



# Orleton Primary School

## RWInc Information Booklet



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 Program works. We hope that you will not hesitate to ask for any help throughout the program.

We are here for your child!

## Who is Read Write Inc. for?

The Read Write Inc. program is for primary school children learning to read. It enables **children** to become a confident and fluent reader. *Every* child who completes Read Write Inc. learns to read fluently and confidently.

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.

The Read Write Inc. programme is also used with great success to support children of all ages who have been designated as dyslexic.

The reading teacher is guided from the very beginning to help the children become confident and fluent readers (the first time they learn).

## Why does it work?

- ✓ The systematic and lively programme is organised by an in-school team
- ✓ All staff (teachers and assistants) are trained
- ✓ The children read and write 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.
- ✓ A few children who need extra support to maintain progress work with a reading tutor (teaching assistant) to ensure that they do not fall behind their peers.

## How and what do the children learn?

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

## 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

## TALKING

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
- ✓ practice 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, he will be able to read for himself very soon.

## **Help your child to learn Speed Sounds Set 1**

Before you start to teach your child, practice saying the sounds below. These are the sounds we use to speak in English.

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

Help to pronounce these sounds can be found by following this link:

<https://global.oup.com/education/content/primary/series/rwi/parents/?region=uk>

**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 - mmmmmountain (keep lips pressed together hard)

s - sssssnake (keep teeth together and hiss - unvoiced)

n - nnnnnnet (keep tongue behind teeth)

f - ffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)

l - llllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)

v - vvvvvulture (keep teeth on bottom lip and force air out gently)

z - zzzzzzig 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 - thinnnnngg on a strinnnnngg (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).

**The children are taught the Set 1 Speed Sound cards in the following order:**

m a s d t

i n p g o

c k u b

f e l h sh

r j v y w

th z ch qu x ng nk

After each set of sounds, children are taught to read words by blending the sounds together.

A 'Word Time' sheet will be sent home after a set of sounds have been taught in school.

Please help your child to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.

We call this Fred Talk e.g. l-e-g, b-a-ck, p-e-n, c-u-p

### Speed Sounds Set 2 and 3

Once your child is secure with all Set 1 sounds they will then be taught Set 2 and the Set 3 sounds.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	<i>These are taught first</i>		
Ay	ay: may I play	a-e: make a cake	ai: snail in the rain
Ee	ee: what can you see	ea: cup of tea	e: he me we she be
Igh	igh: fly high	i-e: nice smile	
Ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
Oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
Oo	oo: look at a book		
Ar	ar: start the car		
Or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
Ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
Ou	ou: shout it out	ow: brown cow	
Oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	



## Red Words

Some words do not fit the sound rules and are called irregular. In school we call them Red or 'Grotty' words and children learn to read them on sight.

This is just a selection; there are lots more to learn!

what	all	no	we	so
to	me	call	her	there
want	go	old	some	one

I	the	my	you	said
Your	are	be	he	does

who	were	any	where	two
love	many	here	once	talk
could	thought	great	son	water
there	their	come	watch	brought

## Useful Links

Read Write Inc. Parent Pages

[www.ruthmiskin.com](http://www.ruthmiskin.com)

Oxford Owls

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)



We hope this booklet is useful.

*Learning and Enjoyment...  
Every Child, Every Opportunity, Every Day!*