



Information for Parents

At The Duchy School, our intent is to support children so that they both *can and do read fluently*. We start children's reading journeys using a systematic phonics programme called *Read Write Inc* (RWI). Phonics works by breaking each word up into it's individual sounds before blending those sounds back together to make the word. Sounds are taught progressively, from easiest to hardest: starting with single letter sounds and then moving on to two letters making a sound (digraphs), and then three (trigraphs), and so on.

Your child will be taught to read during daily phonics sessions at school. The following is designed to give information about the structure that this journey to reading will take - the sounds and words they will encounter, the types of books that they will bring home to share, and terminology which we and they will use.

You do not need to teach anything which follows, but we hope that this outline will support your confidence and enjoyment when hearing your child read at home.

Children will learn the sounds (phonemes) and their written representations (graphemes) in the following order:

Speed Sounds Set 1												
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	
Set 1 Special Friends												
sh	th	ch	qu	ng	nk	ff	ll	ss	ck			
Speed Sounds Set 2												
oo	ee	ay	ow	oo	igh	ou	Or	air	ir	ar	Oy	
Speed Sounds Set 3												
ea	oy	a-e	i-e	o-e	u-e	aw	Are	ur	ow	er	Ire	ear
ure	au	e-e	ue	ie	ph	wh	Kn	tious	cious	tion	e	

We will not refer to any letter names, as they are said when reciting the alphabet, until children are learning Set 3 sounds. Until then, we will just refer to the sounds that each letter or letters make.

For help with pronouncing these as pure sounds, please see: <https://www.youtube.com/watch?v=TkXcabDUg7Q>

Children will not move on to learning a new set of sounds until they are completely secure with recalling and applying the sounds in their current set. Their phonics teacher will assess their sounds knowledge regularly.

Each taught sound has an associated image and rhyme or phrase to provide a link when we learn them. These are especially helpful when it comes to modelling the shape these graphemes take when we write them. Your child may use these associated phrases when referring to a sound.



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose ch-ch-choo



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string



nk

I think I stink

ay



May I play?



ee

What can you see?

igh



Fly high



ow

Blow the snow

oo



Poo at the zoo

oo



Look at a book

ar



Start the car

or



Shut the door

air



That's not fair

ir



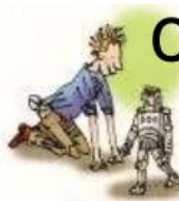
Whirl and twirl

ou



Shout it out

oy



Toy from a boy

ea



Cup of tea

oi



Spoil the boy

a-e



Make a cake

i-e



Nice smile

o-e



Phone home

u-e



Huge brute

aw



Yawn at dawn

ur



Nurse with a purse

er



A better letter

ow



Brown cow

ai



Snail in the rain

oa



Goat in a boat

ew



Chew and stew

ire



Fire fire

ear



Hear with your ear

ure



Sure it's pure

are



Care and share

RWI terminology

Green words

Words which can be phonetically decoded are referred to as green words. To read these words, we use Fred Talk - Fred the frog only speaks in sounds, not whole words. This develops the skills of sounding out and blending. When reading, you can point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word. Over time, as children get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly then saying the word out loud. For example Fred would say c-a-t, we would say 'cat'. The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dFzfpod5w_Q



Special Friends

Special friends are two or more letters which together make one sound. You may see a line placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph) which we call 'special friends'.

A dot is placed under a phoneme that has only one letter for the corresponding grapheme (graph).



Split digraphs

These are special friends in which two letters make a sound (a digraph) but they are split up when written in a word. We might also say that these sounds with a dash in the middle are known as chatty friends; they need a letter between them to stop them from chatting, e.g. a-e in cake, or i-e in smile. The dash represents the place another letter will take in a word.



Red words

Red words are what we call words that children cannot sound out, or Fred Talk, as they do not follow the phonics language patterns. Their letters make uncommon sounds. These are taught explicitly, and are words that children need to read by sight. The only way to learn these words is from memory, so they need lots of practise! These words are taught alongside new sounds.

Set 1 Red words:

I	the	my	you	said
your	are	be	of	no
what	all	was	we	so
to	me	call	her	there

Set 2 and 3 Red words

some	does	tall	come	watch
who	were	brother	any	there
where	too	small	love	many
here	once	buy	worse	thought
talk	could	anyone	would	great
son	water	should	they	half
going	over	laugh	because	can't
one	people	another	through	baby
told	even	mother	brother	why
friend	eye	only	key	

Fred Fingers

Fred Fingers are used for spelling. Children hold up the hand that they do not write with. They sound out, or Fred Talk, the word they are spelling and put up the correct number of fingers for the word.

For example: m-ee-t = 3 sounds = 3 fingers. Ask your child how many sounds they can hear in the word "meet"

- Ask your child to put up their Fred Fingers (there should be three)
- Using the hand that your child writes with, they pinch the first finger and say the first sound in the word 'm'
- Pinch the middle finger and say 'ee'
- Pinch the last finger and say 't'
- Fingers are pinched left to right, as we would read and write.



Nonsense/Alien words

As children build up their knowledge of sounds, they are able to apply their decoding skills to any unfamiliar word, may it be real or nonsense.



Children will practice their decoding skills by sounding out the letters in 'nonsense words'. They are unable to rely on existing knowledge of real words, and instead have to use their phonics knowledge. This is an important part of the Phonics Screening Test completed at the end of Year 1.

Sound blending books.

When a child knows all their Set 1 speed sounds well, and can blend these, they will start to bring home sound blending books. These have words that the children can Fred talk and blend to read.

They have a word on one page, and the same word again with a picture on the opposite page. This supports children in checking to see if they got the word right.

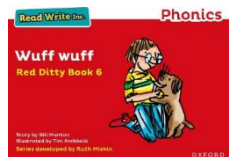
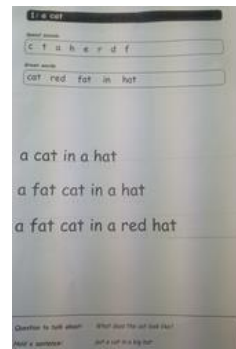


<https://www.youtube.com/watch?v=no4CbSS3ve8>

Ditty Sheets and books

Once children are more confident reading words with Set 1 sounds, they will take home a paper photocopy of a Ditty - a short set of sounds, words, phrases and sentences to practise sounding out and blending. You will notice a question for you to talk about at the bottom of the Ditty sheet which supports developing comprehension skills.

As their fluency builds, children will then bring home Red Ditty books, which provide a bridge between reading simple words and reading stories. These contain three short tales, which we will learn to read together in our daily phonics group at least 3 times before the book comes home. https://www.youtube.com/watch?v=QLXCVD_MVOg



Storybooks

Once children have sufficient sounds knowledge to confidently blend, they will start to bring Storybooks home to share. These books will contain sounds which the children are secure in, and a few new sounds which they are currently being taught. They will have read this book with an adult and a partner a minimum of three times in school before bringing it home to share, so will be able to read this well and will enjoy showing you their 'storyteller voice, adding expression to their reading aloud. These books have sounds, Red and Green words in the front. We recommend spending a little time reviewing these before reading the story.



Book-bag books

As well as the story books, your child will come home with a Book Bag Book. These are additional reading books which correspond with our storybooks, and include similar sounds, Red and Green words. They link to the story book that your child is working on and have not been shared in school before coming home. [Sharing both the Storybook and Book-bag books at home are a great way to support your child's reading.](#)



<https://www.youtube.com/watch?v=O7DruIKFsKw>

Reading for pleasure books

Your child will also bring home a reading for pleasure book from our school library. This will most likely be above their level of phonics understanding and is intended to be shared together with you to help build a love of reading. They will have the opportunity to change this book at least once a fortnight.

You may also find these RWI websites useful -

Ruth Miskin Parents' Page: <https://www.ruthmiskin.com/parents/>

Free e-books for home reading: <http://www.oxfordowl.co.uk/Reading/>

Thankyou for your continued support with helping your child to become a confident and fluent reader. If you have any further questions about your child's reading, please email their class teacher, who will be happy to help.