



King's Wood School and Nursery

Read Write Inc.



**Parent Meeting  
Introduction to  
Read Write Inc.**



# Progress groups

We group children by phonic stages.

Teach to the group's challenge level.

Re-assess all children every half term.

Group children by their progress in word reading and fluency.

# **One-to-one tutoring – ‘keep up, not catch up!’**

**Some children will have additional phonics support on top of their daily phonics lesson to help them keep up with their peers.**

**This takes place either in the classrooms or in a quiet space within the school.**

**This is usually delivered by the phonics lead, and either individually or in small groups of no more than 4 children.**

# What is phonics?

## Sounds (graphemes)

m	a	t
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mat

All words are made up of individual **sounds**. These sounds are blended together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

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Using phonics, children learn to read by saying each sound and blending them to read a word.

Children learn to spell by segmenting a word into sounds and writing the matching graphemes.

sh	i	p
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ship

# Speed Sounds Set 1

Read Write Inc, Phonics makes learning to read easy for children because we start by teaching them just one way of reading and writing every sound. Here they are on the Simple Speed Sounds chart.

We teach Set 1 sounds first – sounds in BLUE (sounds as far as a e i o u).

## Consonant sounds – stretchy

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

## Consonant sounds – bouncy

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

## Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

## Vowel sounds – stretchy

## Vowel sounds – stretchy

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

# Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com))

Children need to know sounds – not letter names – to read words.

We say the sounds in a way to make them easy to blend into a word.

We aim to eliminate the ‘uh’ at the end of the sound. This is called a ‘schwa’ sound.

We say ‘c’ ‘a’ ‘t’ rather than cuh a tuh.

Let’s watch this film of little Sylvie on the Ruth Miskin website to learn how to say each sound correctly.

[set 1 sounds](#)

# Speed Sounds Set 2

Then Set 2 – one way to read and write each of the long vowel sounds.

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

Vowel sounds – stretchy

Vowel sounds – stretchy

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

# Speed Sounds Set 3

Once children know how to read Set 2 sounds, they start to learn Set 3 sounds.

These are different ways to read and spell Set 2 sounds.

We call these Set 3 sounds, but actually they are the same sounds as in Set 2 but with a different spelling.

We say "same sound, different spelling".

Once they know all of these sounds, they will be able to read any unfamiliar word.

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					

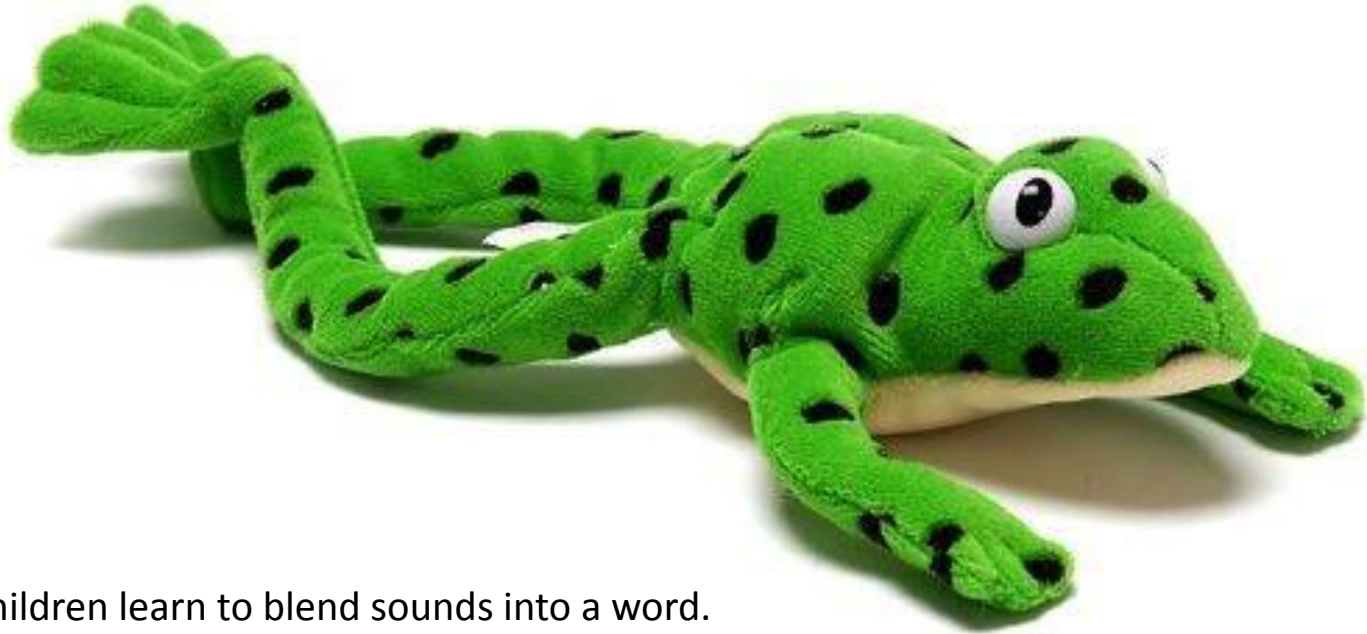
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

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

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

# Make friends with Fred!



Fred helps children learn to blend sounds into a word.

Fred can only speak in sounds. He says d-o-g, h-a-t etc.

He says the sounds c-a-t, and then children help him to say the word.

This is how we **quickly** teach **all of our children** to blend orally.

We practise blending orally so children will find word-reading easier.

# Virtual Classroom films

Occasionally, we will display film links or QR codes to lessons that match the sounds and words your child has been learning in school.

These will be visible when you collect your child from school.

Your child will be using the Virtual Classroom in school and will become familiar with them.

Watch these films with your child to help them to practise reading the sounds and words until they can read them speedily.

Simply click the link or QR code and watch on a tablet or other device.

Let's have a look at one of these films on the Virtual Classroom. *Play set 1: m*



set 1: name the pictures

Set 1: m

**Read Write Inc.**

# Three reads

1. Read every word **accurately**.
2. Read more words **'at a glance'**.
3. Read the whole story accurately, fluently and with a **storyteller's voice**.

Children then take this same book to enjoy at home. It should be easy for them to read. They should enjoy it and not struggle.

# Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

Some words are ‘tricky’ because they contain letters that don’t match the sounds the child has been taught.

We teach these common exception words as Red words.

In the early Storybooks, these words are printed in red text.

Remind your child not to use Fred Talk to read Red words but instead to stop and think if they know the word. Tell them the word if needed.

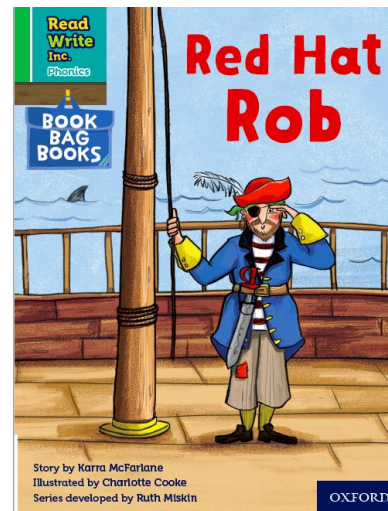
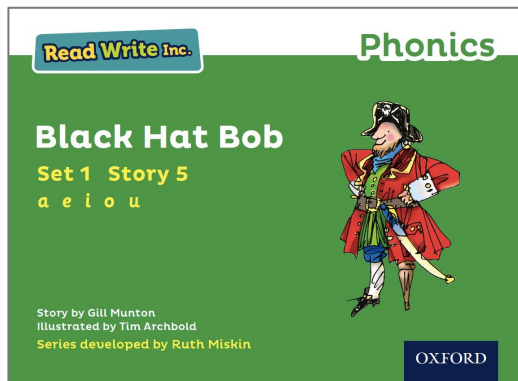
# What books will children bring home?

Initially, your child will receive either a QR code or a sheet of paper to practise reading and spelling the letters learnt each week.

When your child is ready, they will bring home a phonics book:

- the book/Storybook they have read in class to practise reading what they can already read (they love this book and enjoy reading it in their storyteller voice).
- *if applicable* a Book Bag Book that links to the story they have read in class or a non-fiction or 'More' Storybook.

Please avoid saying, "This book is too easy for you!" but instead say "I love how well you can read this book!"



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# What can I do?

1. Use pure sounds rather than letter names.
2. Use Fred Talk to help your child to read and spell words.
3. Listen to your child read their sound sheet or Storybook.
4. Watch the Virtual Classroom films together using the QR codes.
5. Read stories to your child.

# Online resources available

Ruth Miskin Families Page:

<https://www.ruthmiskin.com/parentsandcarers/>

Ruth Miskin Facebook:

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

Free e-books for home reading:

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

# Parents carers and families webpage

