



Dear Parent/ Carer,

We have been using an exciting and highly effective phonics reading strategy called 'Read Write Inc.' with the Infant and Lower Junior children since 2010 and have seen extremely positive results. For many years, we also experienced being a model school for this strategy and demonstrated our good practise to many schools in the region. Your children have been assessed and placed in a small group where they will be able to work confidently with a partner to learn to read. Groups will not be set indefinitely as children are assessed regularly.

We all know that reading opens the door to all learning.  
A child who reads a lot will become a good reader.  
A good reader will be able to read challenging material.  
A child who reads challenging material is a child who will learn.  
The more a child learns the more a child wants to find out.

It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

The following pages outline the way our phonics (word reading) programme works. We hope that you will not hesitate to ask questions throughout the programme. We are here for your child!

You can also find more information about 'Read Write Inc.' on the Ruth Miskin website.

Yours sincerely,

Mrs E Smith (English Leader/Deputy Head Teacher)



### Who is Read Write Inc. for?

The Read Write Inc. programme is for primary school children learning to read. It enables every child to become a confident and fluent reader at the first attempt. Every child who completes Read Write Inc. learns to read fluently and confidently.



We also have another programme called 'Read Write Inc. Comprehension' for use with children who reach the end of the Read Write Inc scheme. This uses exactly the same method but uses age appropriate texts.

### Using our method:

Children in the early years learn to read confidently and fluently.  
Older children with reading difficulties make fast progress.  
Children with specific learning difficulties learn to read.

### Why does it work?

The systematic and lively programme is organised by the English Leader.  
The children read and write for an hour each day, grouped according to their reading level.  
Children do not struggle because the work is too difficult or get bored because the work is too easy.



### How and what do the children learn?

In READING the children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

In WRITING the children:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- write simple sentences
- compose stories based on picture strips
- compose a range of texts using discussion prompts

In TALKING the children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so that they:

- \*answer every question
- \*practise every activity with their partner
- \*take turns in talking to each other





### How can I help my child learn to read?

Read as many stories to your child as you can. Talk about the stories.

Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories. What you read to your child today, s/he will be able to read for himself very soon.

### Step 1: Help your child to learn Speed Sounds Set 1

Before you start to work with your child, practise saying the sounds below. These are the sounds we use to speak in English. The words beside the sounds are the pictures or 'rhymes' which are used as a visual aid to help your child remember the sound.

We use pure sounds so that your child will be able to blend the sounds into words more easily.

This means we do not put an 'uh' sound at the end of any sound. At school we use a frog puppet called Fred who can do this beautifully!

When we say words in sounds we call it 'Fred Talk'. e.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

Your child's class teacher and teaching assistant have been trained in the programme and they can show you how to pronounce these sounds. Please do not use letter names at this early stage. These first sounds should all be stretched slightly. Try to avoid saying 'uh' after each one. e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m	mmmmmmountain (keep lips pressed together hard)
s	sssssnake (keep teeth together and hiss – unvoiced)
n	nnnnnet (keep tongue behind teeth)
f	fffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
l	llllleg (keep pointed curled tongue behind teeth).
r	rrrrrobot (say rrr as if you are growling)
v	vvvvvulture (keep teeth on bottom lip and force air out gently)
z	zzzzzig zzzzzag (keep teeth together and make a buzzing sound)
th	thhhhank you (stick out tongue and breathe out sharply)
sh	shhhh (make a shhh noise as though you are telling somebody to be quiet!)
ng	thinnnngg on a strinnngg (curl your tongue at the back of your throat)
nk	I think I stink (make a piggy oink noise without the oi! nk nk nk)

**These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:**

t	(tick tongue behind the teeth – unvoiced)
p	(make distinctive p with lips – unvoiced)
k	(make sharp click at back of throat)
c	as above
h	(say h as you breathe sharply out – unvoiced)
ch	(make a short sneezing sound)
x	(say a sharp c and add s – unvoiced)

**You will find it harder to avoid saying uh at the end of these sounds.**

- d (tap tongue behind the teeth).
- g (make soft sound in throat).
- b (make a short, strong b with lips).
- j (push lips forward).
- y (keep edges of tongue against teeth).
- w (keep lips tightly pursed).
- qu (keep lips pursed as you say cw – unvoiced).

**The short vowels should be kept short and sharp:**

- a a-a-a (open mouth wide as if to take a bite of an apple).
- e e-e-e (release mouth slightly from a position).
- i i-i-i (make a sharp sound at the back of the throat – smile).
- o o-o-o (push out lips, make the mouth into o shape).
- u u-u-u (make a sound in the throat).

When your child brings a Read Write Inc. book home, please follow the guidance in the book and read the text several times to encourage fluency and expression.

We look forward to joining with you to encourage our children to be successful readers and writers!

Step 2: Help your child to learn Set 2 and 3 Sounds. This usually occurs during Reception and Year 1/2.  
 As your child progresses, they will be able to build sounds and blend them easily to form words. When they can do this, they will learn Speed Sounds Set 2 and 3 (below). Children will continue to review these sounds throughout their Read Write Inc. journey. They will also learn to read and spell words containing these sounds. Set 3 contain alternative spellings of the Set 2 sounds. When children are ready to learn Set 3, they will need to know the names of all the letters of the alphabet.

**Set 2 Sounds – the long vowel sounds are all stretchy sounds:**

ay	ay may I play
ee	ee what do you see?
igh	fly high
ow	blow the know
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 3 Sounds include alternative spellings of Set 2 sounds:**

e	me, we, she, he
ea	cup of tea
oi	spoil the boy
a-e	make a cake
i-e	nice smile
o-e	phone home
u-e	huge brute
aw	yawn at dawn
are	care and share
ur	nurse with a purse
er	a better letter
ow	brown cow
ai	snail in the rain
oa	goat in a boat
ew	chew the stew
ire	fire, fire!
ear	hear with your ear
ure	sure it's pure
tion	pay attention...it's a celebration
cious	scrumptious...delicious
tious	
ue	come to the rescue
ie	terrible tie
au	Paul the astronaut
e-e	go Pete and Steve
kn	knock knock, who's there?
ck	tick tock clock
wh	whisk, whisk
ph	take a photo



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