

# **EYFS and KS1**

## **Read, Write Inc**

### **Guidance for**

### **Parents**





The information written in this pamphlet has been gathered from a variety of sources, including: [www.ruthmiskin.com](http://www.ruthmiskin.com)  
[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)  
[www.oup.com/oxed/primary/rwi/forparents/](http://www.oup.com/oxed/primary/rwi/forparents/)

**At Atlantic Academy Portland we teach children in EYFS and KS1 how to read through the Ruth Miskin Read Write Inc Programme.**

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

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

### **How is my child taught to read?**

We start by teaching phonics to the children in the Reception class. This means that they learn how to ‘read’ the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call ‘tricky words’, such as ‘once,’ ‘have,’ ‘said’ and ‘where’.

The children practise their reading with books that match the phonics and the ‘tricky words’ they know. They start thinking that they *can* read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

Before your child can start to read, they need to learn to say the sound that is represented by each letter or groups of letters. These are called Speed Sounds. How to blend the sounds together in a word to read it, for example c-a-t cat. This is called sound-blending.

## What are speed sounds?

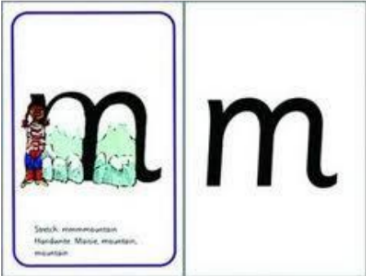
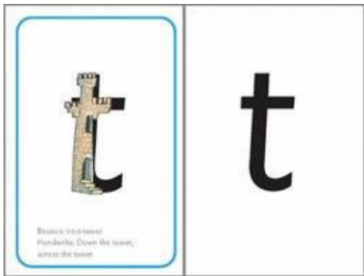
In Read Write Inc the individual sounds are called speed-sounds because we want your child to read them confidently, fluently and effortlessly. In EYFS and KS1 children are taught Set 1, Set 2 and Set 3 sounds. In Reception your child will learn the Set 1 sounds below by sight. They will also learn how to blend them together to read words e.g. c-a-t cat.

## Set 1 Speed Sounds

Set 1 sounds are taught in the following order:

**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, qu, sh, th, ch, ng, nk**

We teach a sound a day. We use pure sounds so that your child will be able to blend the sounds into words more easily. Letter-sound picture cards are used to help your child learn these sounds quickly.

mmaisie mmmountain is morphed into m	t-t-t-tower is morphed into t
	

Once children have practised and learnt the first five sounds we teach them to blend the sounds to read words. When we say words in pure sounds we call it 'Fred Talk' for example, p-a-n, c-l-a-p.



**At this early stage of your child's learning we only use the pure sounds, rather than the letters of the alphabet.**

## Saying the Sounds

When teaching a speed sound we either have to 'stretch' or 'bounce' it. These first sounds should all be stretched slightly. Try to avoid saying **uh** after each one. E.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

<b>m</b>	mmmmmmountain (keep lips pressed together hard)
<b>s</b>	sssssnake (keep teeth together and hiss – unvoiced)
<b>n</b>	nnnnnnet (keep tongue behind teeth)
<b>f</b>	ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
<b>l</b>	llllleg (keep pointed curled tongue behind teeth).
<b>r</b>	rrrrrrobot (say rrr as if you are growling)
<b>v</b>	vvvvvvulture (keep teeth on bottom lip and force air out gently)
<b>z</b>	zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)
<b>th</b>	thhhhank you ( stick out tongue and breathe out sharply)
<b>sh</b>	shhhh (make a shhh noise as though you are telling somebody to be quiet!)
<b>ng</b>	thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)
<b>nk</b>	I think I stink (make a piggy oink noise without the oi! nk nk nk)

The below sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:

<b>t</b>	t-t-t tower (tick tongue behind the teeth – unvoiced)
<b>p</b>	p-p-p pirate (make distinctive p with lips – unvoiced)

<b>k</b>	k-k-k kangaroo (make sharp click at back of throat)
<b>c</b>	c-c-c caterpillar (as above)
<b>h</b>	h-h-h horse (Say h as you breathe sharply out – unvoiced)
<b>ch</b>	ch-ch-ch choo (make a short sneezing sound)
<b>x</b>	Say a sharp c and add s – unvoiced

You may find it harder to avoid saying uh at the end of the below sounds.

<b>d</b>	d-d-d dinosaur (tap tongue behind the teeth)
<b>g</b>	g-g-g girl (make soft sound in throat)
<b>b</b>	b-b-b boot (make a short, strong b with lips)
<b>j</b>	j-j-j jack-in-a-box (push lips forward) y – (keep edges of tongue against teeth)
<b>w</b>	w-w-w worm (keep lips tightly pursed)
<b>qu</b>	qu-qu-qu queen (k)eeep lips pursed as you say cw – unvoiced

The short vowels should be kept short and sharp:

<b>a</b>	a-a-a apple (open mouth wide as if to take a bite of an apple)
<b>e</b>	e-e-e egg (release mouth slightly from a position)
<b>i</b>	i-i-i insect (make a sharp sound at the back of the throat – smile)
<b>o</b>	o-o-o orange (push out lips; make the mouth into o shape)
<b>u</b>	u-u-u umbrella (make a sound in the throat)

## Speed Sounds Set 1, 2 and 3

Once your child knows all Set 1 sounds by sight and uses them to blend to read words, we start teaching Set 2 initially and then Set 3 long vowel sounds. Your child will need to learn that most vowel sounds have more than one spelling. The average time it takes to learn and use all these corresponding long vowel sounds in reading and writing correctly is two years.



## Green Words

‘Green words’ are words which your child will be able to sound out and blend to read confidently as they are made up of the speed sounds that they will have learnt. We use the phrase **‘Special Friends, Fred Talk, Read the Word.’**

at	mad
sad	dad
sat	mat

## Red Words

‘Red words’ are everyday words that have an unusual spelling (they make sounds we don’t expect). ‘Red words’ are sight words which your child will be able to recall with practice.

I	the
you	your
said	was

## Alien Words

'Alien words' are nonsense words containing the sounds taught. Children decode and read the sounds and blend to make a nonsense word. Alien words are used to challenge the child to be able to recall and recognise the individual sounds.



### Resources for home use:

<https://www.ruthmiskin.com/en/parents-copy-2/>

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

The above websites contain a variety of information on how to support your child with phonics at home.

## The KS1 Phonics Screen Check

In Year 1 children will be assessed on their knowledge of individual sounds and their ability to decode and blend to make real and nonsense words. The Phonics Screen Check is a quick and easy check of your child's phonics knowledge and it confirms whether your child has made the expected progress.

The Phonics Screen Check is administered to children in Year 1 in June. Those children who do not pass the screen check in Y1 will retake the assessment in Y2.

## How does the Screen Check Work?

Your child will sit with a teacher he or she knows and be asked to read 40 words aloud. Your child may have read some of the words before, while others will be completely new. The screen check normally takes just a few



minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check.

### **After the Check**

At Atlantic Academy, we report your child's progress in phonics and how well he or she has done in the screening check. This information will be provided in the Summer Term of Year 1. If your child has found the check difficult, we will inform you of the support put in place to help your child improve. Children who have not met the standard in Year 1 will retake the screen check in Year 2.

### **Reading**

In Reception and Year 1, your child will take home a Phonics Book Bag book based upon the sounds they have been taught that week in class. These books are a very expensive resource and we do expect these books to be looked after and returned to the Academy after use.

### **Simple steps for supporting your child learning to read through phonics.**

- Read with your child daily. Every child will bring a phonics Book Bag Book home with them everyday.
- While reading with your child, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures and guess.
- Talk with your child about the meaning of words found within texts and help them to follow the story.
- Ask your child comprehension questions found at the back of each book and check for understanding.

- Word games such as 'I- spy' can also be an enjoyable way of teaching children about sounds and letters. You could encourage your child to read words from your shopping list or road signs to practise phonics.
- Electronically sign your child's 'Go Read' reading record daily and communicate with your child's teacher any reading and extra phonics activities you may have completed.

### **How will I know how well my child is doing?**

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as them. Children move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think they need some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

### **How long will it take to learn to read well?**

By the end of Year 2, your child should be able to read aloud books that are at the right level for their age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

### **What can I do to help? Is there anything that I shouldn't do?**

Your child will bring home a Book Bag Book linked to the sounds previously taught. Your child will be able to share their book with an adult and read aloud independently. Your child's teacher would have chosen the book(s) that will help your child the most.

Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link:

<https://www.ruthmiskin.com/en/parents-copy-2/>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps your child to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here:

<https://www.facebook.com/miskin.education>

### **Does it matter if my child misses a lesson or two?**

It matters a lot if your child misses school. The way we teach children to read is very well organised, so even one missed lesson means that your child has not learnt something that they need to know to be a good reader.

### **What if my 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 move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to

support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'.






























### **What if my child turns out to be dyslexic?**

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.
































### **My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?**

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

## Set 1 Sounds

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 

## Set 2 and Set 3 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	ou  shout it out	oy  toy for a boy	
ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure