



Parent Meeting Introduction to Read Write Inc.

Approximately 20 minutes is needed for this session.

Notes are provided to help you lead the presentation.

Notes in italics are for your attention only.

This bitesize parent session is designed as an introduction to Read Write Inc. when you first implement the programme in your school or for your new Reception/ P1 intake. Use the other bitesize parent PPTs throughout the year to discuss and practise how parents can help their child at home based on the child's group.

Provide copies of 'Reading at Home Booklet 1 or 2' from Oxford Owl.

Booklet 1 is for Set 1 sound groups and Ditty/ Red Groups and Booklet 2 for Green – Grey Storybooks.



Teach a child to read and keep that child reading and we will change everything.

And I mean everything.

Jeanette Winterson

Read quote.

This is what we do in our school.

Research shows that children who learn to read early go on to succeed both in school and in life.

Today I will explain how your child will learn to read using the Read Write Inc. Phonics programme.

Read Write Inc. Phonics daily lessons



What Read Write Inc. does is simple - we teach children to read and write sounds (*click*), children practise reading and spelling words containing these sounds (*click*), then we give children decodable books (*click*) containing sounds and words they can read.

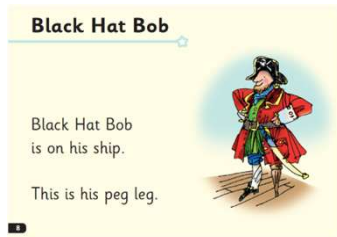
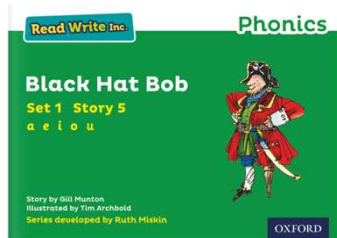
They read each Storybook three times at school.

On each reading, children's fluency increases and the more they can focus on what the story is about.

Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the Storybooks they read.

Alongside this we read stories **to** children: (*click*) stories they cannot yet read for themselves

Who is Read Write Inc. for?



Lost in the sand

- 1 Egypt, 2000 BCE – Menna
I am a servant to a rich man.
I fix the ships. I mend.
I watch a drink of milk. Menna? he yells.
- 2 I grab a big bronze pot.
It is a long task to get the milk.
The pot is big and the net is hot.
I sit to have a rest. I put the pot
in the soft sand.
- 3 Just then, the wind whips up.
The sand lifts and spins.
I jump up and dash in.
The bronze pot is left in the sand.
- 4 When I go back to check,
the bronze pot is hidden.
I dig and dig in the sand... but no bronze pot.



Phonics is for children in Reception, Y1 and Y2 who are learning to read.

Phonics is also for children in Y3 and Y4 who haven't met the KS1 reading expectations.

Fresh Start is for children in Years 5 and 6, who are need extra practice to learn to read.

We want to make sure they catch up quickly and leave our school a reader.

Fresh Start is structured in the same way as the Phonics programme, but uses age-appropriate texts.

Progress groups

Group children by phonic stages.

Teach to the group's challenge level.

Re-assess all children every half term.

Group children by their progress in word reading and fluency.

Read Write Inc.

In the same way as children learning to swim or play the violin, while your children are learning to read, they work in progress groups to master each level of phonics and reading.

Children work in these progress groups for 30 minutes each day. This means they are learning at their 'challenge' level for 2 and a half hours a week. (Reception children build up to this throughout the year).

As the reading leader, Mrs Tyler assesses and re-groups the children every half-term. This allows us to whisk children through the phonic stages as quickly as possible.

One-to-one tutoring – 'keep up, not catch up!'



We want to make sure every child learns to read in our school.

Some children need extra practice when learning to read so we teach these children one-to-one for ten minutes every day – on top of their group lesson.

We make sure they 'keep up' from the beginning and don't need 'catch up' later on.

What is phonics?

Sounds (graphemes)

m a t

sh i p

mat

ship

demonstrate, containing, roamed, trivial, injured,
whimper

Read Write Inc.

All words are made up of individual **sounds**. These sounds are blended together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship – 'sh', 'i', 'p'.

A grapheme is another name for the letters we use to write the sound. It's spelling of a sound on the page.

Using phonics, children learn to read by saying each sound and blending them to read a word.

Children learn to spell by segmenting a word into sounds and writing the matching graphemes.

The National Curriculum ensures that all children are taught Phonics systematically. This gives your children the tools to read any word, for example *demonstrate*, *containing*, *roamed*, *trivial*, *injured*, *whimper*.

**Speedy sounds + Fred =
decoding**



+



Read Write Inc.

Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.

Once children can read sounds speedily, like this, (*show how speedily this needs to be*) and understand Fred (m-a-t...mat) (*click*), they can decode words.

Speed Sounds Set 1

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Read Write Inc.

Read Write Inc, Phonics makes learning to read easy for children because we start by teaching them just one way of reading and writing every sound. Here they are on the Simple Speed Sounds chart.

We teach Set 1 sounds first - (sounds as far as a e i o u).

Pure Sounds (ruthmiskin.com)



Children need to know sounds – not letter names – to read words.

We say the sounds in a way to make them easy to blend into a word.

We aim to eliminate the 'uh' at the end of the sound. This is called a 'schwa' sound.

We say 'c' 'a' 't' rather than cuh a tuh.

Use MTTYT to teach each of the Set 1 sounds to parents.

You can watch this film of little Sylvie on the Ruth Miskin website to practise using pure sounds. *Play a little bit of the video.*

Speed Sounds Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Read Write Inc.

Then Set 2 – one way to read and write each of the long vowel sounds.

Writing with the simple code

Write a wanted poster

Wanted:
Red Hat Rob

Hee has a fed hat.
Hee has a blue jacket.
Hee has a I Patch.
Hee is cool. Hee has a
feather in his hat.
Hee is vishous. Hee has
a sword. Hee has a
orange fas. Hee sor
a crash box and
want/d to get it.

Read Write Inc.

Once children know the simple code, they can write down their ideas - albeit not always spelled correctly.

This Reception child has written... *read child's writing aloud.*

To write like this, children need to be able to write Set 1 *and* Set 2 sounds

Speed Sounds Set 3

Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					ce						
b	c	d	g	h	j	p	qu	t	w	x	ch
bb	k	dd	gg		g	pp		tt	wh		
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	e-e	i-e	o-e			
					ai	y	ie	oa			
						ea	i	o			
						e	y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-e			oor	are	ur	ow	oi				
ue			ore	er	er						
ew			ore								
			aw								
			au								

Read Write Inc.

Once children know how to read Set 2 sounds, they start to learn Set 3 sounds. These are different ways to read and spell Set 2 sounds.

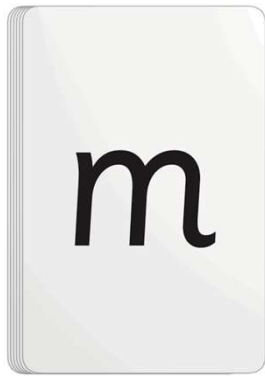
We call these Set 3 sounds, but actually they are the same sounds as in Set 2 but with a different spelling.

We say "same sound, different spelling".

Point to the chart to show. For example, they know 'ay' and now learn a-e and ai as other spellings for the same sound.

Once they know all of these sounds, they will be able to read any unfamiliar word.

**Speedy sounds + Fred =
decoding**



+



Read Write Inc.

Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.

Once children can read sounds speedily, like this, (*show how speedily this needs to be*) and understand Fred (m-a-t...mat) (*click*), they can decode words.

Make friends with Fred!



Read Write Inc.

Let me introduce you to Fred.

Fred helps children learn to blend sounds into a word.



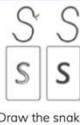







Fred can only speak in sounds. He says d-o-g, h-a-t etc.

He says the sounds c-a-t, and then children help him to say the word.

This is how we **quickly** teach **all of our children** to blend orally.

We practise blending orally so children will find word-reading easier.

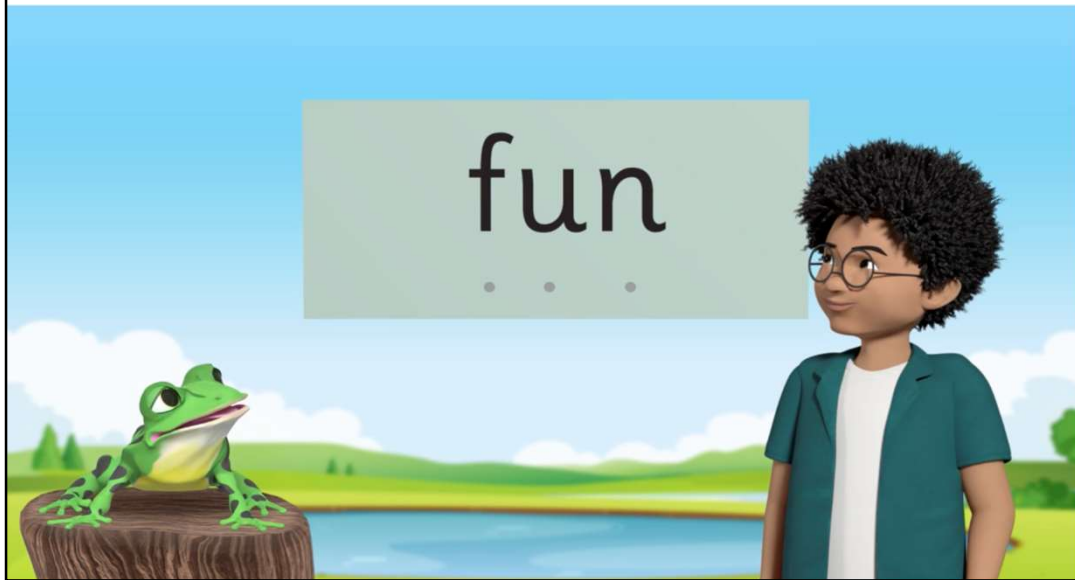
Set 1 Speed Sounds

Sound	Say the sound		Read the sound	Review the sounds	Write the letter		Speed write	Fred Talk (oral)
s (stretchy - see p.34)	 Keep your teeth together and hiss	 Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack	 	 	 Select 3 sounds you have taught children so far.	 s-a-dsad s-a-t sat s-i-t sit



Each day, we teach children a new Set 1 sound. We know that children learn more rapidly at this age than at any other time in their lives so you can teach a new sound every day.

Virtual Classroom films



Each week, we will send home film links or QR codes to lessons that match the sounds and words your child has been learning in school.

There are lessons to support children at every stage of the Read Write Inc. Phonics programme.

Your child uses the Virtual Classroom in school.

Children are familiar with the VC teachers – and interact with them as they would their own teacher.

Watch these films with your child to help them to practise reading the sounds and words until they can read them speedily.

Simply click the link or QR code and watch on a tablet or other device.

Let's have a look at one of these films on the Virtual Classroom. *Play a Set 2 or 3 at home film from the virtual classroom.*

Virtual Classroom



Let's watch a short taster of the range of animated films in our virtual classroom.

How do I use the Virtual Classroom?

1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun!

The more they practise using these films, the quicker they'll learn to read.

Read Write Inc.

We will send you links to the films via email/ upload links to Google classroom/ Class Dojo etc.

When you receive the link, simply click on it . . . and press play.

1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun!

The more they practise using these films, the quicker they'll learn to read.

Teach spelling using Fred Fingers



We use Fred Fingers to help children sound out words to spell easily.
It means they do not have to memorise lists of spelling words.
It is a tool so they will be able to spell any word.

Three reads

1. Read every word **accurately**.
2. Read more words '**at a glance**'.
3. Read the whole story accurately, fluently and with a **storyteller's voice**.

Read Write Inc.

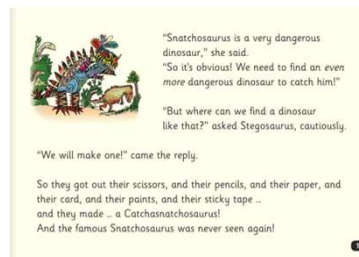
Children read the Storybook three times. Each read builds on the last.

On each reading, the number of words they read 'at a glance' increases – and along with it their ability to focus on the story.

1. On the first read, we help children read every word accurately.
2. On the second read, we help children read more words 'at a glance'.
3. On the third read, we help children read the whole story accurately, fluently *and* with a storyteller's voice.

Right from the start, children **enjoy** re-reading simple texts.

Three reads



Read Write Inc.

In our school, children read Read Write Inc. Storybooks that match the sounds they can read.

They read each Read Write Inc. Storybook three times in class with their partner.

Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension.

They love reading and want to read because they can read all of the words in the Storybook.

'Special Friends', 'Fred Talk'



"Get off **my** ship!" **said** Black Hat Bob.

"**No**," **said** Red Hat Rob.

"**I** will not."



Read Write Inc.

Children will be able to read all of the words in the Storybook.

If they hesitate, remind them to read the word using 'Special Friends, Fred Talk,'.

For example, this means they spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

Red Words

I

said

This is Red Hat Rob.



"I will grab that cash box," he said.

Read Write Inc.

Some words are 'tricky' because they contain letters that don't match the sounds the child has been taught.

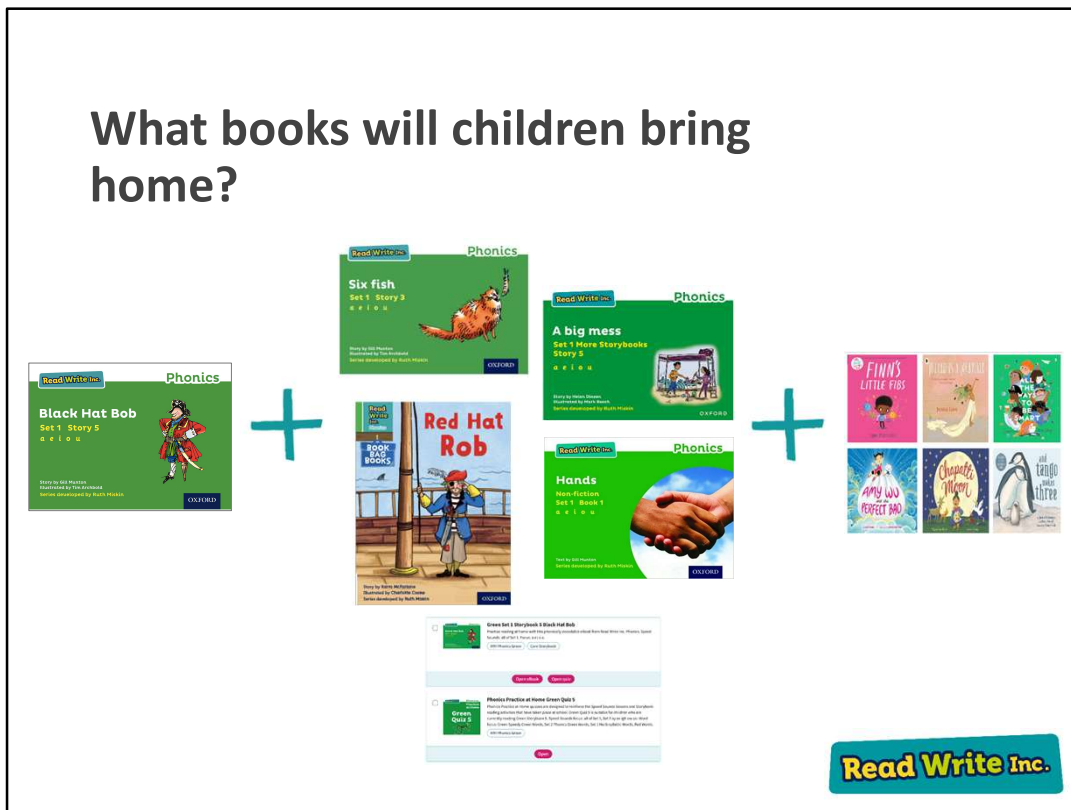
For example, 'said' has 'ai' making an 'e' sound.

We teach these common exception words as Red words.

In the early Storybooks, these words are printed in red text.

Remind your child not to use Fred Talk to read Red words but instead to stop and think if they know the word. Tell them the word if needed.

What books will children bring home?



In your child's book bag, they will bring home:

- *Eventually* a Book Bag Book that links to the story they have read in class or a non-fiction or 'More' Storybook.
- A library bus book to share with you. You can read the story to them or they can retell the story by looking at the pictures. They are not expected to read the story themselves.

We make sure that every book that goes into your child's book bag is a well-loved book – one they know already and want to read again and again. The more they read, the faster progress they will make. Please avoid saying, "This book is too easy for you!" but instead say "I love how well you can read this book!"

My Reading and Writing Kit



You can buy a resource pack – My Reading and Writing Kit. This includes a handbook, frieze, Speed Sounds cards and handwriting practice.



At five years old:

Never read to - 4,622 words

1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

Daily - 296,600 words

Five books a day - 1,483,300 words

Science Daily (2019)

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

In 2019, researchers in the United States looked at the impact of parents reading with their children.

Here's how many words children would have heard by the time they were 5 years old.



The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

*The reading framework
Teaching the foundations of literacy
DfE, July 2023*

Children need plenty of back-and-forth interactions with adults from an early age.

Read quote on slide:

‘The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.’

Do not limit your language. With plenty of repetition, children will start to use the language themselves.

Talk with children

Cooking:

ingredients, heavy, light, knead, yeast, dough,
temperature, moisture, creamy, whisk...

Walks:

narrow, wide, curved, symmetrical, mottled,
speckled, spiky, sharp, thorn...

Read Write Inc.

Plan the words you'll use when you're cooking: ingredients, heavy, light, knead, yeast, dough, temperature, moisture, creamy, whisk...

Plan the words you'll use when you go on walks: narrow, wide, curved, symmetrical, mottled, speckled, spiky, sharp, thorn...

Choose the best stories for your storytime

Old and gold



New and bold



Read Write Inc.

Think about choosing 'old and gold' stories, but also the (click) 'new and bold'.

Engagement: love each story

Share your love and enthusiasm for the story.

Read Write Inc.

share your love and enthusiasm for the story.

If you don't truly love the story, the children won't either.

Introduce it as a treasure!

Reading aloud is transformational

Being read *to* is the most powerful predictor of a child's future reading comprehension.

Read Write Inc.

Being read to is the most powerful predictor of a child's future reading comprehension.

Every child has a right to a story every day.

Reading stories to children isn't an optional extra to fit in if there's time; it is transformational.

Let's read aloud books to children with love, confidence and enjoyment - every day.

Let's do everything we can to ensure all children get the reading habit early.

What can I do?

1. Use pure sounds rather than letter names.
2. Use Fred Talk to help your child to read and spell words.
3. Listen to your child read their Storybook every day.
4. Watch the Virtual Classroom films together.
5. Read stories to your child every day.

Read Write Inc.

ruthmiskin.com

The screenshot displays the Ruth Miskin website's 'Learning to read at home' section. At the top, there is a teal banner with the 'Read Write Inc.' logo and the text 'Learning to read at home'. Below this, a section titled 'Parents, carers and families' includes a video player for 'Using the Virtual Classroom'. A 'Files' section lists various resources, with a prominent video titled 'What is Read Write Inc. Phonics?'. At the bottom, there are buttons for 'Home reading guidance documents', 'Parent FAQs', 'Handwriting phrases', 'Free Games', and 'List of Read Write Inc. reading books'.

Read Write Inc.

Watch video tutorials on the Ruth Miskin website to help you to understand more about Phonics, Read Write Inc. and how to practise reading and writing with your child at home.

There is also a handy 'Using the Virtual Classroom' film.

Online resources available

Ruth Miskin Families Page:

<https://www.ruthmiskin.com/parentsandcarers/>

Ruth Miskin Facebook:

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

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Read Write Inc.

Parents carers and families
webpage



Read Write Inc.

Any questions?



Read Write Inc.



Reading feeds the imagination. It expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo

Remember...you all have the power to change outcomes for your children.