



# Read Write Inc Phonics Parent Booklet



## What is RWI Phonics?

Read Write Inc. is a government backed phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables children to achieve high levels of reading success. At Parklands Infant and Nursery School we believe that reading is the key to all learning and we are fully committed to making sure that every child is a reader by the end of KS1.



Children will be assessed regularly to ensure they are keeping up and extra intervention will be put in place to support if they are not.

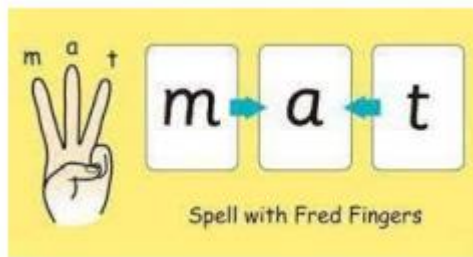
In Reception, children will be taught in class groups initially and then grouped during the Autumn Term according to their assessments to ensure every child can progress at the correct pace.

How will my child learn to read?

Children are taught the early sounds in Set 1. This covers the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'. They will learn to spot and recognise them quickly through fun activities and also to write them using 'phrases' to help them remember the correct formation. Tutors teach children 'pure sounds' which can be heard using [this link](#).



Using these simple sounds, children will learn to 'blend' words together so c-a-t becomes cat. To help the children do this, we have a lovely green frog called Fred! He can only talk in sounds so the children put the sounds together to make the word. We call this 'Fred Talk'. This is also used in early



reading, as when children see a new word they can use 'Fred Talk' to break down the sounds and then say or read the word. Similarly, this supports early writing skills as children use 'Fred Fingers' to break down a spoken word into its sounds to enable them to write the word. We use the phrase 'Say

the word – pinch the sounds' to help children remember.

When they are confident with blending longer words and know all of their Set 1 sounds, the children will move onto Set 2 sounds and then Set 3 sounds, which introduce alternative spellings for sounds they know and more special friends. They may begin to use 'Fred in their head' to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot 'special friends' easily within new words.

Words which can be decoded are called 'Green Words' as they can be deciphered using phonics knowledge. Unfortunately, there are lots of words in the English language that do not follow these rules ... they are called 'Red Words' or tricky words and need to be learned by sight. We use the phrase 'You can't Fred a Red' to remind children.

When faced with an unfamiliar word we use the phrase 'Special Friends – Fred Talk – Read the word' as this reminds them that it is important to spot the special friends before attempting to read the word. To further consolidate



this, we also use 'Alien Words' which are made up words that do not make sense. These words test to see if the children can spot any special friends and that they have good sound knowledge, rather than recognising familiar

words and using memory rather than reading skills. This technique is also used in the national Year 1 Phonics Screening Check which you will be given information about early in Year 1.

## Reading books

Your child will be given a reading book to bring home soon after starting in Reception. Before children know any sounds and are able to blend, these books will be sharing books. Your child will not be expected to read this book. The idea is you read it to them and share it with them, talking about the pictures and asking questions. Your child may start to point out the odd sound that they recognise and remember.

Once your child knows enough Set 1 sounds and can blend simple three sounds, they will start bringing home a decodable book. At this stage, the children can start to read the book by themselves but it is still important to talk about it and ask questions etc.

As soon as your child knows all the Set 1 sounds including special friends they will start reading the Read Write Inc reading books. By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability. As reading becomes more fluent, children begin to understand the stories they read and can enjoy the books.



Whatever the stage of reading of your child, we like them to read their book several times before changing it. In the first read your child will be focussing on reading each word individually and it may seem robotic. In the second read, their word recognition will become quicker allowing a faster pace and better understanding of the story. In the third read, the speed should be much quicker and therefore the child is using more brain power to understand the story rather than reading each word. This is the point where the story becomes meaningful and pleasurable and they can answer questions based on the content. There are questions at the end of the book to check

understanding and promote discussion of the story. Please take the time to complete these activities as they are the early comprehension skills that are built on throughout school.

It is recommended that all reading should take place in a calm and quiet environment, a story before bed time or snuggled on the sofa without distractions of the TV etc so the focus can purely be on the reading enjoyment. It should be relaxed and enjoyable and lots of praise should be given when children are successful. Please try not to get frustrated if your child is struggling as this likely to put them off trying, instead encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful.

What are the expected time scales?

The scheme provides a strict routine and is very fast paced. Children will learn a new sound per day so full attendance is vital! (If your child has a holiday for a week – they would miss 5 new sounds and 2.5 hours of focussed learning, and therefore have knowledge gaps which may prevent them from moving forward.) As all children learn at different paces, some will find reading easy while others find it hard. We aim to support pupils who struggle or fall behind with thorough 1:1 or group interventions, and may ask that further work is completed at home to allow them to 'catch up'.

If you have any questions regarding your child's reading or phonics, please do not hesitate to ask.