

Read Write Inc.
Phonics

Read Write
Inc at
Marlborough
Infant
School



IMPORTANT!

Read Write Inc is a government approved scheme to teach children to read and write. At Marlborough, children begin learning phonics in Year R and should be completing the phonics programme by the end of Year 2.

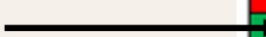


START
HERE



Sound Blending Group A	
Sound Blending Group B	
Sound Blending Group C	
Photocopied Ditties	
Red Ditties	
Green	Purple
Pink	
Orange	
Yellow	
Blue	
Grey	
Off the Programme	

End of Year R



These groups are an indication of where children are expected to be at different points in Key Stage 1. If your child is not where they should be, please do not worry, children move at their own pace. Speak to your child's teacher if you are concerned.

End of Year 1



End of Year 2



The simple code: Set 1 and 2 sounds

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
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
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Set 2 (taught when set 1 is secure).

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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Children need to know sounds - not letter names - to read words.

We say the sounds in a way to make them easy to blend into a word.

We aim to eliminate the 'uh' at the end of the sound. This is called a 'schwa' sound.

We say 'c' 'a' 't' rather than cuh a tuh.

The complex code: Set 3 sounds

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-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Then we teach children another way to read the sound, and then another until they can read the most common words in English. These are on the complex Speed Sounds Chart.

Meet Fred



Fred can't talk like us, he can only talk in single sounds (c-a-t).
Can we listen carefully and find out what Fred is saying?

Fred Talk routine

1. Say the word in sounds e.g. c-a-t.
2. Ask the child to repeat.

Can they 'jump-in' with the whole word?

3. Say the word in sounds followed by the whole word e.g. c-a-t, cat.
4. Ask the child to repeat.

Fred talk throughout the day

Shall we have some l-u-n-ch?

What would you like to p-l-ay?

Let's put on your c-oa-t.



Try to use Fred Talk throughout the day at home to help your child practise orally blending sounds.

Fred Talk words at the end of the sentence and keep the words short and simple.

Some ideas can be found here - <https://www.ruthmiskin.com/wp-content/uploads/2024/11/Fred-Games-4.pdf>

Sound blending books



Designed to support independent blending. Begin by pointing to each letter and saying the sound - can your child hear the word? Then ask them to point and say the sound - and then the word by themselves. Turn the page to look at the picture to check.



bed

leg

What can I do at home?

1. Speak like Fred throughout the day.
2. Play Fred games.
3. Use Fred Talk to read words.
4. The sooner your child can orally blend, the sooner they will be able to read words.
5. Use the sound cards and sound blending books that we send home - practice makes perfect!

This is the plan for teaching new sounds - you will see this on the videos that we are sending links to on Tapestry. These links will continue to work for several months.

Speed Sound m

Say the Sound: m

- Stretch *mmmmm* as you press your lips together hard. Ask children to repeat.
- Hold up the picture sound cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat. *mmmmouse, mmmountain, mmmirror, mmmoon.*

Read the Sound:

- Copy a simple version of *Maisie and Mountains* onto the board. Run your finger *down Maisie and then over the two mountains*, saying, *mmmmm*. Say *mountain* as you reach the end of the *second mountain*. Ask the children to repeat.
- Write *m* on the board beside *Maisie and the mountains*. Make it the same size.
mm
- Run your finger *down and then over m*, saying *mmmmm*. Say *m* just as you reach the end of *m*. Ask the children to repeat. Repeat steps 1 and 2 a few times.
- Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell the children that the letter is hidden behind the picture. Show the letter side. Say *m*.



- Ask the children to say *m* or *mountain* as you flip the card a few times.

Review the Sounds:

- Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far.
- Say: Let's get *m* in the pack'. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Gradually increase the speed as children gain confidence.

Write the Letter:

- Air-write *m*, saying: *Maisie, mountain, mountain*. Ask children to copy. Repeat, writing *m* on the board. Ask children to say the phrase as they write *m* on paper, at tables. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
- Stretch *m* as you air-write *m*. Ask children to copy. Repeat, writing *m* on the board. Ask children to stretch the sound as they write *m* on paper.

Speed Write:

- Once children have learnt enough sounds, choose three sounds to review at speed. Say each sound as children write them on paper.

Fred Talk (Oral):

- Introduce Fred and explain that Fred can say words in sounds but not the whole word.

Teaching letter formation

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl



Support your child to hold a pencil like this - left handed children may benefit from slanting their paper slightly so they can see what they are writing.

- Hold pencil with a light grip.
1. Thumb holds pencil.
 2. First finger rests on top of the pencil.
 3. Pencil rests against third finger.

Left hand



Right hand



What can you do at home?

1. Use pure sounds rather than letter names.
2. Teach the picture names.
3. Practise reading sounds speedily.
4. Watch the Virtual Classroom films together.
5. Use the handwriting phrases to practise writing.



There are free video tutorials on our website - <https://www.ruthmiskin.com/parentsandcarers/>

The screenshot displays the 'Parents, carers and families' section of the Read Write Inc. Phonics website. At the top, a teal banner reads 'Learning to read at home' with the Read Write Inc. Phonics logo and an illustration of a parent and child. Below this, a section titled 'Parents, carers and families' includes a video player for 'Using the Virtual Classroom' and a list of 'Home reading guidance documents' such as 'Parent FAQs', 'Handwriting phrases', 'Fred Games', and 'List of Read Write Inc. reading books'. To the right, a 'Films' section lists 17 videos, including 'How Read Write Inc. phonics works - a parent/carer's guide' and 'What is Read Write Inc. Phonics?'.

You can also search for Ruth Miskin on Facebook and Instagram.

Free e-books for home reading:

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

A banner for a 'Free eBook library' featuring an image of three children looking at a tablet. The text reads: 'Free eBook library. Take a look at our tablet-friendly eBooks, which include all of your child's favourite characters from Bill, Chip and Kipper to the Project X Team.'