

# Reading at home

Your child is learning to read with *Read Write Inc. Phonics*, a very popular and successful literacy programme. This information leaflet shows you how you can help get your child off to a quick start.

## How will my child learn to read?

First, your child will learn to read:

- Set 1 Speed Sounds. These are sounds written with one letter: **m a s d t i n p g o c k u b f e l h r j v y w z x** and sounds written with two letters (your child will call these 'special friends'): **sh th ch qu ng nk ck**
- Words containing these sounds, by sound-blending, e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*, s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*

Your child will initially be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em' and 's' as in 'sun' not 'es'. However, once they are confidently blending, letter names are introduced.

Second, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**
- Words containing these sounds

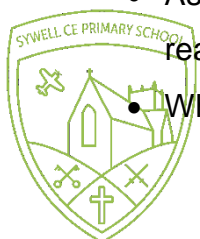
Third, he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**
- Words containing these sounds

## How to listen to your child read:

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words in the front of the book before he or she reads the story.

- When your child reads the story, ask him or her to sound out the words that he or she



can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.

- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.) Ask them questions about what has happened or what they think will happen next to support the development of their comprehension (reading isn't just being able to read the words on the page!)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

**We have a story time every day at school so children develop a love of stories. We hope that you will do the same by reading a bedtime story to your child every night.**

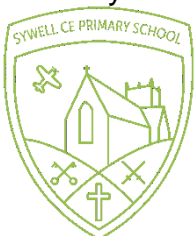
### **Book Bag Books:**

Your child will bring home their Read Write Inc book which they have previously read within their Read Write Inc sessions in school. This should be the book that you prioritize reading at home. Alongside this, children will bring home a book from the Class Reading Basket that they have chosen themselves. This is so that children can have a range of texts accessible to them which consist of texts they can read fluently and ones which they cannot perhaps read as easily, but would like to read/have read to them to instill a pleasure for reading.

In Class 1, your child will bring home the Set 1 Speed Sounds cards. Please support your child by rehearsing the sounds using pure sounds E.g. We say 'mmmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

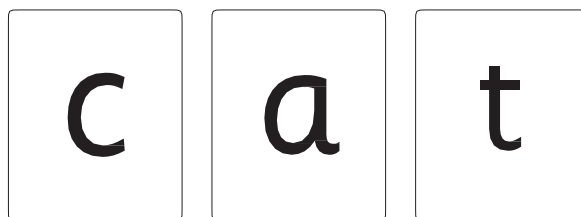
### **Helping your child to read words:**

Once your child can read Set 1 Speed Sounds confidently, he or she can learn to read words. First, your child is introduced to a toy frog called Fred. Fred can *only* say the sounds in a word and needs your child to help him read the word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word.



You can help your child to read words by following these steps:

1. Make up a word with three cards that your child can read quickly, e.g. c-a-t.



Point to and say the sounds, and then say the word. Ask your child to copy you.

Muddle up the cards. Ask your child to make the word again, and then point to and say the sounds.

Repeat with more 3-sound words, including some containing sounds made up of more than one letter, e.g. ch-a-t, sh-i-p, th-i-s.

2. Put out three cards. This time, ask your *child* to say the sounds. Help him or her to blend the sounds into the words, until your child can do it without your help.
3. Repeat with some 4-sound words, e.g. b-l-i-p, f-r-o-g, g-r-i-n, s t-o-p, j-u-m-p, h-a-n-d, b-l-a-c-k.

### Glossary:

**Fred Talk** – sounding out the word before reading (blending)

**Sound-blending** – putting sounds together to make a word, e.g. c-a-t *cat*

**Special friends** – sounds written with more than one letter e.g. sh, ng, qu, ch, ar, air, ear

**Speed Sounds** – the individual sounds that make up words

