

Read, Write, Inc. Phonics Information Booklet

The terminology:

A **phoneme** is a single sound that can be made using more than one letter, e.g. s, k, z, oo, p
There are 44 sounds in the English language even though there are only 26 letters.

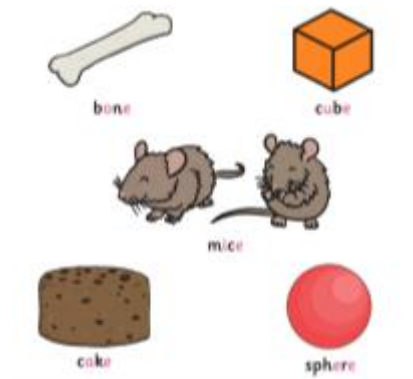


A **grapheme** is the written version of a phoneme.
We use catchy rhymes to show children how to form their letters (see p.2)
e.g. 'round the apple down the leaf' for the letter 'a'.
(see below to see how you can help your child practise their letter formation at home)



Round the apple down the leaf.

A **split digraph** are two letters that join together to make a single sound but have other letters between them, e.g. cake, cube, mice



When teaching the letter sounds, it is important to remember to keep them very 'pure' and distinct, to help with sound-blending later on. We teach the sounds as they would be pronounced in a word. For example, the letter 'm' would be taught 'mmm' as in mouse not 'muh'.

You can use these rhymes to help your child practise their letter formation:

a – Round the apple down the leaf.
b - Down the laces to the heel, round the toe
c – Curl around the caterpillar
d – Round his bottom, up his tall neck, down to his feet
e – Lift off the top and scoop out the egg
f – Down the stem and draw the leaves
g – Round her face, down her hair and give her a curl
h – Down the head to the hooves and over his back
i - Down the body, dot for the head
j – Down his body, curl and dot
k – Down the kangaroos body, up his arm, down his tail and down the leg
l – Down the long leg
m – Maisie, mountain, mountain
n – Down Nobby, over his net
o – All around the orange
p – Down the plait and over the pirates face
q – Round her her head, up past her earrings and down her hair
r – Down his back, the curl over his arm
s – Slither down the snake
t – Down the tower, across the tower
u – Down and under, up to the top and draw the puddle
v – Down a wing, up a wing
w – Down up, down up
x – Down the arm and leg and repeat the other side
y – Down a horn, up a horn and under his head
z - Zig, zag, zig

How does Read, Write, Inc. work?

Children start by learning Set 1 sounds and move on through to Set 3 (see p.3-6). After that they focus more on reading longer or tricky words and on building confidence and fluency in their reading and writing.

By the end of Year 1, children should be able to:

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly

By Year 2, children begin to learn more about punctuation, prefixes/suffixes, proof-reading, past tense and spelling rules.

What are Red Words?

These are words that are unable to be sounded out and so are irregular. Children simply have to learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy.

Examples of red words: was	what	to	I	my
the	said	one	you	who
love	all	some	your	water
she	he	we	me	be

The National Curriculum provides a list of these 'common exception' words for Year 1 and 2 that children are expected to learn by sight:

Year 1 and 2 Common Exception Words							
Year 1			Year 2				
the	they	one	door	gold	plant	clothes	
a	be	once	floor	hold	path	busy	
do	he	ask	poor	told	bath	people	
to	me	friend	because	every	hour	water	
today	she	school	find	great	move	again	
of	we	put	kind	break	prove	half	
said	no	push	mind	steak	improve	money	
says	go	pull	behind	pretty	sure	Mr	
are	so	full	child	beautiful	sugar	Mrs	
were	by	house	children	after	eye	parents	
was	my	our	wild	fast	could	Christmas	
is	here		climb	last	should	everybody	
his	there		most	past	would	even	
has	where		only	father	who		
I	love		both	class	whole		
you	come		old	grass	any		
your	some		cold	pass	many		

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	

Speed Sounds Set 2

ay	say	ee	meet
igh	night	ow	snow
oo	moon	oo	look
ar	park	or	worn
air	pair	ir	first
ou	count	oy	toys

Speed Sounds Set 3 (common alternative spellings for sounds)

Speed Sound 1 / 2 (Already introduced)	Speed Sound 3 (Alternative spelling)	Example word
ee	ea	seat
oy	oi	join
ay	a-e	name
igh	i-e	time
ow	o-e	home

oo	u-e	tune
or	aw	saw
air	are	share
ir	er	after
ir	ur	turn
ou	ow	town
ay / a-e	ai	snail
ow / o-e	oa	boat
oo / u-e	ew	chew
	ire	hire
	ear	hear
	ure	sure
	tion	tradition
	cious	delicious
	tious	scrumptious

How can I help my child at home?

- o Establish a routine to include reading regularly throughout the day and the week
- o Have fun with Fred Talk at home e.g. Where is your c_oa_t? Time for b_e_d!
- o Encourage your child to 'Fred Talk' or 'sound out' any unfamiliar words
- o Recognise 'red words' together – remember 'you can't Fred a red!'
- o Use the 'Questions for Reading' to help deepen understanding of the books you read together

Questions for reading	
Setting	Where does this story take place? Where is this story set? Can you describe the setting of the story?
Character	Who are the characters in this story? Who is the most important character in this story? Were there any characters that you didn't like? Why does that character behave like that?
Plot	What do you think is going to happen next? What is the most important thing that happened in the story? Was there a problem in the story and if so, how was it resolved? What was your favourite part of the story? Why? Did you dislike anything about the story?
Theme	Did you learn anything from the story? Has anything similar ever happened to you? Do you think the story ended happily? Why?
Punctuation	Can you spot where capital letters have been used? Why have they been used? Where are the full stops? Why have they been used?