



**Christ Church C. E.
Primary School
Parents Information leaflet
A Guide to
Read Write Inc**



**“Teach a child to read and keep that child
reading and we will change everything
AND WE MEAN EVERYTHING!”**

Dear Parents

We all know that reading opens the door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.

It is, therefore, vital that your child finds learning to read and write a rewarding and successful experience.

The following pages outline the way our literacy programme works. We hope that you will not hesitate to ask for any help throughout the programme. We are here for your child!

Ruth Miskin (founder of Read Write Inc)

Who is Read Write Inc. for?

The Read Write Inc. programme is for primary school children learning to read.

It enables **every child** to become a confident and fluent reader **at the first attempt**. *Every* child who completes Read Write Inc. learns to read fluently and confidently.

Using our method:

- ✓ Children in the early years learn to read confidently and fluently.
- ✓ Older children with reading difficulties make fast progress.
- ✓ Children with specific learning difficulties learn to read.

The Read Write Inc. programme is also used with great success to support children of all ages who have been designated as dyslexic.

The reading teacher is guided from the very beginning to help the children become confident and fluent readers (the first time they learn).

Why does it work?

- ✓ The systematic and lively programme is organised by an in-school team
- ✓ All staff (teachers and assistants) are trained
- ✓ The children read and write for an hour each day, grouped according to their reading level. So we work at the **Stage** of the reader not the **Age** of the Reader.
- ✓ Children do not struggle because the work is too difficult or get bored because the work is too easy.
- ✓ A few children who need extra support to maintain progress work with a reading tutor (teaching assistant) for 10 minutes in the afternoons to ensure that they do not fall behind their peers.

How and what do the children learn?

READING

The children:

- ✓ learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- ✓ learn to read words using sound blending
- ✓ read lively stories featuring words they have learned to sound out
- ✓ show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

WRITING

The children:

- ✓ learn to write the letters/letter groups which represent the 44 sounds
- ✓ learn to write words by saying the sounds and graphemes
- ✓ write simple sentences
- ✓ compose stories based on picture strips
- ✓ compose a range of texts using discussion prompts

TALKING

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

They work in pairs so that they:

- ✓ answer every question
- ✓ practise every activity with their partner
- ✓ take turns in talking to each other



How can I help my child learn to read?

Read as many stories to your child as you can. Talk about the stories.

Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

What you read to your child today, he will be able to read for himself very soon.

Step 1: Help your child to learn Speed Sounds Set 1

Practise saying the sounds below. These are the sounds we use to speak in English.

We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

If your child's class teacher has been trained in the programme he/she can show you how to pronounce these sounds.

Please do not use letter names at this early stage.

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.

m - mmmmmountain (keep lips pressed together hard)

s - sssssnake (keep teeth together and hiss - unvoiced)

n - nnnnnnet (keep tongue behind teeth)

f - ffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)

l - lllllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)

v - vvvvvvulture (keep teeth on bottom lip and force air out gently)

z - zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)

th - thhhhank you (stick out tongue and breathe out sharply)

sh - shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk - I think I stink (make a piggy oink noise without the oi! nk nk nk)

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

t - (tick tongue behind the teeth - unvoiced)

p - (make distinctive p with lips - unvoiced)

k - (make sharp click at back of throat)

c - as above

h - (say h as you breathe sharply out - unvoiced)

ch- (make a short sneezing sound)

x - (say a sharp c and add s - unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d - (tap tongue behind the teeth).

g - (make soft sound in throat).

b - (make a short, strong b with lips).

j - (push lips forward).

y - (keep edges of tongue against teeth).

w - (keep lips tightly pursed).

qu - (keep lips pursed as you say cw - unvoiced).

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).

e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat - smile).

o: o-o-o (push out lips, make the mouth into o shape).

u: u-u-u (make a sound in the throat).

The Long vowel sounds are all stretchy sounds

ay: ay may I play

oo: look at a book

ee: ee what do you see?

ar: start the car

igh: fly high

or: shut the door

ow: blow the snow

air: that's not fair

oo: poo at the zoo

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

Read, Write Inc. has 5 underlying principles - the five Ps

1. **PACE** - no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. The aim is for the children to complete the programme as quickly as possible.
2. **PRAISE** - teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than nagged for what they do wrong. The children are encouraged to praise each other and as a school we have developed several 'Praise Phrases' and 'Praise actions'! Ask your child to demonstrate!
3. **PURPOSE** - each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson so that the children know exactly what they will be learning.
4. **PARTICIPATION** - all children take part in all parts of the lesson. Full participation is gained through partner work and choral response.
5. **PASSION** - as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme! We love teaching the sessions and this enthusiasm rubs off onto the children.

For more information or to watch video clips please go to the following website:

<http://www.ruthmiskin.com/en/parents/>

Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels	Bouncy consonants	Stretchy consonants
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