



*Read Write Inc.*

*at*

*St Mary's C of E Primary School -  
Information for Parents and Carers*



## Read Write Inc.

At the heart of Read Write Inc. Phonics is the systematic teaching of all the common sounds in the English language (RWI calls these the Speed Sounds). Children are taught to recognise the sounds and to put them together ('sound blend' them) into words for reading.

Children are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.

When teaching the letter sounds, it is important to remember to 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.

## Phonics Terminology

**Phoneme** - the smallest unit of sound in a language. If the phoneme is changed the word may change e.g. change the l sound in 'lack' to a b and the word changes to 'back'.

**Grapheme** - A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

**Segmenting and blending** - Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

**Digraph** - Two letters come together to make a phoneme e.g. /oa/ makes the sound in 'boat' and is also known as a vowel digraph. There are also consonant digraphs, for example, /sh/ and /ch/.

**Trigraphs** - Three letters come together to make one phoneme e.g. /igh/ in 'light'.

**Split Digraph** - means that a vowel sound has been split. e.g. the /a-e/ in cake, /o-e/ in wrote.



## Read Write Inc. Terminology

**Speed Sounds** - The 'Pure Sound' of the letter (without 'uh' on the end).

**Green words** - Words that can be sounded out using pure sounds (synthetic phonics) e.g. cat, frog,

**Red Words** - Words that cannot be sounded out (also known as sight words) e.g. my, I, said

**Fred Fingers** - A way for children to physically sound out each letter in a word and keep track.

**Fred Talk** -When we say words in sounds we call it 'Fred Talk', e.g. /d/o/g/, /c/a/t/, /m/a/n/,

**Special Friends**—all digraphs and trigraphs e.g. /oa/ in 'boat' or /igh/ in 'light'.

## Speed Sounds

Read Write Inc. introduces the simple sounds with Speed Sounds Set 1 and Set 2. They then learn more ways of writing the same sounds with the complex Speed Sounds Set 3.

### **Speed Sounds Set 1**

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 following sounds should all be stretched slightly.

m-mmmmmmountain (keep lips pressed together hard)

s-sssssnake (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—llllllleg (keep pointed curled tongue behind teeth)

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

v—vvvvvulture (keep teeth on bottom lip and force air out gently)

z—zzzzzig zzzzag (keep teeth together and make a buzzing sound)

th—thhhhank you (stick out tongue and breathe out sharply)  
sh—shhhhh (make a shhh noise as though you are telling somebody to be quiet!)  
ng—thinnggg on a strinnnggg (curl your tongue at the back of your throat)  
nk—I think I stink (make a piggy oink noise without the oi! 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 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 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)

## Speed Sounds Set 2

ay – ee – igh – ow – oo – oo – ar – or – air – ir – ou – oy

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

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 for a boy

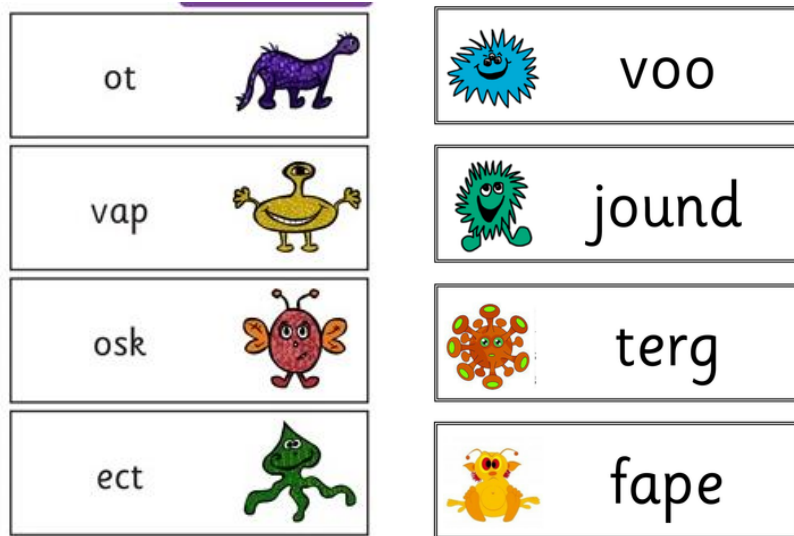
## Speed Sounds Set 3 (alternative graphemes)

a-e – ea – i-e – o-e – u-e – aw – are – ur – er – ow – ai – oa – ew – ire – ear – ure – tious – tion

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards (alternative graphemes)	
ay	ay: may I play	a-e: make a cake	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 for 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?		

## Nonsense Words

At the end of Year 1, children take a phonics screening check. As part of this they have to read nonsense words as well as real words. Nonsense words are made up of known sounds, so can be read as green words. In the check they have a alien next to them.



## Key Stage 1 Phonics Screening Check

The year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making progress with their phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning

The phonics screening check is taken individually by all children in year 1 in England and is usually taken in June. It gives teachers and parents information on how children are progressing in phonics. It will also help to identify whether your child needs additional support at this stage so that they do not fall behind at this vital early reading skill.

Your child will receive a mark out of 40 and will either pass or fail the check. If children do not reach the required threshold mark, they will be supported within school with additional phonics sessions. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. Your child will re-sit the check at the end of year 2.

## ***What phonics looks like at St Mary's***

*Children are grouped according to their phonics ability across EYFS, Year 1 and Year 2. Each group, a maximum of 14 children, is led by an adult with phonics training. Children are able to move groups when they are ready to do so and are regularly assessed by the phonics lead in school. Children are assessed on the sounds and their ability to blend and read words.*

*Groups are also regularly updated to ensure no the group size is appropriate and to ensure children are being given the required support.*

## ***Additional Phonics Support at St Mary's***

*Those children in year 1 and above, who are not making expected progress within the phonics groups, are given additional phonics support in a smaller group of up to 4 children per adult.*



## *How can I support my child at home?*

- 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.
- Read any reading books sent home. After your child has read a page, you can read it aloud again, to make sure that the story is enjoyed and understood. If your child gets stuck and is struggling to blend the sounds, say the sounds yourself, quickly, until your child can hear the word!
- When you talk about letters to your child, remember to use the letter sounds rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. eg. **cat**, would sound like: **see aytee**
- Play i-spy with your children and help them to identify the initial sounds in words.
- Practise letter formation with your child. Link the sound to the shape of the letter.
- When you're out and about point out writing in posters, signs, or leaflets. Keep reminding 'Do you remember when we were talking about the soundch...?', or 'Oh look! There's a bigt(sound) on that poster!'
- Play audio tapes of songs, stories and rhymes.
- Practice 'Fred talk' with your child at home e.g.: please get ready for b-e-d; Can you put your c-o-a-t on?

## **Online Resources**

### **Oxford Owl**

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

**Letters and Sounds** - Phonics resources published by the Department for Education.

<http://www.letters-and-sounds.com>

**Phonics Play** - interactive phonics games.

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

**Phonics Bloom** - interactive phonics games across all phases.

<https://www.phonicsbloom.com/>

