

Biscovey Nursery & Infants' Academy

Head of School: Miss K Bullock

Read Write Inc.

Phonics

Reading at home

Dear Parents/Carers,

Your child is learning to read with **Read Write Inc. Phonics**, a very popular and successful literacy programme. This letter 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.

How will my child learn to read?

Your child will be learning 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 fi sh, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash
- Blending Books and Red, Green and Purple Storybooks.

Then, 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.

Next, 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.

How to listen to your child read

T: 01726 812006

E: hello@biscoveyinfants.org.uk W: www.biscoveyinfants.org.uk

Biscovey Nursery & Infants' Academy, Lamellyn Road, Par, Cornwall PL24 2DB

A Company Limited by Guarantee. An Exempt Charity

Registered in England & Wales - Company No. 07387540

Registered Office: Aspire Academy Trust, Unit 20, St Austell Business Park, St Austell, Cornwall PL25 4FD





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- 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!

Help your child to read set 1 sounds

Before you get going, visit www.ruthmiskin.com/parents to practise saying the sounds clearly. The more clearly you say the sounds, the more quickly your child will learn them.

Important: 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. Your child will bring home the Set 1 Speed Sounds cards to practise. You'll see that each sound is drawn in the shape of a picture.

For example:

- 's' is in the shape of a snake
- 'd' is in the shape of a dinosaur
- 'a' is in the shape of an apple
- 'm' is in the shape of two mountains



2. Help 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

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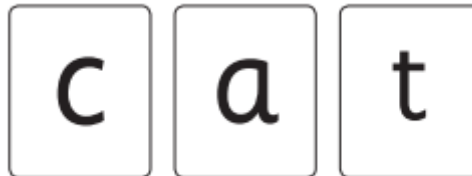
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the sounds in a word and needs your child to help him read the word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word. You can help your child to read words by following these steps:



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-ck.

2. Using the set 1 sound cards

The name of each picture is written on the back of the cards.

1. Ask your child to say the name of the picture on the back of each card, e.g. a-a-apple, ssssnake, getting quicker each time.
2. Help your child to say the sound hidden behind each picture, e.g. 's' is behind the snake. Repeat until your child can do this quickly.
3. Help your child to say the sounds on the letter side, getting quicker each time. If he or she forgets, turn back to the picture side. When your child can say the sounds without turning over to check, increase the speed!

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Learning the Speed Sounds
in the classroom.

Today we have sent home the first sound 'm' with your child along with a reading record book. When your child has learnt more sounds we will begin to send green word cards home and additional reading books. These will be phonetically decodable books to support early reading. Please encourage your child to 'Fred Talk' as they read. This means they sound out the words like m-a-t then they blend the sounds to read the word. We will also be sending home star books to challenge your child, these books are for you to read together as the children may come across unfamiliar words.

When you listen to your child read please write in their reading record book as each time your child reads at home they will be added up and children will receive reading rocket certificates. One read per day will be counted towards this total. There is reading rockets for 10, 20, 30, 40, 50, 75, 100, 125, 150, 175 and 200. We encourage you to listen to your child read daily.

Please ensure all books are in your child's book bag daily. It is important that stories are read and re-read to increase the reading speed and to support your child to understand the story. We will change the books twice a week.

If you have any questions or concerns, please do not hesitate to speak to the class teacher. A reading workshop for parents will be organised soon to support you further with your child's reading.

Kind Regards,

Miss Bullock

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