



At Ashby Fields Primary School we want all our children to 'read to learn', not just 'learn to read'. Reading opens the door to all areas of learning. A child who is confident and reads a lot will become a good reader and they are then able to apply their skills to other curriculum areas.

We are using an exciting literacy programme called Read Write Inc. We begin this in Reception and the children continue on the programme until they can read effortlessly. Children are then streamed into groups that match their ability throughout the whole of Key Stage 1 and Key Stage 2 if appropriate. This enables them to concentrate on comprehending what they read and to use higher order thinking skills.

When using Read, Write Inc to **read** the children will:

- Learn 44 sounds and the corresponding letter/letter groups using picture prompts and phrases
- Learn to read words using 'Fred talk'
- Read stories using the sounds they know so reading becomes fluent and pacy
- Demonstrate they understand the story by answering questions
- Work with a partner to support learning

When using Read, Write Inc to **write** the children will:

- Learn to write the letter/letters that represent the 44 sounds
- Learn to write words using 'Fred talk' (green words)
- Write high frequency/ tricky words (red words)
- Write simple sentences
- Compose stories based on their reading and current topic themes

The children are also introduced to 'power words' e.g. big/ huge, wet/ soaking cold/ freezing to increase their vocabulary, words that make the text more exciting.

Supporting at home

With Read, Write Inc we are using **pure** sounds, ('mmmmm' not 'muh', 'sssss' not 'suh', etc) so that your child will be able to blend the sounds into words more easily. These first sounds should all be stretched slightly. Try to avoid saying **uh** after each one: eg /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmmountain (keep lips pressed together hard)

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

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – llllleg (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 or as 'bouncy' 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).



Once the children recognise a few sounds they are taught to blend them to make words.

For example: c-a-t, show 3 fingers, each finger represents 1 sound.

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order:

m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long Vowel Sound	Set 2 Sounds	Set 3 Sounds	
ay	ay: may I play	a-e: make a cup of tea	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse with a purse	er: a better letter

ou	ou: shout it out	ow: brown cow
oy	oy: toy for a boy	oi: spoil the boy
ire		ire: fire fire!
ear		ear: hear with your ear
ure		ure: sure it's pure?

Using the chart below the children are taught all the sounds linked to individual letters.

What a lot to learn!

Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk
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b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch
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Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e i ie y	ow o-e oa o
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oo u-e ew ue	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	ire	ear	ure
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Ten top tips from Read Write Inc.

1. **Saying sounds correctly** This is really important when you are helping your child to learn the sounds.
2. **Linking letters and sounds** Encourage your child to make the link between the sound and the written letter shape.
3. **Sounds represented by more than 1 letter**, For example sh as in ship. Never sound out the letters individually.
4. **Practise, practise, practise** build up a knowledge of the letters and sounds quickly and for a few minutes every day.
5. **Putting sounds together to read simple words** say the sounds *c-a-t* to read cat, *sh-o-p* to read the word shop, *t-r-ee* to read the word tree.
6. **Tricky words** Some words cannot be blended (red/tricky words) These words just have to be learned by sight e.g. said, flashcard type games are a good way to learn and practise these.
7. **Reading books** Read the book your child brings home. Think about questions to ask your child to ensure they fully understand the text. Read to and with your child as often as possible.
8. **Using pictures** Pictures are really good for sharing and talking about a story but don't encourage your child to use the pictures and guess a word. Encourage the use of 'Fred fingers' and words they have memorised.
9. **Writing letters** Encourage your child to write the letters as soon as the letter sounds are learned. Encourage correct formation and holding a pencil correctly too.
10. **Lots of books** Carry on sharing all sorts of different types of books, comics and magazine with your child. Lots and lots of praise and hugs!

Our teachers are always very happy to talk to you about any aspect of your child/children's learning. Please do not hesitate to speak to your child's class teacher if you have any concerns.

You might find the following links useful:

www.amazon.co.uk

Search for Read Write Inc

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

A free website to help you help your child learn to read and develop a love of reading

www.ruthmiskinliteracy.com

Ruth Miskin is the author of the scheme where you can find further information.