



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.

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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
----	--------------	----	----	-----	----	----	----

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)



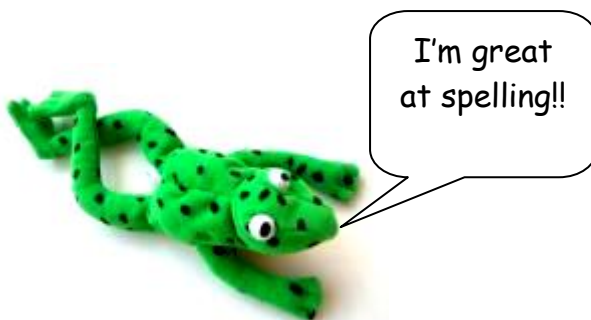
Fred the frog is excellent at saying pure sounds, but he finds it difficult to blend sounds to read words. In Foundation and KS1, children learn to recognise and say pure sounds; they then blend them to help Fred with his reading. For example:



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
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	your who tall call so brother we I'm I've there now fall any where wall	I the said does do me he be she why no go so put what was were want of you your mother
WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL	WALKLEY PRIMARY SCHOOL

The RWI home lending programme

Your child is currently learning set 3 sounds (these can be found on your child's bookmark). At this stage of the programme, children use their storybook over 5 consecutive days. At the end of the 5 days, your child will bring their RWI storybook home to complete 5 activities with you at home (see pages 9 -11 for details of the activities).



The activities

The 5 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, Red and Challenge Words

- Practise set 1, 2 and 3 sounds. Ensure they are pure sounds (avoid saying uh at the end of the sound e.g. say mmm not muh!).

Speed sounds

Consonants Say the pure sounds (do not add 'uh').

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

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

Vowels Say the sounds in and out of order.

at	hen head	in	on	up	day	see happy he	high find	blow no

zoo	look	car	for door snore	fair	whirl	shout	boy spoil
-----	------	-----	----------------	------	-------	-------	-----------

Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

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

Green words

Read in Fred Talk (pure sounds).

or horse tooth know most too seen grow north

whisk wrap chair pair air hair Blair

Read in syllables.

pill`ow	→	pill`w	chil`dren	→	children
gor`ill`a	→	gor`a	tin`sel	→	tinsel
pres`ent	→	pres`ent	fair`y	→	fairy
un`fair	→	unfai`r	up`stairs	→	upstairs
des`pair	→	despai`r	hair`dress`er	→	hairdresser
mill`i`on`aire	→	milli`on`aire	post`card	→	postcard

Read the root word first and then with the suffix.

sparkle	→	sparkly	put	→	puts
wrap	→	wrapping	branch	→	branches
fairy	→	fairies	hair	→	hairy

Also, practise the Red and Challenge words.

Red words

could there

all they any

Challenge words

wand swan Father Christmas

magic hone ball money

WALKLEY PRIMARY SCHOOL

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

- Introduce the story

- Check understanding of vocabulary.

Vocabulary check

Discuss the meaning (as used in the story) after the children have read each word.

	definition:	sentence/phrase:
frilly	ruffled and lacy	a pink frilly dress
fairy dust	magic powder	a sack of fairy dust
nips	moves quickly	The tooth fairy nips into his bedroom.
got the sack	lost your job	So I got the sack.
tinsel	sparkly streamers	They put tinsel on the Christmas tree's branches.
in an odd way	strangely	He looked at me in an odd way.
despair	no ideas, no hope	The Fairy Queen looked at me in despair.

Punctuation to note in this story:

1. Capital letters to start sentences and full stop to end sentences
2. Capital letters for names
3. Exclamation marks to show anger, shock and surprise
4. 'Wait and see' dots...

Hairy fairy

Introduction

Would it be fair if you kept losing your job before you knew if you were any good at it or not? Is it right to have to change yourself just to fit in with other people?

This story is about a fairy. He has a beautiful dress, a wand and wings just like other fairies but...there's a problem. He is covered in thick hair. Imagine what problems that gives him. No one will give him a job. But in the end he finds the perfect solution and he ends up better off than all the other fairies.

Find out how.

Story written by Gill Munton
Illustrated by Tim Archbold

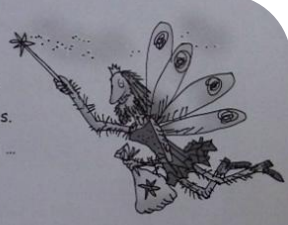


- read the story

Hairy fairy

I'm a fairy. I am - honest!
I've got all the right things.
I've got a pink frilly dress ...
a pair of sparkly boots ...
a sack of fairy dust ...
a pair of gold shoes ...
and a magic wand to whisk in the air.

But - and it's a bit - but - I'm hairy! Very hairy indeed.



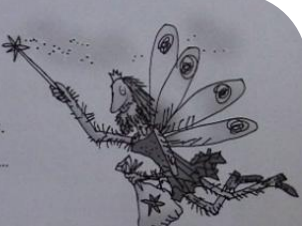
Activity 3: Read the story and discuss the questions to talk about.

- read the story

Hairy fairy

I'm a fairy. I am - honest!
I've got all the right things.
I've got a pink frilly dress ...
a pair of sparkly boots ...
a sack of fairy dust ...
a pair of gold shoes ...
and a magic wand to whisk in the air.

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- Discuss questions to talk about

Questions to talk about

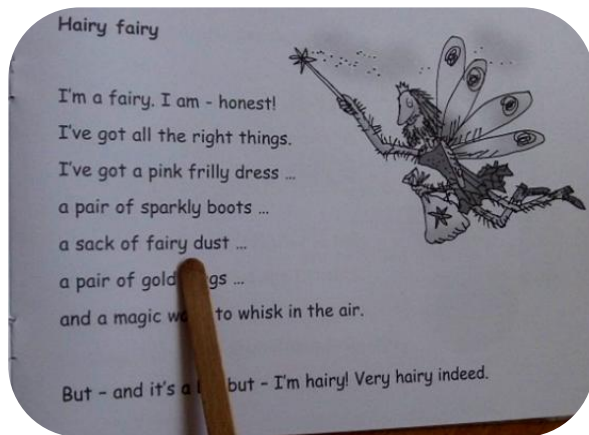
Re-read the page. Read the question to the children. Tell them whether it is a **FIND IT** question or **PROVE IT** question.

FIND IT	PROVE IT
✓ Turn to the page	✓ Turn to the page
✓ Read the question	✓ Read the question
✓ Find the answer	✓ Find your evidence
	✓ Explain why

Page 9:	FIND IT	What does the fairy wear?
Page 10:	FIND IT	Why does the hairy fairy think life isn't fair?
Page 11:	FIND IT	Why did the hairy fairy get the sack from the job of a tooth fairy?
Page 12:	PROVE IT	Do you think Mrs Blair should have kept the hairy fairy?
Page 13:	PROVE IT	How do you think the hairy fairy felt when his hair started to grow back?
Page 14:	FIND IT	Why is the hairy fairy a good person to work for Father Christmas?
Page 15:	PROVE IT	How does the hairy fairy feel about his hair in the end?

Activity 4: Read the story with fluency and expression and answer the 'read and answer' questions.

- read the story



- Discuss questions to read and answer.

Questions to read and answer

(Children complete without your help.)

1. The fairy had a red spotty dress / a short black dress / a pink frilly dress.
2. The tooth fairy swapped the tooth for some sweets / money / a storybook.
3. Mrs Blair said that a hairy fairy looked fantastic / all wrong / very silly.
4. The Fairy Queen sent him to the hairdresser / the shops / the zoo.
5. The hairy fairy is very poor / very rich / very unhappy at the end.

Activity 5: Read the speed words and test bookmark red words

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

Speed words

Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

children	before	tooth	horse	sparkly
too	hairy	fairy	upstairs	pair
unfair	chair	could	anything	most
don't	so	they	ball	very

Blue Books Red words

I	my	would
the	to	watch
said	are	water
me	her	anyone
he	all	over
be	small	who
we	tall	school
she	some	through
no	they	once
go	one	here
so	there	some
put	their	why
was	does	brother
were	any	where
want	other	what
of	two	humans
you	could	whole
your		



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?