

# Reading at home

## Booklet 1

### 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*
- Blending Books and Red, Green and Purple Storybooks.

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
- Pink, Orange and Yellow Storybooks.

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
- Blue and Grey Storybooks.

Your child will be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em'; 's' as in 'sun' not 'es'.

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

Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.



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



Fred says the sounds and children work out the word.

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-ck**.

### Black and White Storybooks

As soon as your child starts to read the *Read Write Inc. Phonics* Storybooks, he or she will bring home a black and white Storybook. This is a copy of the colour version he or she will have read at school.

Your child will have read this story three times with their reading teacher, so should be able to read the story confidently.

A brief explanation of how to follow the activities is included in the books.



### Book Bag Books

Your child may also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Your child will need more support in reading this book.

Again, explanations of how to use the activities are included in the books.



### 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 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.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

### 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**

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