

## Glossary

**Fred Talk** – sounding the word out loud before reading (blending)

**Fred in your head** – sounding out the word in your head then saying the word out loud. e.g. (c-a-t) **cat**

**special friends** – sounds written with more than one letter, e.g. sh, ng, qu, ch

**Speed Sounds** – the individual sounds that make up words



**Read stories to your child with feeling! The more you love the story, the more your child will love reading.**

Booklet 2 shows you how to help your child practise reading:

- Sets 2 and 3 Speed Sounds
- Purple, Pink, Orange, Yellow, Blue and Grey Storybooks.

For more information on *Read Write Inc.*, please talk to the *Read Write Inc.* leader in your child's school or visit [www.readwriteinc.com](http://www.readwriteinc.com).

**OXFORD**  
UNIVERSITY PRESS

**How to get in touch:**

**web** [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)  
**email** [primary.enquiries@oup.com](mailto:primary.enquiries@oup.com)  
**tel.** +44 (0) 1536 452610  
**fax** +44 (0) 1865 313472

**Read Write Inc.**

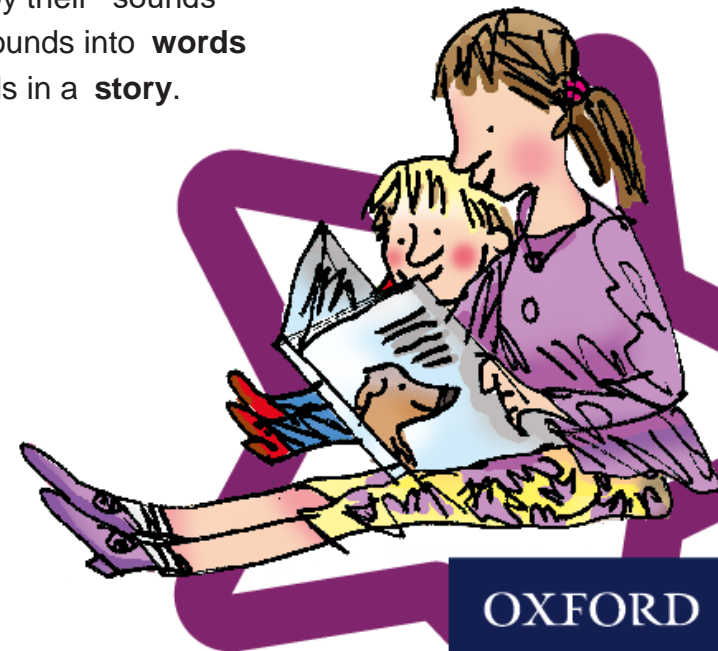
**Phonics**

# Reading at home Booklet 2

Your child is learning to read with *Read Write Inc. Phonics*, a very popular and successful literacy programme. This **second booklet** shows you how you can get your child off to a quick start.

Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.



**OXFORD**

## How will my child learn to read?

Your child will already have learnt to read:

- Set 1 Speed Sounds: these are sounds written with one letter:  
**m a s d t i n p g o c k u b f e l h r j v**  
**y w z x** and sounds written with two letters  
(your child will call these 'special friends'): **sh th ch**  
**qu ng nk ck**
- Words containing these sounds, by sound-blending,  
e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*,  
s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- Blending Books and Red, Green and Purple Storybooks.

Now, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or**  
**air ir ou oy**
- Words containing these sounds
- Pink, Orange and Yellow Storybooks.

Next, he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw**  
**are ur er ow ai oa ew ire ear ure**
- Words containing these sounds
- Blue and Grey Storybooks.

## How to listen to your child read



- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

## Home Resources...

### Black and White Storybooks

Your child may occasionally bring home a *Read Write Inc. Phonics* paper storybook. This is a copy of the text he or she will have read at school.

Your child will have read this story three times with their teacher but may need another few practices.

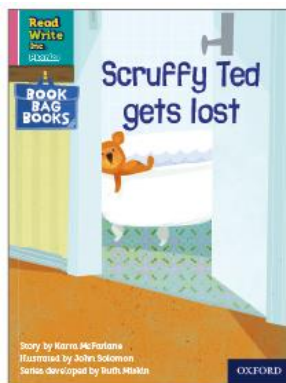
A brief explanation of how to follow the activities is included in the books.



### Book Bag Books

Your child will bring home a Book Bag Book every week. This book builds upon the ideas and many of the words in the Storybook he or she has just read in school. Your child may need support in reading this book.

Again, explanations of how to use the activities are included in the books.



## Speedy Green and Red Word Grids

Each time your child starts a new text in school they will be sent home two word grids with words they need to be able to recognise. The speedier the better!

**Green words** are words that can be sounded out using the sounds they know.

**Red words** are words that can't be sounded out as they are not phonetically plausible.

Practice these as often as you can at home, play a matching game, bingo, use a timer - any way of getting your child to recognise them without having to sound out every time. The more exposure they have to the words they faster they will retain them.

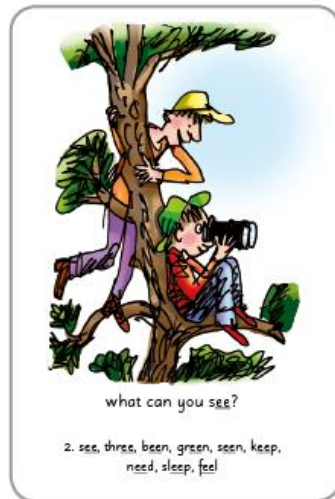


## Help your child read the Sets 2 and 3 Speed Sounds

Your child may bring home the Set 2 or Set 3 Speed Sounds cards or a *My Sets 2 and 3 Speed Sounds Book* to support sound recognition.

Each sound has a picture and phrase to help your child remember the sound. For example:

- the sound 'ay' has the phrase 'May I play?' with a picture of children playing together
- the sound 'ee' has the phrase 'What can you see?' with a picture of two boys in a tree.



## Using the Set 2 Speed Sounds cards

First, in the pack, find the sounds: **ay ee igh ow oo**

1. Picture side up, ask your child to say the phrase on each card, getting quicker each time.
2. Help your child to say the sounds on the letter side, getting quicker each time. If he or she forgets, turn back to the picture side. When your child can say the sounds without turning over to check, increase the speed!
3. Repeat with the sounds: **oo ar or air ir ou oy** and then mix these sound cards with the ones above. Keep practising until your child can read these 12 sounds quickly and confidently.



## Using the Set 3 Speed Sounds cards

First, in the pack, find the sounds: **ea oi a-e i-e o-e u-e**

1. Picture side up, ask your child to say the phrase on each card, getting quicker each time.
2. Help your child to say the sounds on the letter side, getting quicker each time. If he or she forgets, turn back to the picture side. When your child can say the sounds without turning over to check, increase the speed!
3. Repeat with the sounds: **aw are ur er ow ai oa ew** and then mix these sound cards with the ones above. Keep practising until your child can read these 14 sounds quickly and confidently.
4. Repeat with the sounds: **ire ear ure**