




<p>What do I need to know?</p> <p>There are 3 sets of sounds, each more complex than the one before. There are also green words which the children can sound out and red words which cannot be sounded and have to be learned.</p> <p>The breakdown is;</p> <p>* Red Ditties </p> <p>* Sets 1-4; Green, Purple, Pink and Orange </p> <p>Children should be introduced to a new book every 3 days.</p> <p>* Sets 5-7; Yellow, Blue and Grey </p> <p>Children should be introduced to a book every 5 days.</p> <p>Each book is read at least 3 times in class.</p> <p>1 - For decoding– working out what all the words say.</p> <p>2 - For understanding—what is happening in the story?</p> <p>3 - For fluency and expression - No robot voices!</p> <p>The children will bring home a reading book once they have completed it in the class.</p>	<p>Reading</p> <p>The reading book your child brings home has already been explored in class. By the time they bring a book home to read, they have moved on to the next book at school.</p> <p>Please read the sounds on page 2 and the words needed for the story on pages 3 onwards.</p> <p>If there are any challenge words or a vocabulary check go over these too. Read them and discuss the meanings.</p> <p>Children use a 'teaching tool' (lollipop stick) in school to point to sounds and words but you can use anything, your finger is a great tool!</p> <p>You can choose how to read the book. You can read one page each or your child can read the whole story. The choice is yours, although they would like to hear you reading too. Modelling good reading habits is a very important part of their learning. Remind them to read with fluency and expression.</p> <p>There is guidance on the inside cover of each book, should you need it.</p> <p>Each book also has 'Questions to talk about' on the back page as well as a speed words grid on the back cover. You could talk to your child about the questions and have a little competition with the speed words.</p>	<p>Trickier sounds and words</p> <p>Children learn that sometimes a sound is made by more than one letter; ch, th, qu, ai, oa, oy, ou</p> <p>We say this is, '2 letters, one sound.'</p> <p>If these sounds are in words the children are encouraged to spot them before reading the full word.</p> <p>'igh' is 3 letters, one sound.</p> <p>As the children work through the programme it gets progressively more challenging.</p> <p>If a word is tricky, break down the word into syllables/smaller parts. Cover sections of a word with your finger and allow your children to read the 'chunks' before putting them altogether.</p> <p>E.g. bon ' fire—bonfire be ' came—became In ' struc ' tion—instruction</p> <p>Children also learn that letters can be added to root words to allow them to be used correctly.</p> <p>E.g thing—things Flash—flashing look—looked High—higher—highest</p>	<p>Writing</p> <p>In the early stages of primary school, we are more concerned about getting the children to hear the sounds in words, rather than spell them correctly. For example, if your child writes 'maik' for make or 'dreem' for dream then that is ok. We encourage them to use their phonics knowledge to write words.</p> <p>Children use 'Fred Fingers' to help them spell words. Each finger represents a letter. The children pinch one finger at a time as they say; c-a-t, f-r-o-g, s-t-o-m-p.</p> <p>As they progress through the programme they will be expected to learn correct spellings.</p> <p>If your child is spelling simple words incorrectly then they should be encouraged to get them right. Those would be words without '2 letters one sound'. For example, stop, jump, flag, pram.</p> <p>We also spend time learning how to spell the most commonly used words, such as where, there, because, which, were.</p> <p>Children need to learn to recall these spellings quickly so that the flow of their writing is not slowed by the constant stopping to check spellings.</p>	<p>How can I help?</p> <p>Log onto, www.ruthmiskin.com then click on downloads and videos.</p> <p>Here you will find a range of short clips which may help you further understand the RWInc Phonics programme and the delivery in class and help you to work with your child at home.</p> <p>There is also a sound pronunciation guide which may be helpful, particularly in the early stages of learning.</p> <p>Spend time reading to/talking with your child. They love to share their learning with you.</p> <p>Join the local library and set aside one day per week when you visit to read and choose books to take home.</p> <p>Encourage your child to read anything and everything; food cans, bus destinations, comic books, local newspaper, road signs.</p> <p><u>When reading books together;</u></p> <ul style="list-style-type: none"> - have your child spot particular words as you go through the book. - Talk about the pictures. Ask your child to predict what might happen next before you turn the page. - Ask the question, "What if...." e.g What if the bus was late? What if it was a tiger and not a puppy?

What if your child finds it difficult to learn to read?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First we would assess their ability and then possibly move him or her into a different group, so that we can make sure that they have learned what they need to know. If they still struggle, they will be given extra time with an adult. These adults are specially trained to support these children. This may happen for a shorter, medium or longer times.

If we have any concerns about your child's reading, we will talk to you about this. Like many other things such as learning to walk, to speak and toilet training some children take longer than others to learn to read. If you are worried please contact us.

What if I do not understand some of the words my child is using when they are talking about learning to read?

Don't panic. Read Write Inc. uses some terms and techniques which may be unfamiliar to you. First of all you could ask your child to explain what they mean. Below are a few useful terms, techniques and information that may help.

Pure sounds – The sound a letter makes, not its name - 't' not 'tee.' A pure sound does not have an 'uh' sound at the end. There are 42 sounds in English. These sounds are called **phonemes**.

Speed sounds – this is a set of sounds that builds from simple to complex. Children are taught to recognise these sounds very quickly to allow them to read well.



This is **Fred**. He speaks in pure sounds that make it easy for children to hear and blend into words.

Fred Talk – to speak in phonemes. H-o-t, s-p-oo-n.

Blend – to listen to individual sounds and 'blend' them into a word c-a-t = cat l-igh-t = light.

Grapheme - the way we represent a phoneme (sound), f ff and ph are all graphemes of 'f.'

Grotty graphemes – an unexpected representation of a sound that does not follow the general rule for writing a sound. For example, we would expect should to be written shood. So the grotty grapheme is the oul.

How will my child be taught to read?



Learning to read is the most important things your child will learn at school. Everything else depends on it, so we put as much energy as possible into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and want to read for themselves. This is why we put huge efforts into making sure that they develop a love of books and stories as well as simply learning to read.

Since August 2013, every Primary 1 child in Dundee has been taught to read using Read Write Inc. This leaflet explains how we teach reading using this resource as part of Dundee's Literacy Strategy which has been informed by a significant body of research.

We start by teaching phonics (sounds) to the children in P1. This means they learn to hear, say, read and write all the sounds in English. You may hear your child talking about 'Fred Talk', pure sounds, graphemes and phonemes.

The children also learn to read and spell what are called 'tricky' or 'red' words such as you, I, said and was. These are words that cannot be sounded out.

The children practise their reading with books that match the phonics and 'tricky' words they know. The scheme is planned to ensure that pupils can read everything in the books they are given. This quickly builds self-confidence in their ability to read. Research shows that a child's knowledge of the understanding of sounds and their relationship to letters is key to reading and spelling.

Teachers will continue to provide a literacy-rich environment at school. They will read and tell stories, poems, share songs and other media. You can help at home by doing this too.



All staff involved with the delivery of RWI and Literacy lessons have been trained by company trainers and are constantly updating their knowledge of the resource. Every school has a Reading Leader who monitors all the children's reading progress and supports teachers to be the highest quality teachers of reading. The Reading Leaders also meet with other Reading Leaders from schools throughout the city to share ideas, resources and good practice.

Children may be put in groups of children from one or two classes. This is to make sure that children are given the most appropriate reading lessons. It does not mean that they have moved class. They may move reading group quite often as children all learn at different speeds.

