonics programme
Page 4.	Simple Speed Sound Chart
Page 5.	Complex Speed Sounds Chart
Page 6.	Green words
Page 7.	Red words
Page 8.	RWI - Home Lending Overview (Ditty activities - 3 day and 5 day cycle).
Page 9.	Activity 1: Speed Sounds, Green, Red and Challenge Words.
Page 10.	Activity 2: Read the Introduction/Vocabulary check and Read the story.
Page 11.	Activity 3: Read the story and discuss the questions to talk about.
Page 12.	Questions for exploring all books

Reading at Home - Make it special!

Try to:

- 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.

Try not to:

- Over 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 green words by sound-blending (FRED TALK).

3. Help your child to recall words that cannot be sound-blended (Red words) using your child's storybook and bookmark.

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*

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

Vowels: *stretchy*

Vowels: *stretchy*

oo	ee (look)	ar	or	air	ir	ou	oy
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pure sounds!...

...go to Oxford Owl at www.oxfordowl.co.uk for examples of the pure sound pronunciations.

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)

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							

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

Vowels

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

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

oo	oe	ar	or	air	ir	ou	oy	ire	ear	ure
ū-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)



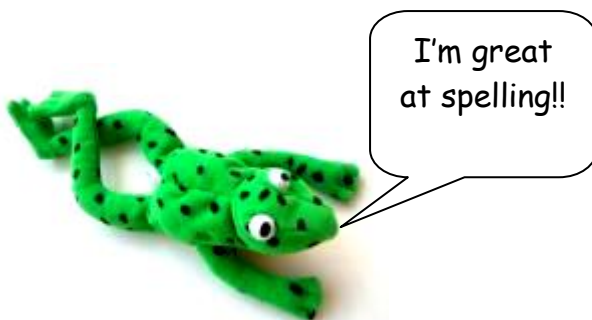
Fred the frog is excellent at saying pure sounds, but he finds it difficult to blend sounds to read words. In Foundation and KS1, children learn to recognise and say pure sounds; they then blend them to help Fred with his reading. For example:



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:



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.

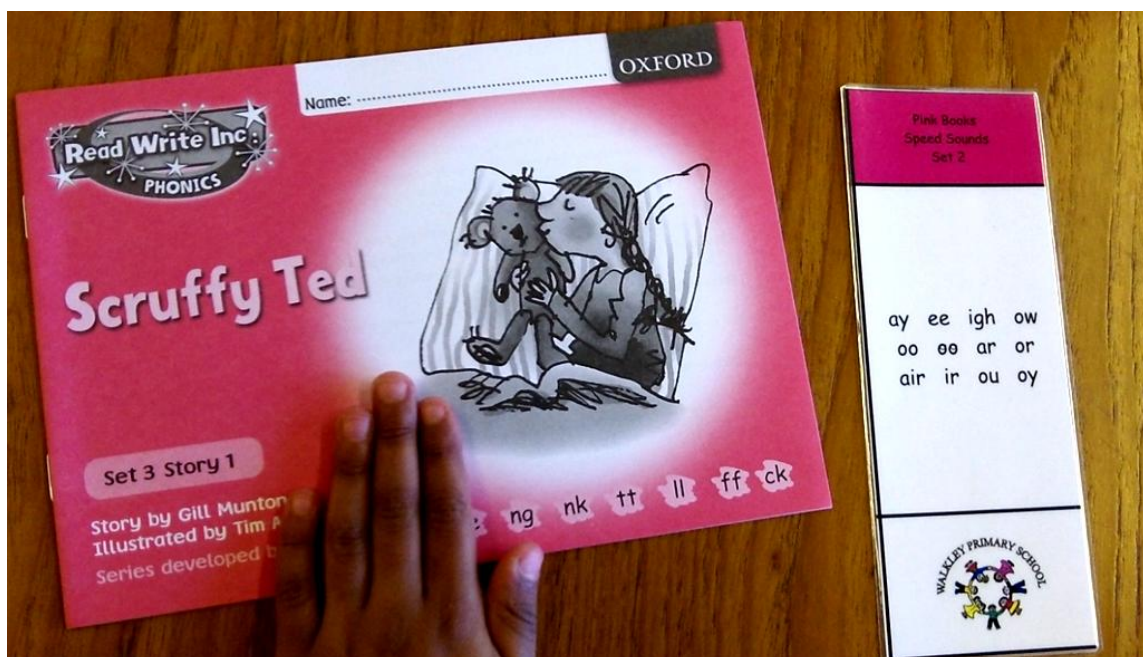
Red words are taught alongside the speed sounds through the storybooks. Children are given a bookmark with all the relevant Red words for their continued development through the programme.

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			
WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL

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	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
your who tall call so brother we I'm I've there now fall any where wall	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 their here should call come could through any many 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	
WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL

The RWI home lending programme

Your child is currently learning set 2 sounds (these can be found on your child's bookmark). At this stage of the programme, children use their storybook over 3 consecutive days. At the end of the 3 days, your child will bring their RWI storybook home to complete 3 activities with you at home (see pages 9 -11 for details of the activities).



The activities

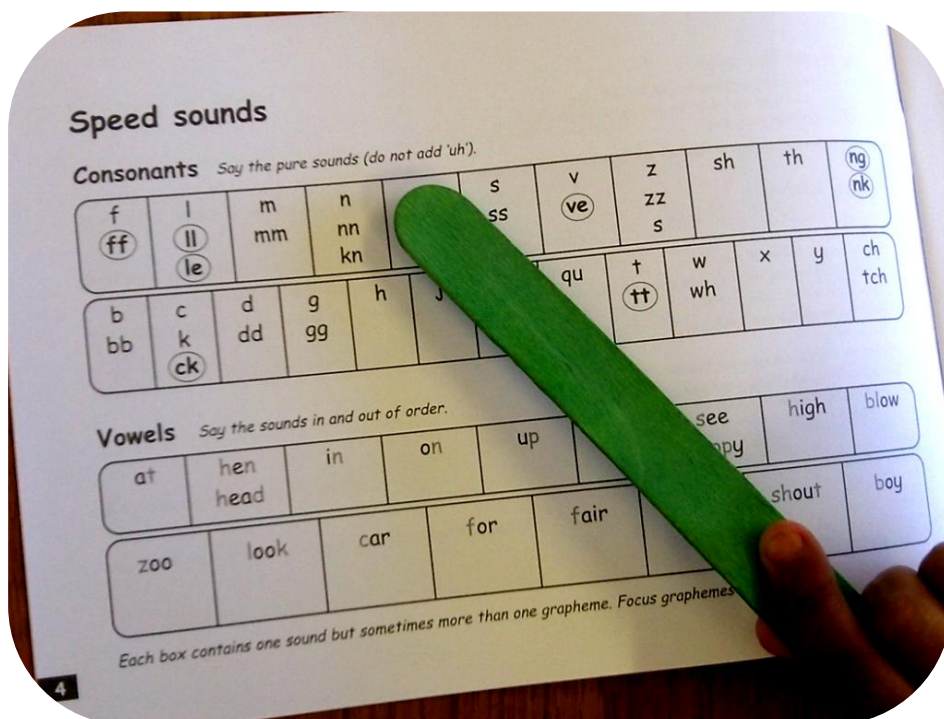
The 3 RWI activities mirror those taught in school. They are designed to consolidate children's decoding and comprehension skills and can be carried out at home. Children will lead the activities, and show you how to use the books. This partner work is an important aspect of the RWI programme.

Reading Record

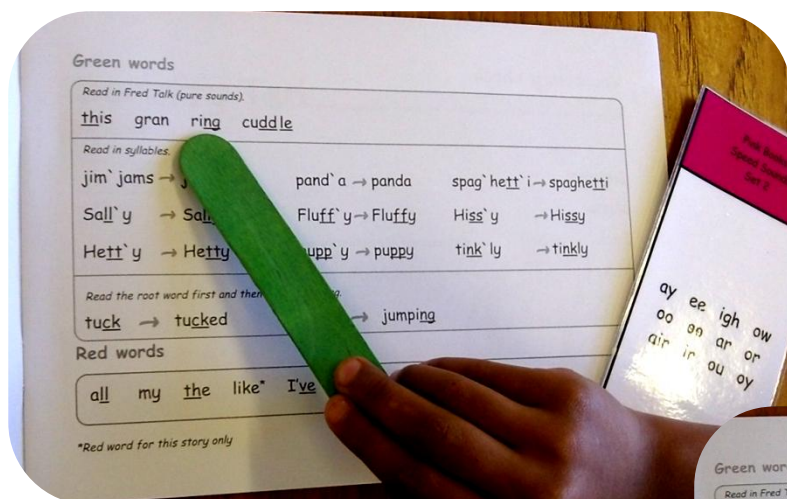
Your child will also bring home a new Reading Record that will help you to record their successes and make comments regarding all aspects of your child's reading of home lending books.

Activity 1: Speed Sounds, Green, and Red Words

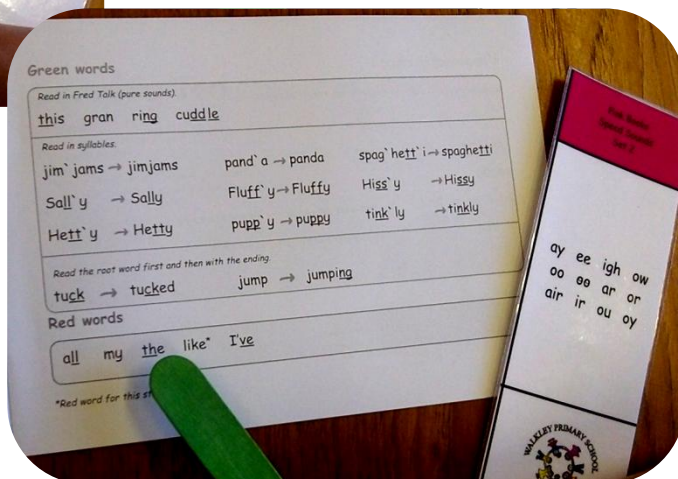
- Practise set 1, 2 sounds. Ensure they are pure sounds (*avoid saying uh at the end of the sound e.g. say mmm not muh!*).



- Practise reading the Green words (*using Fred Talk*),

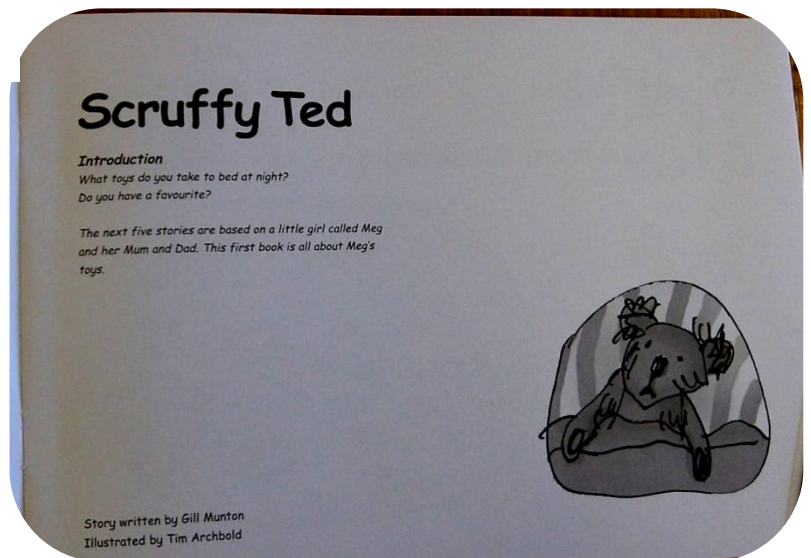


Also, practise the Red words.

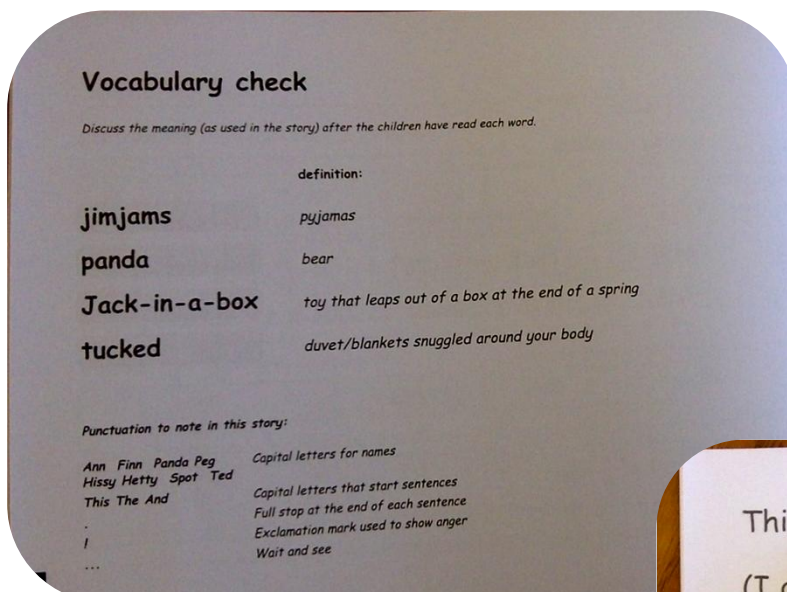


Activity 2: Read the Introduction/Vocabulary check and Read the story twice.

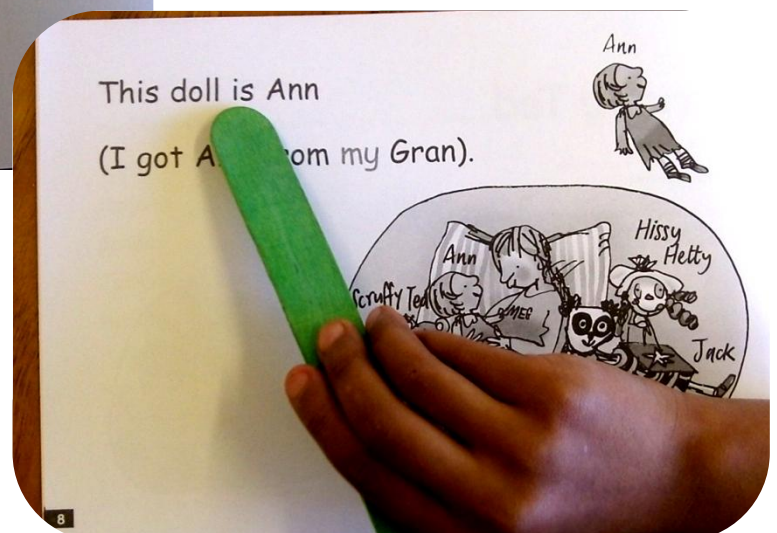
- Introduce the story.



- Check understanding of vocabulary.

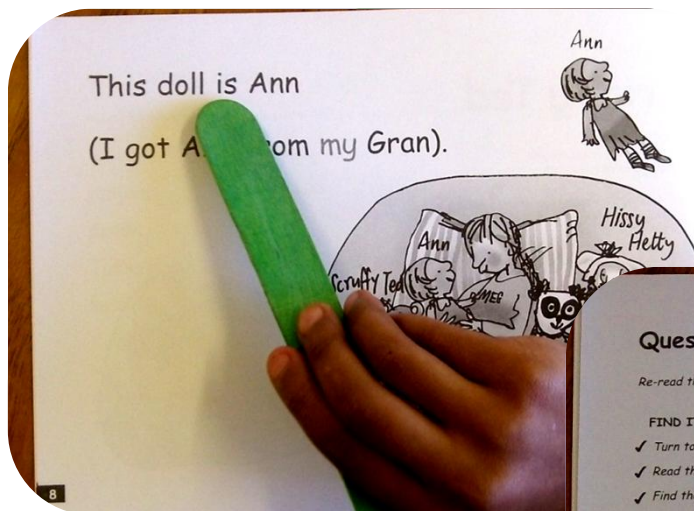


- read the story twice.

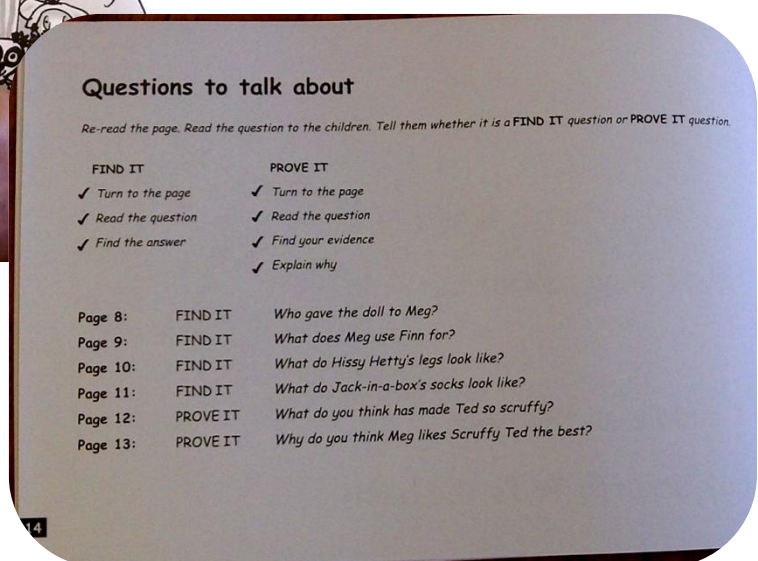


Activity 3: Read the story with fluency and expression / Discuss the questions to talk about / Read the speed words and test bookmark red words.

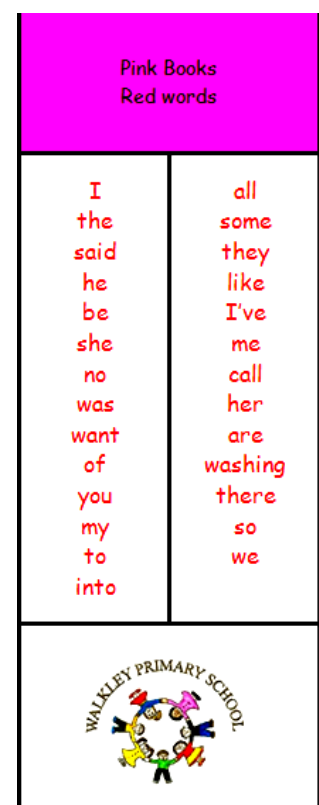
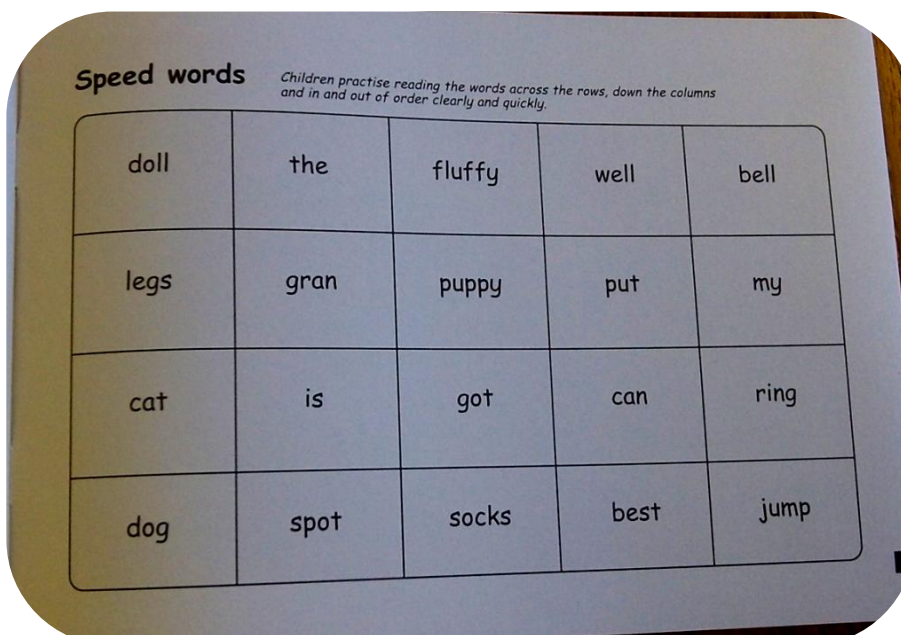
- read the story



- Discuss questions to talk about.



- Carry out green and red speed word reading and/or spelling tests.



Questions for exploring all 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?