



Dear Parents,

At Statham we follow Ruth Miskin's, "Read Write Inc. Phonics " programme In EYFS and Y1. This programme is also used as a catch up intervention in Y2 and as a 1:1 support intervention for any older pupils who require further phonic support.

We all know that reading opens the door to all learning. A child who reads a lot will become a good reader. A good reader will be able to read challenging material. A child who reads challenging material is a child who will learn. The more a child learns the more a child wants to find out. It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

### **Who is Read Write Inc. for?**

The Read Write Inc. programme is for EYFS and Y1 children learning to read. It enables every child to become a confident and fluent reader at the first attempt. Every child who completes Read Write Inc. learns to read fluently and confidently.

Using this method:

- Children in the early years learn to read confidently and fluently.
- Older children with reading difficulties make fast progress.
- Children with specific learning difficulties learn to read.
- The Read Write Inc. programme is also used with great success to support children of all ages who have been designated as dyslexic.

### **Why does it work?**

- The systematic and lively programme is organised by an in-school manager
- All staff (teachers and assistants) receive specific training.
- The children read and write for an hour each day, grouped according to their reading level.

- Children do not struggle because the work is too difficult or get bored because the work is too easy.

### How and what do the children learn?

#### Reading

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

#### Writing

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

#### Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons. They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other



## How can I help my child learn to read?

- Read as many stories to your child as you can.
- Talk about the stories.
- Explain the meaning of new words.
- Most importantly though, show the fun that can be gained by listening to stories.
- What you read to your child today, he will be able to read for himself very soon.

### Step 1: Help your child to learn Speed Sounds

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk', e.g. d-o-g, c-a-t, m-a-n,

Please do not use letter names at this early stage.

**These first sounds should all be stretched slightly. Try to avoid saying uh after each one**

e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m - mmmmmountain (keep lips pressed together hard)

s - ssssssnake (keep teeth together and hiss - unvoiced)

n - nnnnnnet (keep tongue behind teeth)

f - fffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)

l - lllllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)

v - vvvvvvulture (keep teeth on bottom lip and force air out gently)

z - zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)

th - thhhhank you (stick out tongue and breathe out sharply)

sh - shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk - I think I stink (make a piggy oink noise without the oi! nk nk nk)

**These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:**

t - (tick tongue behind the teeth - unvoiced)

p - (make distinctive p with lips - unvoiced)

k - (make sharp click at back of throat)

c - as above

h - (say h as you breathe sharply out - unvoiced)

ch - (make a short sneezing sound)

x - (say a sharp c and add s - unvoiced)

**You will find it harder to avoid saying uh at the end of these sounds.**

d - (tap tongue behind the teeth).

g - (make soft sound in throat).

b - (make a short, strong b with lips).

j - (push lips forward).

y - (keep edges of tongue against teeth).

w - (keep lips tightly pursed).

qu - (keep lips pursed as you say cw - unvoiced).

**The short vowels should be kept short and sharp:**

a: a-a-a (open mouth wide as if to take a bite of an apple).

e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat - smile).

o: o-o-o (push out lips, make the mouth into o shape).

u: u-u-u (make a sound in the throat).

**The long vowel sounds are all stretchy sounds**

ay: ay may I play

ee: ee what do 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 for a boy