



# Parent Meeting Introduction to Read Write Inc.

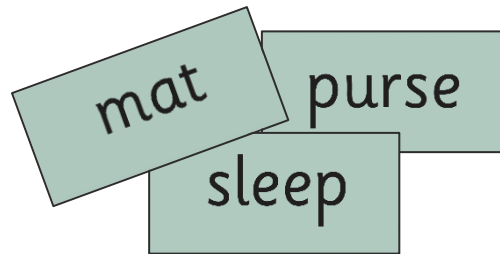
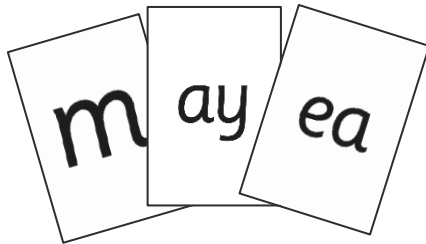


Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*

# Read Write Inc. Phonics daily lessons



# 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.

# One-to-one tutoring – ‘keep up, not catch up!’



# What is phonics?

Sounds (graphemes)

|   |   |   |
|---|---|---|
| m | a | t |
|---|---|---|

mat

|    |   |   |
|----|---|---|
| sh | i | p |
|----|---|---|

ship

demonstrate, containing, roamed, trivial, injured,  
whimper

Speedy sounds + Fred =  
decoding



+



# Speed Sounds Set 1

Consonant sounds – stretchy

|   |   |   |   |   |   |   |   |    |    |          |
|---|---|---|---|---|---|---|---|----|----|----------|
| f | l | m | n | r | s | v | z | sh | th | ng<br>nk |
|---|---|---|---|---|---|---|---|----|----|----------|

Consonant sounds – bouncy

|   |        |   |   |   |   |   |    |   |   |   |   |    |
|---|--------|---|---|---|---|---|----|---|---|---|---|----|
| b | c<br>k | d | g | h | j | p | qu | t | w | x | y | ch |
|---|--------|---|---|---|---|---|----|---|---|---|---|----|

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 |
|----|----|----|----|-----|----|----|----|

# Pure Sounds ([ruthmiskin.com](http://ruthmiskin.com))



# 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 |
|----|----|----|----|-----|----|----|----|

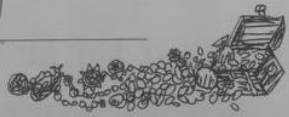
# Writing with the simple code

Write a wanted poster

**Wanted:**  
**Red Hat Rob**



Hee has a red hat.  
Hee has a blue jacket.  
Hee has a I Patch.  
Hee is fool. Hee has a  
fether in his hat.  
Hee is vishous. Hee has  
a sword. Hee has a  
angry face. Hee has  
a cash box and  
wantd to get it.



# 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 |    |    |
|    |    |    |    |    | c  |    | se |    |    |    |
|    |    |    |    |    | ce |    |    |    |    |    |

|    |    |    |    |   |     |    |    |    |    |   |   |     |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b  | c  | d  | g  | h | j   | p  | qu | t  | w  | x | y | ch  |
| bb | k  | dd | gg |   | g   | pp |    | tt | wh |   |   | tch |
|    | ck |    |    |   | ge  |    |    |    |    |   |   |     |
|    | ch |    |    |   | dge |    |    |    |    |   |   |     |

Vowel sounds

|   |    |   |   |   |            |            |            |            |
|---|----|---|---|---|------------|------------|------------|------------|
| a | e  | i | o | u | ay         | ee         | igh        | ow         |
|   | ea |   |   |   | <u>a-e</u> | <u>e-e</u> | <u>i-e</u> | <u>o-e</u> |
|   |    |   |   |   | ai         | y          | ie         | oa         |
|   |    |   |   |   |            | ea         | i          | o          |
|   |    |   |   |   |            | e          | y          |            |

|            |    |    |     |     |    |    |    |     |     |     |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo         | oo | ar | or  | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> |    |    | oor | are | ur | ow | oi |     |     |     |
| ue         |    |    | ore |     | er |    |    |     |     |     |
| ew         |    |    | aw  |     |    |    |    |     |     |     |
|            |    |    | au  |     |    |    |    |     |     |     |

Speedy sounds + Fred =  
decoding



+



# Make friends with Fred!



# 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) |  <p>Keep your teeth together and hiss</p> |  <p>Use Picture Sound Cards:<br/>ssssnake, ssssnail, sssspider, ssssun</p> |  <p>Draw the snake on the board, then write s next to it.</p> |  <p>Spot the new sound in the pack</p> |  |  |  <p>Select 3 sounds you have taught children so far.</p> |  <p>s-a-dsad<br/>s-a-t sat<br/>s-i-t sit</p> |

# Virtual Classroom films

fun

• • •



# How do I use the Virtual Classroom?

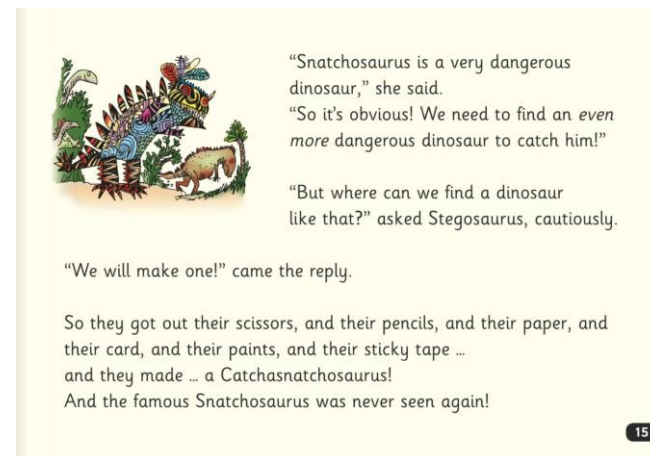
1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson – make it fun!

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

# Teach spelling using Fred Fingers



# Three reads



# 'Special Friends', 'Fred Talk'

1.6

ship

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

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

"**I** will not."



# Red Words

I

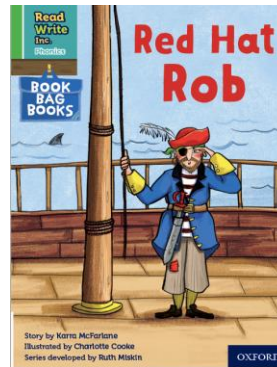
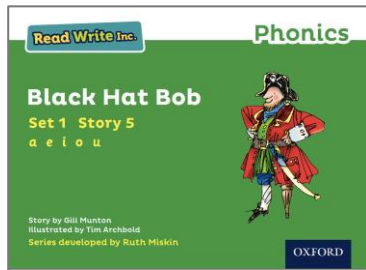
said

This is Red Hat Rob.



“I will grab that cash box,” he said.

# What books will children bring home?



Home: Friday

Returned: Monday

Home: Tuesday

Returned: Monday



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>*



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*

# Talk with children

Cooking:

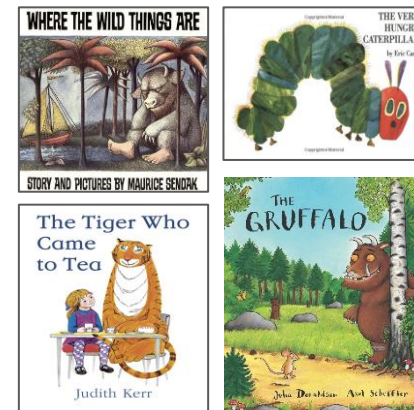
ingredients, heavy, light, knead, yeast, dough, temperature, moisture, creamy, whisk...

Walks:

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

# Choose the best stories for your storytime

Old and gold

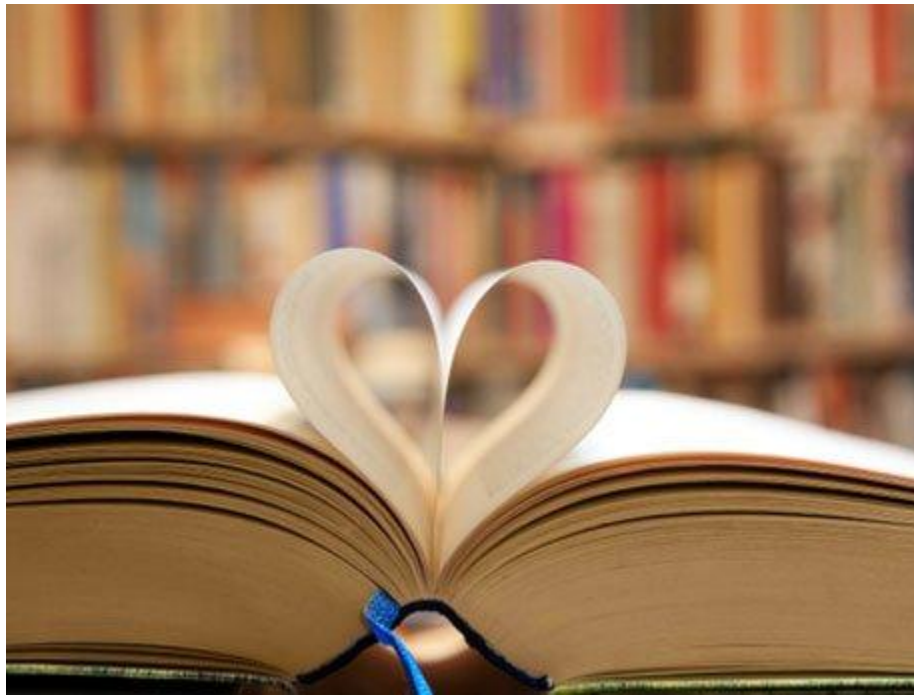


New and bold



# Engagement: love each story

Share your love and enthusiasm for the story.



# Reading aloud is transformational

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

# 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.

# ruthmiskin.com

**Learning to read  
at home**

### Parents, carers and families

We support our schools to work in partnership with you at home. This includes books for home reading, information booklets and a Virtual Classroom with films for children to practise.

#### Using the Virtual Classroom



See how to support your child at home with our Virtual Classroom.

### Films

These 17 films show you step by step how to teach children to read and write with Read Write Inc. Phonics.

If your child is in a school that teaches Read Write Inc. or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question, please get in touch via our [Facebook](#) or [8](#) pages and subscribe to our [YouTube](#) channel.

**Parent and carer films** 17 Videos

- How Read Write Inc. phonics works... 2:47
- Understanding how phonics works... 2:58
- How to help your child learn to read... 2:45
- What to expect from the phonics... 1:52
- Parents: how to listen to your child... 2:25
- Why read to your child? 2:08
- 18 things to think about when... 2:04

#### What is Read Write Inc. Phonics?



Watch on 

### Home reading guidance documents

[Parent FAQs](#)[Handwriting phrases](#)[Fred Games](#)[List of Read Write Inc. reading books](#)

# Read Write Inc.

# 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/>

# Parents carers and families webpage



**Any questions?**





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*