

Glossary

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

sound-blending – putting sounds together to make a word,
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.

We have a storytime every day at school so children develop a love of stories. We hope that you will do the same by reading a bedtime story to your child every night.

We will send home an additional book for you to read with your child each week and have many wonderful books in school for you to borrow.

www.ruthmiskin.com/parents has many videos to help you help your child. For more information on *Read Write Inc.*, visit www.readwriteinc.com.

Read Write Inc.

Phonics

Reading at home

Poulton Lancelyn

At Poulton Lancelyn, your child will learn to read using ***Read Write Inc. Phonics***.

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**.
4. Discuss the **story**.
5. Answer questions about their **understanding** of the **story**.



OXFORD

How to listen to your child read:

Do not read the book aloud before your child reads it to you

Red Ditty Books – Each book contains 3 ditties and lasts for 3 days. The children read a ditty a day.

Day 1 Ditty 1

- Ask your child to read the **Speed sounds and the circled focus sounds** which are at the beginning of the book (consonants and vowels).
- Ask your child to read the **story green words**.
- Check your child's understanding of **story green words** after they have read them (**vocabulary check**).
- Ask your child to read any **red words**
- Practise reading the **speedy green words** on p16.
- Adults read the short introduction to Ditty 1.
- Ask your child to read Ditty 1.
- 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.
- Adults read the ditty to the children and add expression.
- Ask the child to read the ditty again.
- Turn to p15 and ask questions for Ditty 1.
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

Day 2 Ditty 2

- Ask your child to read the **Speed sounds and the circled focus sounds** which are at the beginning of the book (consonants and vowels).
- Ask your child to read the **story green words for Ditty 2**.
- Check your child's understanding of **story green words** after they have read them (**vocabulary check**).
- Ask your child to read any **red words**
- Practise reading the **speedy green words** on p16.
- Adults read the short introduction to Ditty 2.
- 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.
- Adults read the ditty to the children and add expression.
- Ask the child to read the ditty again.
- Turn to p15 and ask questions for Ditty 2.

Day 3 Ditty 3

- Ask your child to read the **Speed sounds and the circled focus sounds** which are at the beginning of the book (consonants and vowels).
- Ask your child to read the **story green words for Ditty 3**.
- Check your child's understanding of **story green words** after they have read them (**vocabulary check**).
- Ask your child to read any **red words**
- Practise reading the **speedy green words** on p16.
- Adults read the short introduction to Ditty 3.
- 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.
- Adults read the ditty to the children and add expression.
- Ask the child to read the ditty again.
- Turn to p15 and ask questions for Ditty 3.

