

Your child is in 'Purple Group'

In this Read Write Inc. group children will continue to consolidate their knowledge of Set 1 sounds. They will also be learning new Set 2 sounds (ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy) and be working on 'purple books'.

Speed Sounds Set 1																
m	a	s	d	t	i	n	p	g	o	c	k	b	f	e	l	h
r	j	v	y	w	z	qu	x	sh	th	ch	nk	ng	ff	ss	ll	
Speed Sounds Set 2																
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy					

These books include fiction and non-fiction titles and will provide an opportunity to practice new sounds.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. These are also known as 'digraphs' or 'trigraphs'. It is important that your child does not pronounce these as 2 or 3 separate sounds. When your child sees the 'speed sound' letters together in a word, they must say just one sound for these letters.

When your child is learning their Set 2 sounds in school they will learn:

- the letters that represent a speed sound e.g. 'ay'
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'may play'.

Set 2 Sounds and Phrases

ay: may I play	ee: what can you see	igh: fly high
ow: blow the snow	oo: poo at the zoo	oo: look at the 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

Every speed sound has a list of green words linked to it so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example,
p-l-ay - play.

Listening to your child read

The information here will help you to support your child in making steady progress with their reading.

As you will already be aware, in our school, children read each Read Write Inc. book at least 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 book.

We set a focus for each re-read in school.

- The first read focuses on reading every word accurately.
- The second on reading the story more quickly.
- The third read on comprehension - understanding what they read.

Then your child brings the same book home to read and enjoy with you again and again at home. It's 'three with me, four at home.' We want to make sure they enjoy reading so that they want to read. The more they read, the faster progress they will make.

By the time the children bring the book home they should be able to read it like a storyteller - they feel confident about reading it and can't wait to read it to you, their grandparents or even their teddy bear. They are meant to be able to read all of the words as the book is at the correct level. Please encourage them to share their enjoyment of the story with you and read it in their storyteller voice - again and again.

If they hesitate over a word, remind them to read the word using 'Special Friends, Fred Talk, read the word'. For example, this means they spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

Remind your child not to use Fred Talk to read **Red** words but instead to stop and think. Tell them the word if needed. When they have needed to Fred talk a word or had help, encourage them to re-read the whole sentence or page, trying to recall that word this time.

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

- the storybook they have read in class to practise reading what they can already read.
- a Book Bag Book especially for home reading. They have guidance inside just for you as parents and are matched to the books children read in school, so provide practice of the same sounds - extra practice at the right level for your child. They include many of the same reading activities that we use in class.
- a picture book to share with you - they are not expected to read the story themselves.

The school's expectation is that you hear your children read at least 4 times during the week. This will be monitored weekly by the class teacher.

So, to recap, what can you do to help at home?

1. Listen to your child read the same Read Write Inc. Storybook again and again.
2. Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'.
3. Discuss the story and encourage their storyteller voice.
4. Record their reading, by dating and initialling their reading record.

For more information, there are free video tutorials on the website - www.ruthmiskin.com
Select 'parents' at the top. You can of course also ask your teacher!