

## A Parent/Carers Guide to:



Dear Parents & Carers,

At The Oaks, we use the **Read Write Inc** (RWI) programme to improve the reading skills of our young people. This leaflet is designed to offer information about how you can help with your child's reading development at home and to understand the way we teach this in school.

RWI is a phonic based approach to teaching reading. It involves pupils learning to read sounds and how to blend them together to read words.

RWI is a successful reading programme that enables every child to become a confident and fluent reader. It aims to teach all pupils to read at a pace that they are comfortable with.

The pupils learn 44 sounds (speed sounds). These are the letter **sounds** and not letter **names**. The speed sounds are divided into small groups. Once they have learnt all of the sounds in one group, they can move on to *sound blending* the letters in that group to read words.



For example, once each pupil has learnt to read the first 5 sounds: **m a s d t** they can then start to read words that include these sounds such as **mat, sat, sad, mad, at** etc.

Pupils will then learn the next five sounds and be able to read words with a combination of the ten sounds.

### Types of Sounds

#### **Pure sounds**

When teaching the speed sounds it is very important that you do not add an intrusive 'uh' to the end of the consonant sound. Try to pronounce them as **pure** sounds: 'mmmm' not 'muh', 'ffffff' not 'fuh' and 'lllll' not 'luh'.

This can be quite difficult to begin with but by ensuring only the pure sounds are pronounced, pupils will find it much easier to *blend* the sounds to make words. There is a video that demonstrates this on *Youtube*: search for **Read Write Inc.**

#### **Pronunciation:**

##### **Consonants: stretchy**

f	l	m	n	r	s	v	z	sh	th	ng	nk
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##### **Consonants: bouncy**

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

##### **Vowels: bouncy**

a	e	i	o	u	ay	ee	igh	ow
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##### **Vowels: stretchy**

oo	oo	ar	or	air	ir	ou	oy
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**Set 1 sounds**

**Set 2 sounds**

#### **Bouncy and stretchy sounds**

To help pupils remember their sounds we say that some make a stretchy sound and some make a bouncy sound.

**Stretchy sounds** are said in one continuous sound, e.g. mmmmmmmmm as in mountain.

**Bouncy sounds** are said with a short sharp gap in between, e.g. d-d-d as in d-d-d dinosaur.

## Sound blends

Pupils are ready to sound blend once they have learnt the first set of sounds and can say these in and out of order. In school we call this **segmenting and blending**.

Segmenting involves reading the sounds within a word for example c-a-t and then blending them together to read the word, e.g. c-a-t - cat; sh-o-p - shop; s-t-r-ee-t - street.

## Complex Sounds

Once pupils know the range of sounds we use, we can then begin to group these for reference in independent reading and spelling.

The attached chart shows these:

f	l	m	n	r	s	v	z	sh	th	ng nk		
ff ph	ll le	mm mb	nn kn	rr wr	ss se c ce	ve	zz s	ti ci				
b	c k	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck ch	dd	gg		g ge dge	pp		tt	wh			tch
a	e	i	o	u	ay	ee	igh	ow				
	ea				a_e ai	y ea e	i_e ie i	o_e oa o				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u_e ue ew			oor ore aw au	are	ur er	ow	oi					

## Red and Green words

### Green words

Green words are words that pupils will be able to *sound out* and then sound blend together, using the speed sounds they have learnt. They will be able to read a book more easily if they practice reading these words first.

### Red words

Red words are those words which contain spelling patterns that cannot be *sounded out*. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, said sounds like 'sed'. Red words have to be learnt by sight. Learning to read the red words is a very important part of reading and one which you can help with at home. A good way to do this is to put them onto small pieces of paper and use them as flash cards. When you hold up the word your child should be able to say the word. Please remember you cannot sound out all the sounds in these words.

**Remember these words cannot be completely *sounded out* - they must be learnt by sight! The best way to do this is by 'flashing' the cards in a random order!**

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

## In summary how and what do pupils learn at The Oaks?

### Reading

- Learn 44 sounds and the corresponding letters/letter groups using picture prompts.
- Learn to read words by blending letter sounds.
- Read lively stories featuring words they have learnt to sound out.
- After discussion about the story they demonstrate their understanding by answering questions.

### Writing

- Learn to write the letter/letter groups which represent the 44 sounds.
- Learn to write words by saying the sound and the graphemes.
- Learn to build sentences orally using adventurous vocabulary.
- Start with simple sentences and develop towards more complex ones by the end of the programme.
- Compose a range of texts using discussion prompts.

### Talking

During the programme there is lots of opportunity for pupils to work collaboratively where they take turns in practising activities and rehearsing responses.

***We encourage our pupils to read as much as they can and to use these skills across the curriculum!***

*'We learn to read so we can read to learn'*