

Read Write Inc.

Phonics



Parents'
Meeting
*Introduction to
Read Write Inc.*

Reading changes everything

Read Write Inc.
Phonics

Teach a child to read and keep that child reading and we will change everything.

And I mean everything.

Jeanette Winterson

What is Read Write Inc?

Read Write Inc. Phonics fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work. Read Write Inc. is a popular phonics scheme. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing. The children will quickly feel confident and successful.



Speed Sounds Set 1

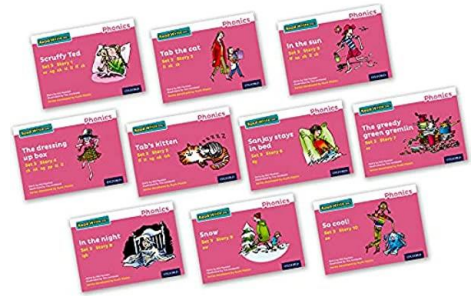
| | | | | |
|---|----|----|----|----|
| m | a | s | d | t |
| i | n | p | g | o |
| c | k | u | b | f |
| e | l | h | sh | r |
| j | v | y | w | th |
| z | ch | qu | x | ng |
| | | | | nk |



Read Write Inc.
Phonics

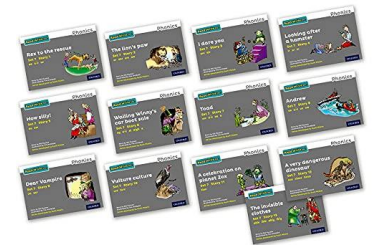
Speed Sounds Set 2

| | | | | |
|----|----|-----|-----|----|
| ay | ee | igh | ow | oo |
| oo | ar | or | air | ir |
| ou | oy | | | |



Speed Sounds Set 3

| | | | |
|-----|-----|-----|-----|
| ea | oi | ou | oy |
| a-e | i-e | o-e | u-e |
| are | ur | er | ow |
| ai | | | |
| oa | ew | ire | ear |
| ure | | | |



Set 1 Sounds



Speed Sounds Set 1

| | | | | |
|--------|----------|----------|----------|----------|
| m m | a a | s s | d d | t t |
| i i | n n | p p | g g | o o |
| c c | k k | u u | b b | f f |
| e e | l l | h h | sh sh | r r |
| j j | v v | y y | w w | th th |
| z z | ch ch | qu qu | x x | ng nk |

What is phonics?

Phoneme/Sounds: A phoneme is the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – **the word 'hat' has 3 phonemes – 'h' 'a' and 't'.**

Graphemes: A **grapheme** is a kind of symbol that represents a sound (phoneme) in writing

English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)

One of the most complex alphabetic codes in the world.

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

| | | | | |
|---|---|---|---|---|
| a | e | i | o | u |
|---|---|---|---|---|

Vowel sounds – stretchy

| | | | |
|----|----|-----|----|
| ay | ee | igh | ow |
|----|----|-----|----|

Vowel sounds – stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Speed Sounds Set 3

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| 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 | | | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| 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 | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | y | ie | oa |
| | | | | | | ea | i | o |
| | | | | | | e | y | |

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

Your child will be ready to blend sounds together to read words once they have learnt the first group of sounds (*m, a, s, d, t*) and can say them in and out of order at speed.

If your child uses *Read Write Inc. Phonics* at school, they may refer to the practice of sounding out letters in words as 'Fred Talk'. Fred is a toy character that some teachers use to engage children in saying the sounds correctly.



Fred can only say the sounds in a word and needs your child to help him read the word. Fred will say the sounds and children will work out the word. For example, Fred will say the sounds c—a—t, and children will say the word cat. This is Fred Talk: sounding out the word.

FRED GAMES

Speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together.

Fred says...

1. Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.
2. Say: h-e-d, hed. Ask children to repeat.

Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p

Fred I spy

1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.
2. Say: r-e-d, red. Ask children to repeat.

Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n

Fred's fridge

Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p-ee-z; leek l-ee-k

Fred's wardrobe

Scarf s-c-ar-f; hat h-a-t; coat c-ow-t; socks s-o-c-s; shorts sh-or-t-s; dress d-r-e-ss; skirt s-k-ir-t

Use Fred Talk for single syllabic words at the end of sentences throughout the day.
E.g. It is time for l-u-n-ch...lunch, come and sit on the f-l-oor...floor.



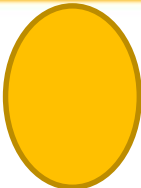
Sounds + blending = reading



+

sat

When your child can sound-blend all the groups of Speed Sounds, celebrate the success! They have reached a major milestone in learning to read.



Speed Sounds

m a s d t

Speed Sounds

i n p g o

Speed Sounds

c k u b

Speed Sounds

f e l h sh

Speed Sounds

r j v y w

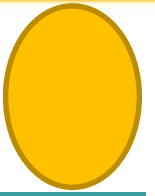
Speed Sounds

th z ch qu x ng nk

Learning to sound-blend can take some time to master, so don't worry if your child doesn't pick it up straight away. Carry on teaching your child the next group of Speed Sounds. When that group is learnt in and out of order and at speed, practise sound-blending with those sounds and the previous sounds learnt. Continue until all six groups of sounds have been learnt.

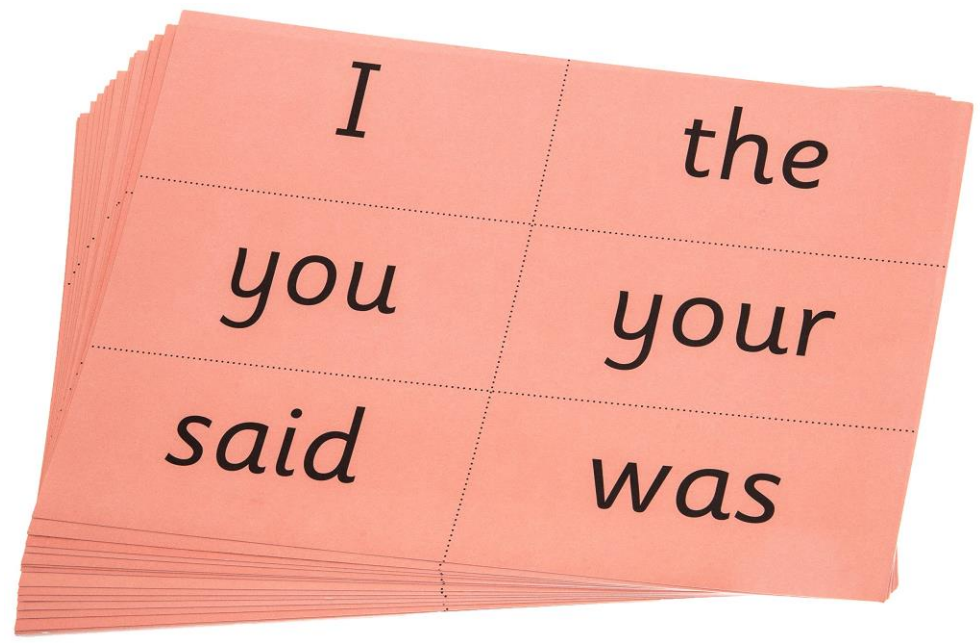


Green Words and Red Words

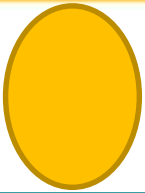


play

play



Speed Sound Lesson



m



Stretch: mmmountain
Handwrite: Maisie, mountain,
mountain



mmmmirror



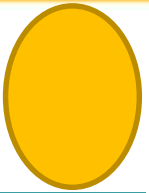
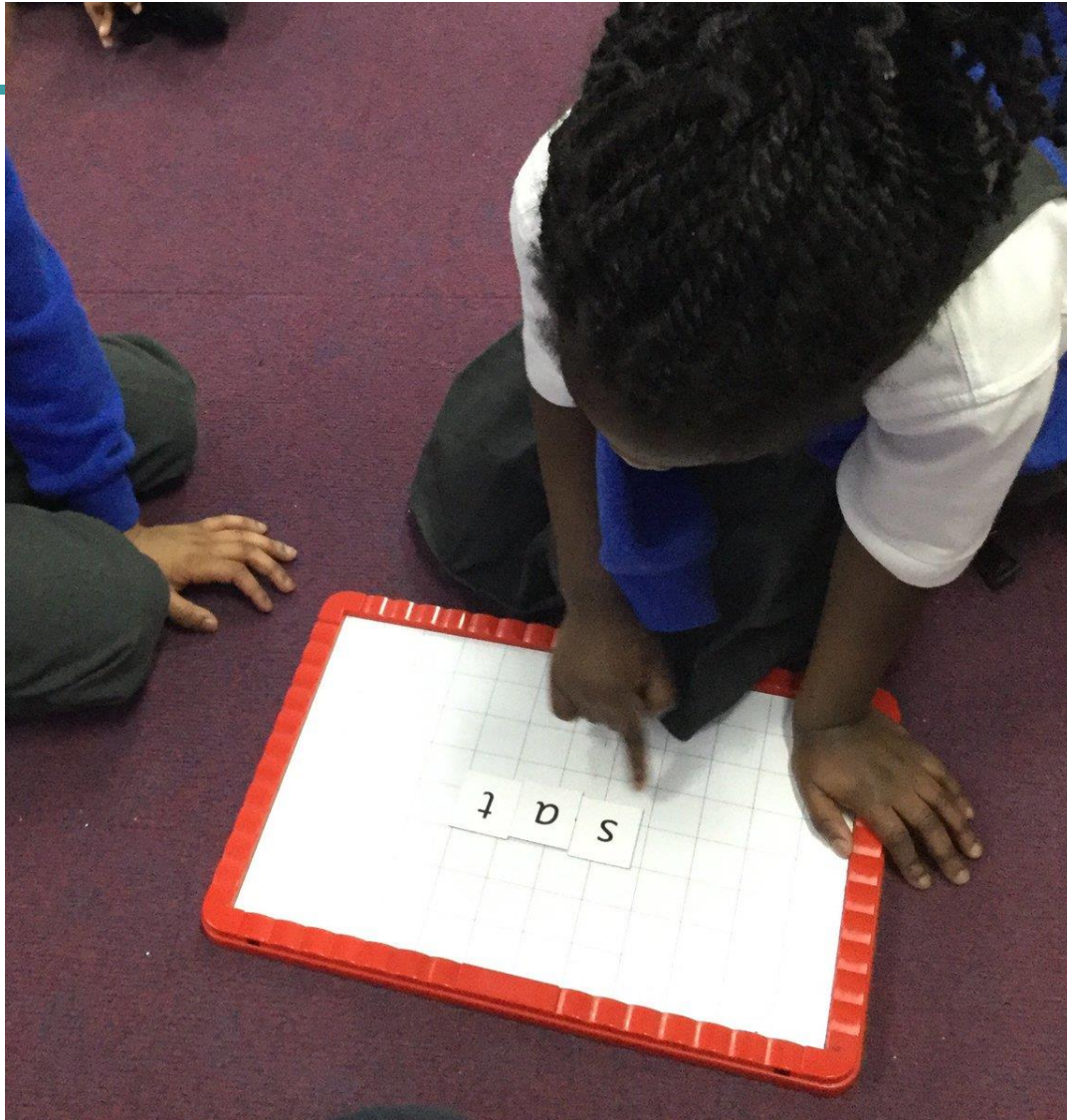
mmmmouse



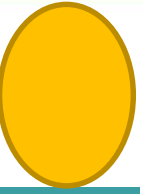
mmmmoon



mmmmountain



| | | | | | |
|----|----|-----|----|----|----|
| b | r | a | qu | j | z |
| i | y | d | t | c | s |
| l | sh | k | ch | f | v |
| e | u | n | ng | m | th |
| h | x | g | w | p | o |
| ay | ee | igh | ow | oo | oo |
| ar | or | air | ir | ou | oy |



1.1

at
• •

1.1

mad
• • •

1.1

sad
• • •

1.1

dad
• • •

1.1

sat
• • •

1.1

mat
• • •

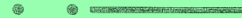
OW



blow the snow

2. blow snow slow show knee foot glow

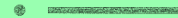
blow



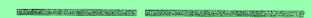
snow



low



show




know



slow



Set 3



make a cake

3. make, shake, cake, name, same, game, save,
brave, late, date

a-e

3
make

3
cake

3
name

3
same

3
late

3
date

Teach spelling using Fred Fingers

Speed Sounds Set 2

| | | | | |
|--|--|--|---|---|
| ay  may I play? | ee  what can you see? | igh  fly high | ow  blow the snow | 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 | |



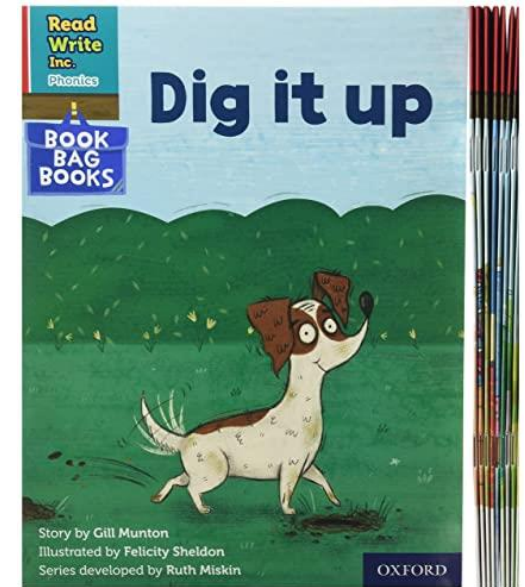
Home Reading

First Read: Accuracy

Second Read: Fluency

Third Read: Comprehension

Fourth Read: Read and Enjoy



m

a

t

dad

• • •



Read Write Inc.

PHONICS

In the mud

Red Ditty Book 10

Written by Gill Munton

Illustrated by Tim Archbold

Series developed by Ruth Miskin



Ditty 1 In the mud

Introduction

A man is digging in his garden. Let's see what happens!



I dig in the thick black mud

Black Hat Bob

Set 1 Story 5

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin



a e i o u

Black Hat Bob
is on his ship.

This is his peg leg.



Big Blob and Baby Blob

Set 2 Story 3

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin



a e i o u

In **the** hat shop ...

Baby Blob grabs a red spotty hat.
He puts it on.

Ga ga ga

"Stop it, **Baby** Blob!"



Sanjay stays in bed

Set 3 Story 6

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin



At 10 o'clock, Sanjay had a cup of milk.

"Are you okay?"

said Mum.

"No way," said Sanjay.

"Not yet."

He played with

his animals.



A bad fright

Set 4 Story 3

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin



Right.

I am a wicked witch!

I might switch **the** light off
and then creep up on Mum,
sighing and flashing
my teeth!



The foolish witch

Set 5 Story 10

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin



00 00

But she was not.

The next day, she was in a very bad mood. She flung Hansel into the gloomy hut where she kept her broomstick.

"Stay there until you are good and fat!" she screeched.

"Then I will cook you, and have you for lunch!"



12

"As for you," she said, prodding Gretel in the chest with her thumb, "go into the kitchen! Off you go, shoo! We are going to feed Hansel up!"

Jade's
party

Set 6 Story 7

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin

ay a-e a

Dad started to unpack the shopping.
 Out came ... a packet of stale fishcakes
 (past the sell-by date) ...
 shampoo ... a cabbage ...
 a can of hair spray ... a bunch of grapes ...
 a jar of marmalade ... and a jumbo pack of nappies!
 Dad's face went pale.



"For goodness' sake, Dave!" he said. "What have you got to say?"
 Dave said, "We must have picked up the wrong shopping by mistake.
 Plastic bags all look the same to me. I'll take the blame, Dad.
 I'll take it all back to the shops on Monday."

The lion's paw

Set 7 Story 2

Story by Gill Munton
Illustrated by Tim Archbold
Series developed by Ruth Miskin



or oor ore aw

A strange thing happened next.

*The lion opened his mighty jaws,
Gnashing his teeth, and flashing his claws,
And then he stretched out on the dusty floor,
Looked up at Androcles, held out his paw.*

It was the lion from the cave!



Androcles took the paw, and kissed it. There were loud cheers from the people. They had never seen a man kissing a lion's paw before! They began to chant: "Set them free! Set them free!"

Androcles and the loyal lion were freed, and lived together for ever more.

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



Ten top tips for reading stories to your child

- 1 Make reading to your child feel like a treat.
Introduce each new book with excitement.
- 2 Make it a special quiet time and cuddle up so both of you can see the book.
- 3 Show curiosity in what you're going to read:
Oh no! I think Arthur is going to get even angrier now.
- 4 Read the whole story the first time through without stopping too much. If you think your child might not understand something, model an explanation:
Oh I think what's happening here is that...

Chat about the story:

I wonder why he did that?

Oh no, I hope she's not going to...

I wouldn't have done that, would you?

Avoid asking questions to test what your child remembers.

Link stories to your own experiences (e.g. *This reminds me of...*)

Read favourite stories over and over again.

Get your child to join in with the bits they know.

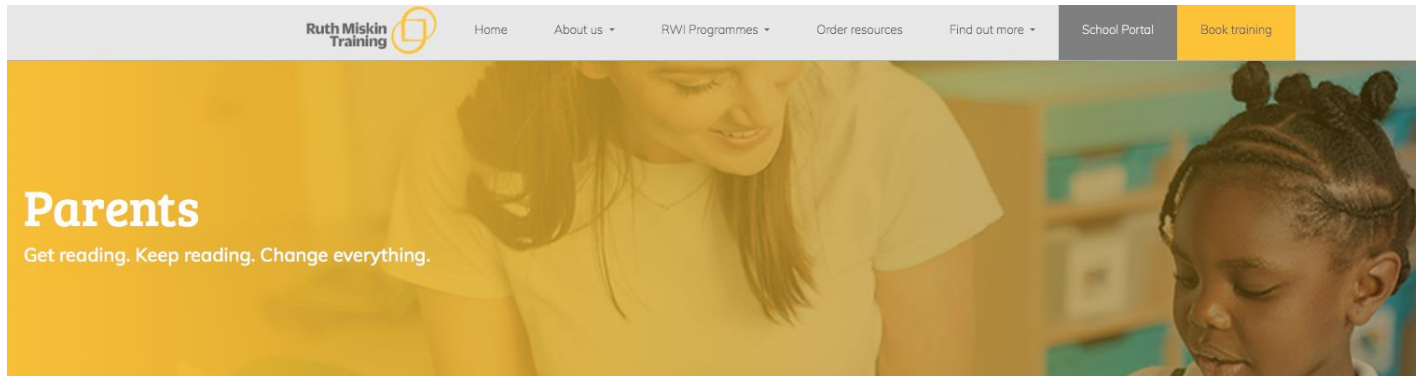
Read with enthusiasm. Don't be embarrassed to try out different voices. Your child will love it.

) Read with enjoyment.

If you're not enjoying it, your child won't.



Free Video Tutorials (ruthmiskin.com)

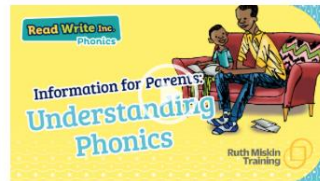


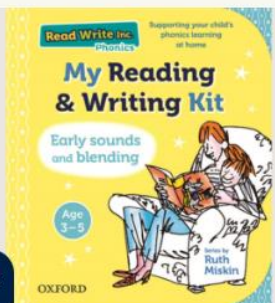
Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.





Book

My Reading and Writing Kit: Early sounds and blending

This comprehensive kit is packed full of resources to help your child learn to read and write. It is a perfect way to prepare your child for school and support them as they begin to learn phonics in Nursery and Reception. Includes flashcards, a handwriting book, wipe-clean sheet and pen, and parent handbook

[View product](#)



Book

My Reading and Writing Kit: More sounds and blending

This kit will improve the ability of your developing reader by introducing first blending skills. It also provides handwriting practice to ensure your child can progress as a writer as they gain confidence in reading. Includes two Blending Sounds books, five storybooks, a handwriting book, a parent handbook and more.

[View product](#)

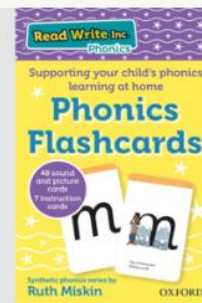


Book

My Reading and Writing Kit: Becoming a reader

Support your child's steps towards becoming an independent reader and writer with this kit, designed to help your child to read longer sentences and stories, and to practise writing a growing range of words. Includes six storybooks, phonics flashcards, a handwriting book, and a parent guidebook.

[View product](#)



Book

Phonics Flashcards

These flashcards offer a fun way to introduce the letters and sounds that make up words, using the 'Speed Sounds'. With parent notes offering guidance, these cards are the ideal way to support your child's first steps in learning to read.

[View product](#)

What can I do?

1. Use pure sounds, not letter names
2. Use Fred Talk to read and spell words
3. Listen to your child read their Storybook every day
4. Read stories to your child every day

Online resources available

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Any other questions

Read Write Inc.
Phonics



Q & A

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo