

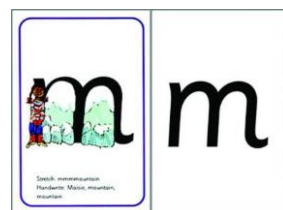
Your child is in the 'Sound Blending Group B'

Before your daughter/son 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'. They also need to know how to blend the sounds together in a word to read it e.g. c-a-t -> cat. This is called 'sound-blending'.

In Read Write Inc. phonics the individual sounds are called 'speed sounds' - because we want your daughter/son to read them effortlessly. In this Read Write Inc. group children will be taught all the single letter sounds and oral blending skills for CVC (consonant - vowel - consonant) words. The children learn a sound a day.

When your daughter/son learns their Set 1 sounds in school they will learn:

- the letters that represent a speed sound e.g. 'm'
- a simple picture prompt linked to the 'speed sound' and short phrase to say e.g. 'Maisie mountain mountain'.



Set 1 Sounds are taught in the following order:

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	

In their daily RWI phonic sessions in school, your child is learning to read words containing Set 1 Speed Sounds by sound blending. For example: m-a-t mat and c-a-t cat.

Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk. For example, Fred would say m-a -t we say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.



The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

Parent video: Sound blending - <https://www.youtube.com/watch?v=MNyFikwNQIg>

This short film will help to explain how we are teaching your child to blend in school and how you can help support them at home.

Word time Lessons

As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight.

Letter formation

Children are taught how to form letters using a handwriting phrase to help.

See <https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf> for phrases and explanation of how to teach.

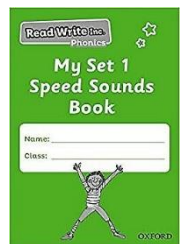
Listening to your child read

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

In our school, children practice reading the Set 1 Speed Sound Cards several times in class. Re-reading these helps children to become more confident and assists them to recognise them effortlessly by sight.

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

- the 'My Set 1 Speed Sounds Book'. Please use this to support your child's sight recognition so they can read the sounds effortlessly.
- A picture book with no words. Please encourage your child to talk about pictures and to make up a story to go with them.
- A sound blending book - Please encourage them to say each sound 'Fred Talk' and then to blend them together to read the words.
- a picture 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.



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. Practise the sounds in their speed sound book, again and again.
2. A sound blending book. Please encourage them to practice this daily.
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!