



# Parent Meeting Introduction to Read Write Inc.



Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*



Welcome 😊

- How we teach children to read and spell: what is phonics?
- How you can support at home

# What is phonics?

Sounds

m a t

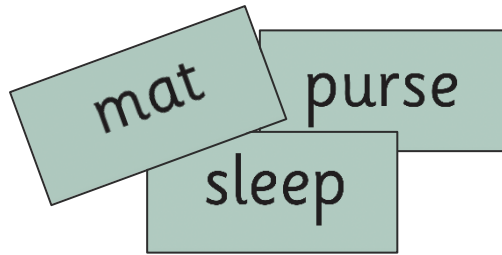
mat

sh i p

ship

demonstrate, containing, roamed, trivial, injured,  
whimper

# Read Write Inc. Phonics daily lessons



# Progress groups

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!’



# Speed Sounds Set 1

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))



# Speed Sounds Set 2

## 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

## 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							

Speedy sounds + Fred =  
decoding



+



**Make friends with Fred!**



# Virtual Classroom films

fun

• • •



# Virtual Classroom



# How do I use the Virtual Classroom?

1. Set aside 5 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop, tablet or phone.
3. Praise your child as they join in with the lesson – make it fun!

The more they practise using these films, the quicker they'll learn to read.

# Teach spelling using Fred Finger



# Writing with the simple code

Write a wanted poster

**Wanted:**  
**Red Hat Rob**



Hee has a red hat.  
Hee has a blue jacket.  
Hee has a I Patch.  
Hee is food. Hee has a  
fether in his hat.  
Hee is visnos. Hee has  
a sword. Hee has a  
a ng lee fas. Hee sor  
a cash box and  
wantd to get it.



# Spelling

The children will be learning to spell words as well as read them. Once your child gets to green books (and beyond), they will come home with a spelling list to practise on Fridays. They will be quizzed on these spellings the following Friday.

- New
- Review
- 'Red' / common misconception

# Three reads



## Pin it on


**Introduction**  
In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail to the right place. Let's see how they do!

pin it on



not on its leg

4



"Snatchosaurus is a very dangerous dinosaur," she said.  
"So it's obvious! We need to find an *even more* dangerous dinosaur to catch him!"

"But where can we find a dinosaur like that?" asked Stegosaurus, cautiously.

"We will make one!" came the reply.

So they got out their scissors, and their pencils, and their paper, and their card, and their paints, and their sticky tape ... and they made ... a Catchasnatchosaurus!  
And the famous Snatchosaurus was never seen again!

15

# 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**.

# 'Special Friends', 'Fred Talk'

1.6

ship

“Get off **my** ship!” **said** Black Hat Bob.

“**No,**” **said** Red Hat Rob.

“**I** will not.”



# Red Words

I

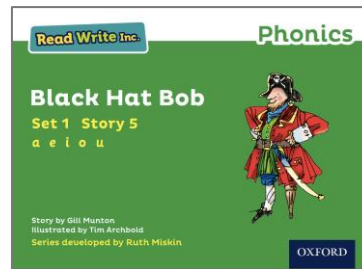
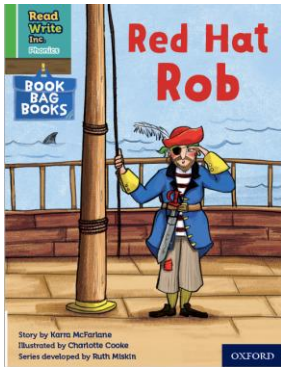
said

This is Red Hat Rob.



“I will grab that cash box,” he said.

# What books will children bring home?

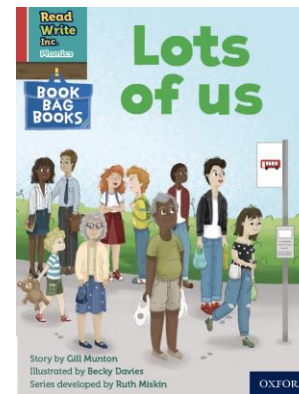
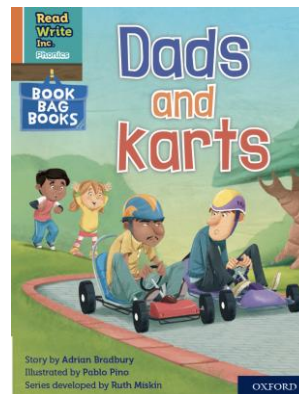
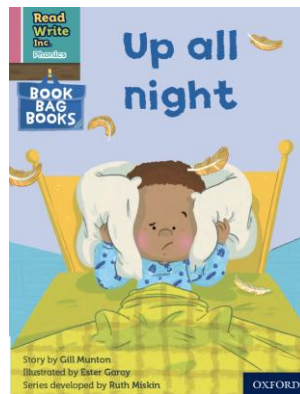
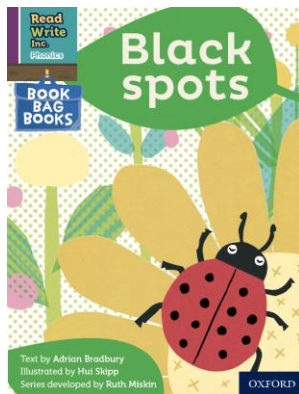


# Book Bag Books

Extra reading practice at home.

Linked to the story they have read in class.

Matched to the sounds children know.



# What can I do?

Ask your child to read the sounds and words before they read the story.

They will enjoy teaching you to read these words too.

☆ ☆

### Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn	rr	ss	ve	zz			nk
	le		kn				s			

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

Each box contains one sound but sometimes more than one grapheme.  
Focus graphemes for this story are circled.

☆ ☆ ☆

### Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Sanjay	Miss	Hay	ill	cup	tray	ring
--------	------	-----	-----	-----	------	------

Ask children to say the syllables and then read the whole word.

animal	o'clock	okay	Stingray
--------	---------	------	----------

Ask children to read the root first and then the whole word with the suffix.

play	→ played	egg	→ eggs
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### Red Words

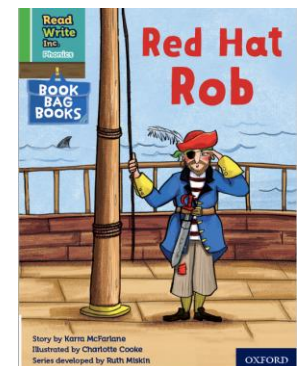
Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

of	are	said	you
all	no	he	call
we	put	your	to
want	I've	she	go

# What can I do?

Encourage them to read the word in Fred Talk if they hesitate or read it incorrectly.

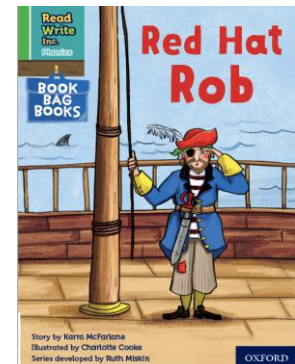
Praise them when they succeed.



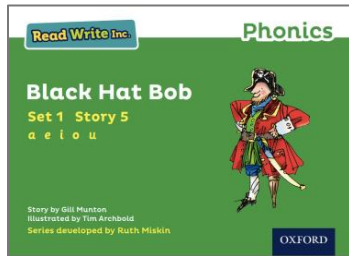
# What can I do?

Read back each sentence or page to keep the plot moving.

Your child's energy is going into reading the words not the story.



# If you would like extra reading for your child to practice...



**Read Write Inc.**



At five years old:

Never read to - 4,622 words

1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

Daily - 296,600 words

Five books a day - 1,483,300 words



*Science Daily (2019)*

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

# Choose the best stories for your storytime

Old and gold



New and bold



# **Engagement: love each story**

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Share your love and enthusiasm for the story.

# Reading aloud is transformational

Being read *to* is the most powerful predictor of a child's future reading comprehension.

# 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 Storybook every day.
4. Watch the Virtual Classroom films together.
5. Read stories to your child every day.

# Parents carers and families webpage



Any questions?



thank you



Reading feeds the imagination. It expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

*Michael Morpurgo*